

Immigrant-Origin Adults without Postsecondary Credentials

A 50-State Profile

By Jeanne Batalova and Michael Fix

Executive Summary

The United States is facing a demographic double-bind—its population is aging and birth rates are declining. At the same time, broad economic forces are restructuring the U.S. labor market. Policymakers, economists, and employers may not fully agree on how much labor-market disruption technology and globalization may bring, but they agree that the knowledge-based U.S. economy of tomorrow will need more workers with education and training beyond high school.

Given that immigrant-origin adults—that is, immigrants and their U.S.-born children—are projected to account for nearly all labor-force growth in the next two decades, ensuring that this population has the postsecondary credentials needed to meet the growing demand for skilled workers is essential. The nation and many states will not be able to reach their educational and labor-force goals without deepening their investments in upskilling their immigrant-origin residents.

To shed light on this population, the Migration Policy Institute (MPI) has developed profiles of first-, second-, and higher-generation adults without postsecondary credentials (i.e., academic degrees as well as professional certifications and licenses) for the United States overall and for 50 states and the District of Columbia. The profiles describe the sociodemographic, educational, legal status, and English proficiency characteristics of these adults.

Key takeaways from this state-level analysis include:

- Immigrant-origin adults made up 30 percent of all adults without postsecondary credentials nationwide as of 2017, but considerably higher shares in many states. For example, they made up 58 percent of all adults without such credentials in California, 45 percent in New York, 43 percent in Nevada and Massachusetts, and 40 percent in Texas and Connecticut.
- Since 2000, the number of immigrant-origin adults has grown faster than the number of adults with only U.S.-born parents nationwide and in all but two states: New Hampshire and Maine.
- First-generation immigrant adults are less likely to hold postsecondary credentials than their U.S.-born counterparts in most states. They are, however, more likely to be credentialed in several “Rust Belt” states, such as Michigan and Ohio, in part because state and city governments have launched initiatives to attract foreign-born talent to combat population decline.

- There is strong intergenerational progress in credential attainment. In most states, the second generation outperforms the first, attaining outcomes roughly equal those of U.S.-born adults from nonimmigrant families.
- Limited English proficiency and, for first-generation immigrants, a lack of legal status can hinder credential attainment. The share of all adults without postsecondary credentials who have limited English skills is particularly high in traditional gateway states, including Texas and California. Meanwhile, the unauthorized share of immigrant adults without credentials is highest in newer destination states of the South and the Southeast.

These findings have important implications for national and state postsecondary education stakeholders, government agencies, service providers, and other actors that seek to promote immigrant integration and meet the demands of a changing labor market.

I. Introduction

The large and rapidly growing immigrant-origin working-age population is an important, if often under-recognized, source of talent for the U.S. and state economies. As of 2017, 58 million U.S. adults (ages 16 to 64) were either immigrants themselves or had at least one immigrant parent. These immigrant-origin adults accounted for 28 percent of all working-age adults, a share that is likely to grow in the years to come.

At the same time, the U.S. economy is becoming ever more knowledge-based, making postsecondary credentials—whether academic degrees or professional certifications and licenses—more of a necessity for spurring productivity and individual mobility. Thirty million of the 100 million U.S. adults who had no postsecondary credentials as of 2017 were of immigrant origin. This fact sheet provides a state-level profile of these 30 million adults, focusing on key characteristics that should be taken into account by public and private credentialing initiatives.

Box I. Key Terms

Immigrant generation: Immigrants, or the first generation, are persons with no U.S. citizenship at birth. Immigrants include naturalized U.S. citizens, legal permanent residents (or green-card holders), refugees and other humanitarian immigrants, persons on certain temporary visas (e.g., skilled foreign workers and international students), and unauthorized immigrants. The second generation is composed of persons born in the United States to one or more immigrant parents. Together, the first and second generations make up what this fact sheet describes as the immigrant-origin population. In contrast, adults born in the United States with only U.S.-born parents are described here as the third/higher generation.

Postsecondary credentials: There are two types of postsecondary credentials: degree and nondegree credentials. Degree credentials include associate-level vocational and academic degrees, as well as bachelor's, master's, doctoral, and professional degrees (such as those for medical doctors or lawyers). Common types of nondegree credentials include certificates awarded by an educational institution, apprenticeship certificates, professional (or industry) certifications awarded by a nongovernmental body, and occupational licenses awarded by a government licensing board or agency. Business licenses are not included.

Source: U.S. Department of Labor, Bureau of Labor Statistics, "Frequently Asked Questions about Data on Certifications and Licenses," updated April 28, 2017, www.bls.gov/cps/certifications-and-licenses-faqs.htm.

To do so, the fact sheet draws on two primary sources. One is 2017 data from the annual Current Population Survey (CPS), which provide information about both degree and nondegree credentials. The authors also analyze data from the 2016 American Community Survey (ACS) using a unique methodology developed by the Migration Policy Institute (MPI) for assigning legal status to noncitizens.¹

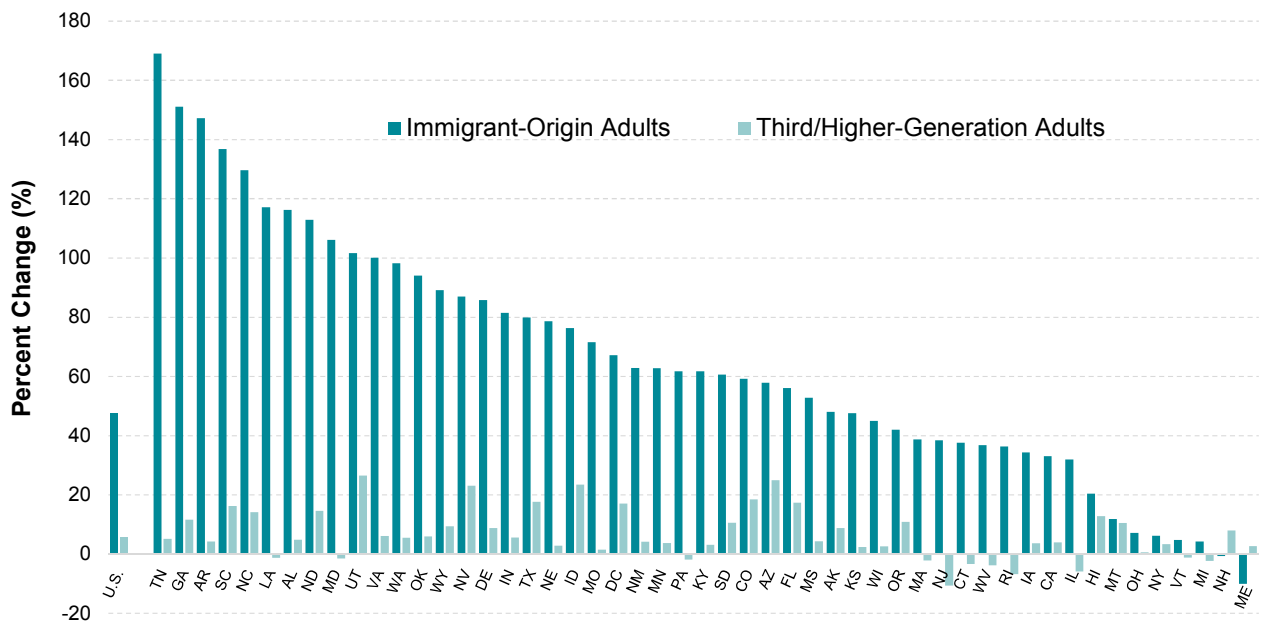
This fact sheet accompanies an MPI report, *Credentials for the Future: Mapping the Potential for Immigrant-Origin Adults in the United States*,² that provides a first-of-its-kind national portrait of U.S. adults without postsecondary credentials. That report also explores the returns to credentials with regard to labor-force participation, unemployment, and wages. Detailed data snapshots for immigrant-origin adults across the United States and in the 50 states and the District of Columbia are also [available online](#).

II. Why Focus on Immigrant-Origin Adults?

Between 2000 and 2017, the number of immigrant-origin adults grew at a much faster pace than the number of adults with only U.S.-born parents nationwide (47 versus 6 percent, respectively) and in 48 states and the District of Columbia; the only outliers were New Hampshire and Maine (see Figure 1).

As older workers retire, the immigrant-origin population will continue to be the main source of new U.S. workers,³ raising the question: Do these first- and second-generation adults have the skills and credentials needed to fully engage in the knowledge-based U.S. economy?

Figure 1. Population Change (%) between 2000 and 2017 among Adults (ages 16 to 64), by Immigrant Generation and State of Residence



Note: The term “immigrant origin” refers to persons born abroad who have immigrated to the United States and to U.S.-born persons with at least one immigrant parent. The term “third/higher generation” refers to persons born in the United States to U.S.-born parents.

Source: Migration Policy Institute (MPI) tabulation of 2000 and 2017 data from the annual Current Population Surveys (CPS), collected by the U.S. Census Bureau for the U.S. Department of Labor’s Bureau of Labor Statistics (BLS).

III. Postsecondary Credential Attainment and Gaps across States

Nationwide, 55 percent of first-generation adults (ages 16 to 64) and 47 percent of both second- and third/higher-generation adults had no postsecondary credentials as of 2017.⁴ These adults are an important target for efforts to build up the skills of the U.S. workforce.

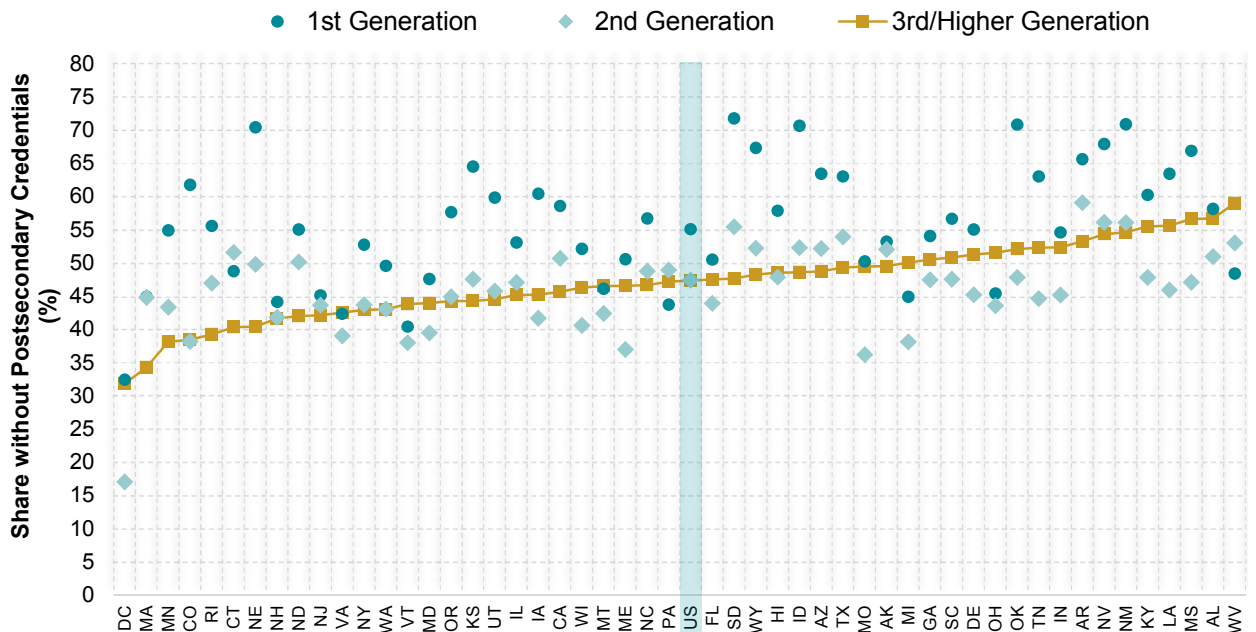
A. Immigrant Generation

In more than 40 states, the first generation’s postsecondary credential attainment lags that of the second and third/higher generations. However, as Figure 2 shows, the credential attainment of adults from different immigrant generations varies across states.

Several regional patterns emerge: As of 2017, the Great Plains and Mountain states of Nebraska, South Dakota, Colorado, Idaho, and Kansas had the widest credential attainment gaps between the first-generation and native-born populations. In contrast, in four “Rust Belt” states—Pennsylvania, Michigan, Ohio, and West Virginia—first-generation adults were more likely to have postsecondary credentials than their third/higher-generation counterparts. One factor contributing to this trend may be that state and city governments in these states have implemented policies to attract and integrate higher-skill immigrants to boost economic development and offset population decline.⁵

Overall, educational attainment rises from the first to the second generation. Second-generation adults—those born in the United States to immigrant parents—were more likely to have postsecondary credentials than first-generation

Figure 2. Share of First-, Second-, and Third/Higher-Generation Adults (ages 16 to 64) without Postsecondary Credentials,* by State, (%), 2017



* Refers to persons ages 16 to 64 with less than an associate degree and without a professional certification or occupational license. These estimates exclude young adults (ages 16 to 24) who were enrolled in high school or GED programs at the time of the survey.

Source: MPI tabulation of 2017 data from the annual CPS.

adults in all but three states: Pennsylvania, West Virginia, and Connecticut. At the same time, credential attainment rates among the second generation approximate those of third/higher-generation adults in most states. These findings are consistent with prior literature on secondary and postsecondary educational outcomes of the immigrant-origin population.⁶

B. Place of Residence

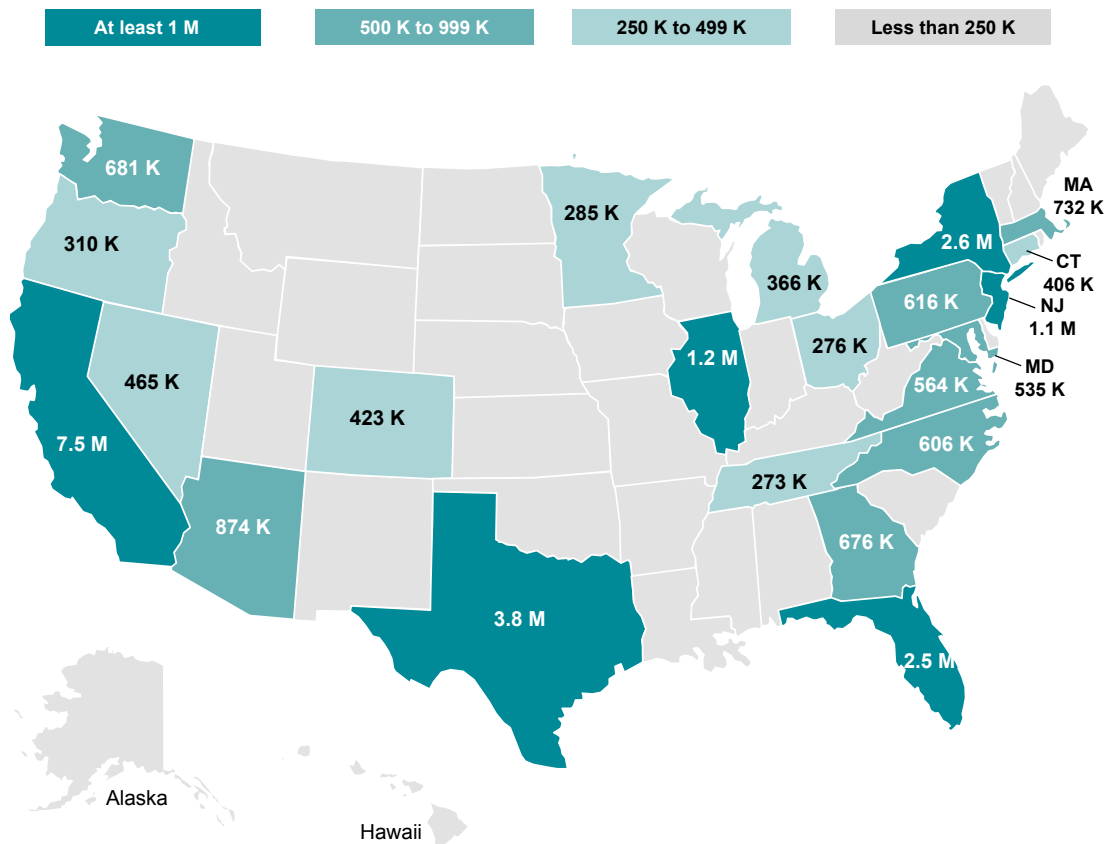
Where might investments in helping immigrant-origin adults attain postsecondary credentials result in the greatest credential attainment and labor-force gains? There are two ways to explore this question. One is to look at the states

where the largest numbers of immigrant-origin adults without postsecondary credentials live. The other is to identify the states in which immigrant-origin adults make up the largest shares of all adults without such credentials.

1. Top States by Immigrant-Origin Population Size

In 2017, nearly 19 million, or 63 percent, of the 30 million immigrant-origin adults without postsecondary credentials were living in six traditional immigration destination states: California, Texas, New York, Florida, Illinois, and New Jersey (see Figure 3). California alone was home to 25 percent of this population, followed by Texas, with 13 percent.

Figure 3. Number of Immigrant-Origin Adults without Postsecondary Credentials,* by State, 2017



*Refers to persons ages 16 to 64 with less than an associate degree and without a professional certification or occupational license. These estimates exclude young adults (ages 16 to 24) who were enrolled in high school or GED programs at the time of the survey.

Source: MPI tabulation of 2017 data from the annual CPS.

Another cluster of 8 states—those with at least 500,000 but fewer than 1 million immigrant-origin adults without postsecondary credentials—accounted for an additional 12 percent of the overall population, or 5.3 million adults. Taken together, the 22 states with more than 250,000 immigrant-origin adults without credentials—those shown in color on the map—accounted for 89 percent of all such adults nationwide.

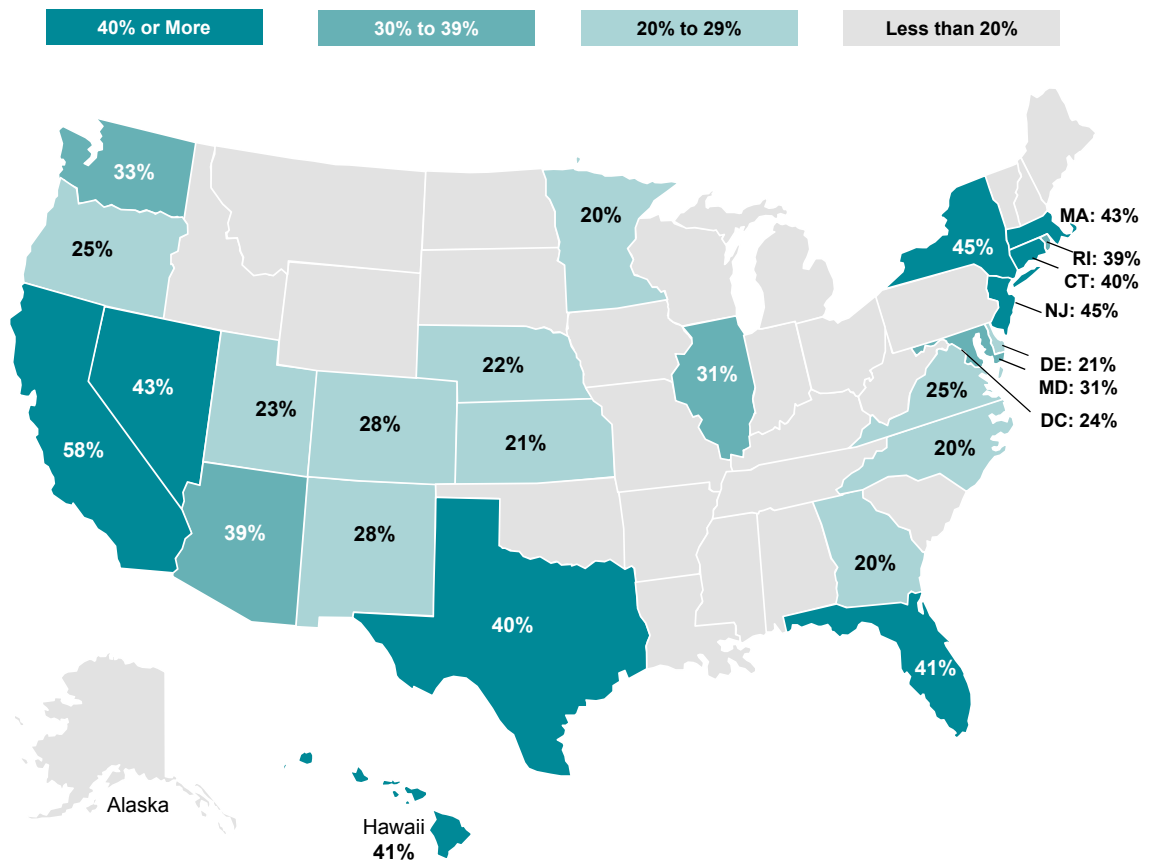
2. Top States by Immigrant-Origin Share of Adults without Credentials

Immigrant-origin adults accounted for 30 percent of all U.S. adults without postsecondary credentials in 2017. California’s share was

nearly twice as high (58 percent). In 14 states—including a mix of traditional and newer destinations—the immigrant-origin share exceeded the national average (see Figure 4).

In Nevada, 43 percent of adults without postsecondary credentials were of immigrant origin, a share just below that seen in New York and New Jersey (45 percent each). Again, regional patterns emerge: three New England states—Massachusetts, Connecticut, and Rhode Island—had high shares of immigrant-origin adults (around 40 percent) among all resident adults without postsecondary credentials. Notably, each of the three states had high overall postsecondary credential attainment rates by national standards (see Figure 2).

Figure 4. Immigrant-Origin Share of Adults without Postsecondary Credentials,* by State, (%), 2017



* Refers to persons ages 16 to 64 with less than an associate degree and without a professional certification or occupational license. These estimates exclude young adults (ages 16 to 24) who were enrolled in high school or GED programs at the time of the survey.

Source: MPI tabulation of 2017 data from the annual CPS.

In sum, immigrant-origin adults represent an important subpopulation of adults without credentials across the nation, with high concentrations not just in California and other gateway states but throughout the Northeast, the South, and the Southwest.

C. Race and Ethnicity

Immigrant-origin adults are also an important target for credentialing initiatives working to counteract rising ethnic and racial economic inequalities.⁷ Nationwide, 64 percent of immigrant-origin adults without postsecondary credentials were Hispanics as of 2017. Another 15 percent were Asian Americans and Pacific Islanders (AAPIs), 14 percent non-Hispanic Whites, and 7 percent non-Hispanic Blacks.

In most states, these immigrant-origin adults were also predominantly racial and ethnic minorities. Hispanics made up the largest group in all but nine states. AAPIs predominated in Hawaii and Alaska. And Black immigrant-origin adults made up notable shares in Maryland,

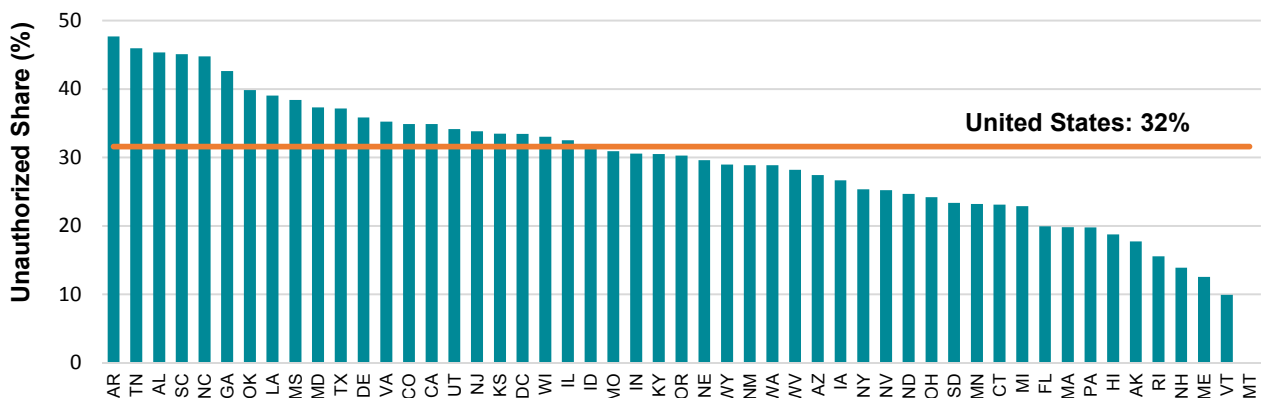
Minnesota, the District of Columbia, and North Dakota.

These findings, coupled with the rapid growth of the immigrant-origin population relative to the third/higher generation, suggest that a rising share of adults who stand to benefit most from credentialing initiatives will be Hispanics, Blacks, and AAPIs from immigrant families.

D. Legal Status

Of the 30 million immigrant-origin adults without postsecondary credentials in the United States, roughly two in three (or 19.3 million) were born abroad. First-generation immigrants also made up at least half of immigrant-origin adults without credentials in 45 states as of 2017. While all second-generation adults were born in the United States and are therefore U.S. citizens, members of the first generation hold a variety of legal statuses: some are naturalized U.S. citizens or green-card holders, some hold a temporary visa or status, and others are unauthorized immigrants.

Figure 5. Unauthorized Share of Immigrant Adults without a Postsecondary Education,* by State, (%), 2016



* Refers to persons ages 16 to 64 with less than an associate degree. These estimates exclude young adults (ages 16 to 24) who were enrolled in high school or GED programs at the time of the survey. Unlike the CPS data used in other figures in this fact sheet, the U.S. Census Bureau's American Community Survey (ACS) does not collect information about whether respondents hold nondegree credentials such as professional certifications or occupational licenses.

Source: MPI tabulation of U.S. Census Bureau 2016 ACS data.

Analysis of ACS data⁸ shows that, as of 2016, more than two-thirds of first-generation adults without a postsecondary education were legally present in the United States. Thirty-five percent were naturalized citizens and 33 percent were legally present noncitizens, such as green-card holders and immigrants on work, student, or other temporary visas. About 32 percent were unauthorized. Unauthorized immigrants made up relatively large shares of immigrants without a postsecondary education in the new destination states of the South and Southeast (see Figure 5), many of which also had low credential attainment rates among their third/higher-generation adults (see Figure 2).

Lack of legal status has important implications for credential acquisition and use. In addition to having severely limited access to education and training opportunities, unauthorized immigrants—including those with Temporary Protected Status and those participating in the Deferred Action for Childhood Arrivals program—are not eligible for federal student financial aid.⁹ Further, research has demonstrated that a lack of legal status can impede the integration of not only unauthorized immigrants but their U.S.-citizen children.¹⁰

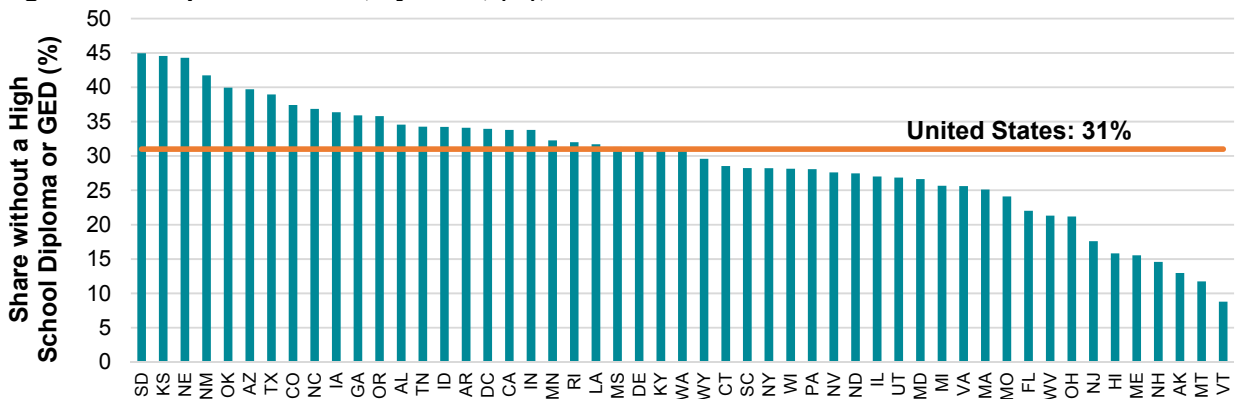
E. Educational Attainment

While efforts to boost postsecondary credential attainment generally focus on high school graduates, CPS data reveal that as of 2017, 31 percent of immigrant-origin adults without postsecondary credentials also did not have a high school diploma or GED equivalent (see Figure 6). The lack of a high school degree poses a significant challenge for adults who wish to pursue a professional certification or license, as one is required to obtain many credentials.

Another important target group for credentialing initiatives is immigrant-origin adults who lack a postsecondary credential but have completed some college coursework. Nationwide, these adults made up 26 of all immigrant-origin adults without credentials (see Figure 7). The share was higher in a number of states, including Virginia, Hawaii, and Michigan.

Research has identified several persistent obstacles to college completion.¹¹ These include cost, competing work and family obligations, and, for those who have dropped out, the need for time-consuming remedial coursework. Students from immigrant families may face additional barriers, such as discrimination, residential segregation, and a lack of legal status.¹²

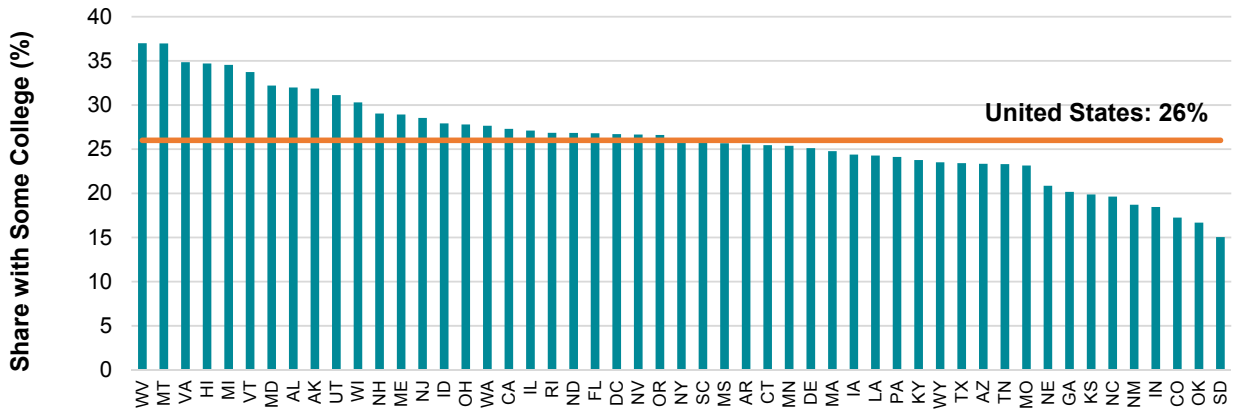
Figure 6. Share of Immigrant-Origin Adults without Postsecondary Credentials* Who also Lack a High School Diploma or GED, by State, (%), 2017



* Refers to persons ages 16 to 64 with less than an associate degree and without a professional certification or occupational license. These estimates exclude young adults (ages 16 to 24) who were enrolled in high school or GED programs at the time of the survey.

Source: MPI tabulation of 2017 data from the annual CPS.

Figure 7. Share of Immigrant-Origin Adults with Some College Coursework but No Postsecondary Credential,* by State, (%), 2017



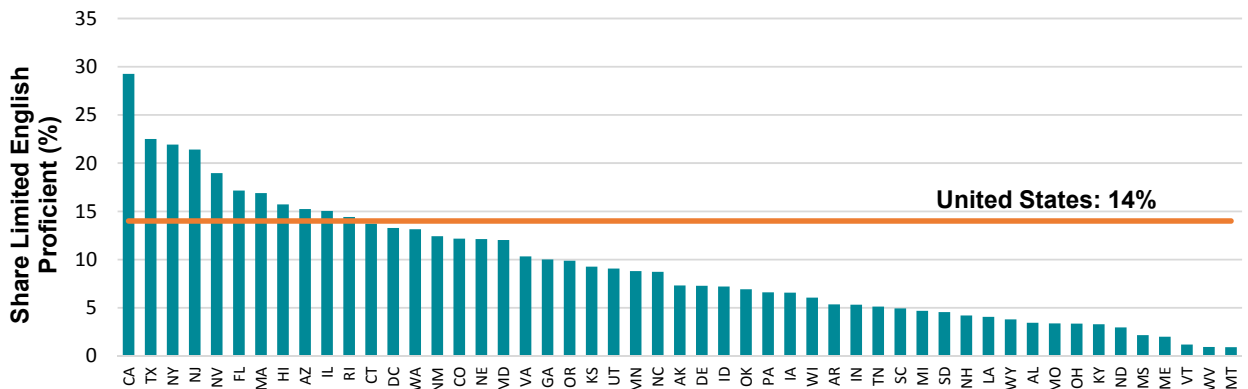
* Refers to persons ages 16 to 64 with less than an associate degree and without a professional certification or occupational license. These estimates exclude young adults (ages 16 to 24) who were enrolled in high school or GED programs at the time of the survey.

Source: MPI tabulation of 2017 data from the annual CPS.

There are strong generational trends at play here. First-generation adults on average have lower educational attainment than their second-generation counterparts. Many immigrant adults, including some who arrive before age 16, bypass U.S. secondary and postsecondary education altogether, instead entering low- and

in some cases middle-skilled employment. Thus, the immigrant-origin population without high school degrees shown in Figure 6 is composed largely of first-generation immigrants, while the population with some college in Figure 7 is predominantly the second generation.

Figure 8. Limited English Proficient Share of All Adults a without Postsecondary Education,* by State, (%), 2016



* Refers to persons ages 16 to 64 with less than an associate degree. These estimates exclude young adults (ages 16 to 24) who were enrolled in high school or GED programs at the time of the survey. Unlike the CPS data used in other figures in this fact sheet, the ACS does not collect information on whether respondents hold nondegree credentials such as professional certifications or occupational licenses.

Note: ACS asks respondents if they speak a language other than English at home. For those who speak a foreign language, the survey then asks them to self-assess their spoken English proficiency. "Limited English Proficient" refers to persons who report speaking English "not at all," "not well," or "well."

Source: MPI tabulation of U.S. Census Bureau 2016 ACS data.

F. English Proficiency of All U.S. Adults without Postsecondary Education

Another barrier to attaining postsecondary credentials is a lack of English skills and literacy. As of 2016, ACS data¹³ show that 14 percent of all U.S. adults who lack a postsecondary education were Limited English Proficient (LEP). At the state level, the LEP share of adults without postsecondary academic degrees was particularly high within the nation's traditional immigrant gateway states, including California, Texas, New York, New Jersey, and Florida (see Figure 8). In California, almost 30 percent of adults without a postsecondary education were LEP.

IV. Conclusions

More than 80 percent of Americans believe that having some education or training beyond high school is essential to a better economic future.¹⁴ Indeed, U.S. and cross-national studies¹⁵ have found that those with higher levels of education not only enjoy higher earnings and brighter career prospects, they are also healthier, more likely to engage in civic and political life, and in a better position to pass these social and financial advantages on to their children. In addition to the benefits postsecondary credentials offer individuals and their families, economists argue that the U.S. economy's reliance on workers with higher levels of skills and training will continue to expand.¹⁶

As this fact sheet and MPI's related national report, *Credentials for the Future: Mapping the Potential for Immigrant-Origin Adults in the United States*, make clear, immigrant-origin adults will be an important part of meeting future U.S. labor-market demands. While many of these first- and second-generation adults already have degree and nondegree credentials beyond high school, 30 million do not.

To effectively support the upskilling of these immigrant-origin adults, programs and poli-

cies should take into account this population's diversity with regard to race and ethnicity, immigrant generation, English proficiency, prior education, and legal status. In most states, immigrant-origin populations are predominantly composed of racial and ethnic minorities. Many have high shares that are LEP, or that have less than a high school diploma. The data reveal some regional variation regarding these characteristics. Compared to the United States as a whole, immigrant-origin adult populations in many newer immigrant destination states in the South and the Southeast are growing more rapidly and are composed of higher shares of first-generation immigrants, many of whom are unauthorized. At the same time, first-generation immigrant adults in Rust Belt states such as Michigan and Ohio have relatively high levels of postsecondary attainment, a potential boon to states grappling with population decline.

The numbers and trends described in this fact sheet reinforce the need for an inclusive approach to boosting the skills of first- and second-generation adults. Like their third/higher-generation counterparts, adults from immigrant families would benefit from accessible pathways to high-quality postsecondary credentials. On-ramps, practical supports along the way, and options to take a break from and return to training will help all students balance work and family obligations with credential attainment goals. At the same time, some characteristics of immigrant-origin adults (e.g., a lack of legal status for some first-generation adults, and higher likelihood of limited English proficiency) are more or less unique to this population. For state and national economies to fully benefit from the untapped potential of immigrant-origin workers, credentialing initiatives will need to be capable of helping participants overcome a range of labor-market challenges, including by building English proficiency and filling gaps in prior education, as well as honing skills in demand in key sectors.

Endnotes

- 1 The annual Current Population Survey (CPS) is collected by the U.S. Census Bureau and the U.S. Department of Labor's Bureau of Labor Statistics. Since 2015, the CPS has collected information not only on respondents' educational attainment but also on whether they hold professional certifications or occupational licenses. For details on the methodology used to analyze U.S. Census Bureau American Community Survey (ACS) data, see Jeanne Batalova, Sarah Hooker, and Randy Capps, *DACA at the Two-Year Mark: A National and State Profile of Youth Eligible and Applying for Deferred Action* (Washington, DC: Migration Policy Institute, 2014), www.migrationpolicy.org/research/daca-two-year-mark-national-and-state-profile-youth-eligible-and-applying-deferred-action.
- 2 Jeanne Batalova and Michael Fix, *Credentials for the Future: Mapping the Potential for Immigrant-Origin Adults in the United States* (Washington, DC: Migration Policy Institute, 2019), www.migrationpolicy.org/research/credentials-immigrant-origin-adults-united-states.
- 3 Jeffrey S. Passel and D'Vera Cohn, "Immigration Projected to Drive Growth in U.S. Working-Age Population through at Least 2035," Pew Research Center, March 8, 2017, www.pewresearch.org/fact-tank/2017/03/08/immigration-projected-to-drive-growth-in-u-s-working-age-population-through-at-least-2035/.
- 4 MPI tabulation of 2017 data from the annual CPS.
- 5 Jeanne Batalova and Michael Fix, *Tapping the Talents of Highly Skilled Immigrants in the United States: Takeaways from Experts Summit* (Washington, DC: Migration Policy Institute, 2018), www.migrationpolicy.org/research/tapping-talents-highly-skilled-immigrants-united-states-takeaways-experts-summit.
- 6 National Academies of Sciences, Engineering, and Medicine, *The Integration of Immigrants into American Society* (Washington, DC: National Academies Press, 2015), <https://doi.org/10.17226/21746>.
- 7 Rakesh Kochhar and Anthony Cilluffo, "Key Findings on the Rise in Income Inequality within America's Racial and Ethnic Groups," Pew Research Center, July 12, 2018, www.pewresearch.org/fact-tank/2018/07/12/key-findings-on-the-rise-in-income-inequality-within-americas-racial-and-ethnic-groups/.
- 8 Data on legal status and English proficiency are based on the authors' analysis of 2016 ACS data, which has implications for who is included in the analysis and which credentials are examined. There are two reasons for using ACS data. First, unlike the CPS data used in most tables and figures in this fact sheet, ACS collects information on respondents' self-reported English proficiency. Second, MPI has developed a unique methodology for estimating noncitizens' legal status in ACS data. However, while the ACS collects information about respondents' educational (degree) attainment, it does not cover nondegree attainment. Also, unlike CPS, the ACS only asks respondents about their U.S. citizenship status and place of birth, but not their immigrant generation. Therefore, estimates based on ACS data pertain to either immigrants or all adults, and they reflect educational (degree) rates rather than overall credential attainment.
- 9 U.S. Department of Education, Federal Student Aid, "Financial Aid and Undocumented Students: Questions and Answers" (fact sheet, U.S. Department of Education, Washington, DC, February 2019), <https://studentaid.ed.gov/sa/sites/default/files/financial-aid-and-undocumented-students.pdf>.
- 10 Frank D. Bean, Mark A. Leach, Susan K. Brown, James D. Bachmeier, and John R. Hipp, "The Educational Legacy of Unauthorized Migration: Comparisons across U.S.-Immigrant Groups in How Parents' Status Affects Their Offspring," *International Migration Review* 45, no. 2 (2018): 348–85.
- 11 For an overview of these barriers, see Elizabeth Mann Levesque, *Improving Community College Completion Rates by Addressing Structural and Motivational Barriers* (Washington, DC: Brookings Institution, 2018), www.brookings.edu/research/community-college-completion-rates-structural-and-motivational-barriers/.

- 12 Molly M. Scott, Graham MacDonald, Juan Collazos, Ben Levinger, Eliza Leighton, and Jamila Ball, *From Cradle to Career: The Multiple Challenges Facing Immigrant Families in Langley Park Promise Neighborhood* (Washington, DC: Urban Institute, 2014), www.urban.org/research/publication/cradle-career-multiple-challenges-facing-immigrant-families-langley-park-promise-neighborhood; Pew Research Center, *Latinos and Education: Explaining the Attainment Gap* (Washington, DC: Pew Research Center, 2009), www.pewhispanic.org/2009/10/07/latinos-and-education-explaining-the-attainment-gap/.
- 13 See endnote 8.
- 14 Doug Lederman, “Is Higher Education Really Losing the Public?” Inside Higher Ed, December 15, 2017, www.insidehighered.com/news/2017/12/15/public-really-losing-faith-higher-education.
- 15 Organization for Economic Cooperation and Development (OECD), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills* (Paris: OECD Publishing, 2013), <http://dx.doi.org/10.1787/9789264204256-en>; Richard V. Reeves and Eleanor Krause, “Raj Chetty in 14 Charts: Big Findings on Opportunity and Mobility We Should All Know,” Brookings Institution, January 11, 2018, www.brookings.edu/blog/social-mobility-memos/2018/01/11/raj-chetty-in-14-charts-big-findings-on-opportunity-and-mobility-we-should-know/.
- 16 Heather Long, “‘Nobody Like You Has Ever Done It’: How a High School Dropout Became President of the San Francisco Federal Reserve,” *The Washington Post*, January 18, 2019, www.washingtonpost.com/business/economy/nobody-like-you-has-ever-done-it-how-a-high-school-dropout-became-president-of-the-san-francisco-federal-reserve/2019/01/18/a019dcea-18cb-11e9-8813-cb9dec761e73_story.html.

About the Authors



Jeanne Batalova is a Senior Policy Analyst at the Migration Policy Institute (MPI) and Manager of the Migration Data Hub, a one-stop, online resource that provides instant access to the latest facts, stats, and maps covering U.S. and global data on immigration and immigrant integration. She is also a Nonresident Fellow with MPI Europe.

Her areas of expertise include the impacts of immigrants on society and labor markets; social and economic mobility of first- and second-generation youth and young adults; and the policies and practices regulating immigration and integration of highly skilled workers and foreign students in the United States and other countries.

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Dr. Batalova earned her PhD in sociology, with a specialization in demography, from the University of California-Irvine; an MBA from Roosevelt University; and bachelor of the arts in economics from the Academy of Economic Studies, Chisinau, Moldova.



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Mr. Fix's research focus is on immigrant integration and the education of immigrant children in the United States and Europe, as well as citizenship policy, immigrant children and families, the effect of welfare reform on immigrants, and the impact of immigrants on the U.S. labor force.

Prior to joining MPI, Mr. Fix was Director of Immigration Studies at the Urban Institute in Washington, DC, where his focus was on immigration and integration policy, race and the measurement of discrimination, and federalism.

Mr. Fix serves on the MPI Board of Trustees and is a Policy Fellow with IZA in Bonn, Germany. In December 2013, he was nominated to be a member of the National Research Council's Committee on the Integration of Immigrants into U.S. Society, which produced a seminal study on the integration of immigrants in the United States.

Previously, he served on the National Academy of Sciences' Committee on the Redesign of U.S. Naturalization Tests and on the Committee on the Health and Adjustment of Immigrant Children. He also served as a member of the Advisory Panel to the Foundation for Child Development's Young Scholars Program. In 2005 he was appointed to the State of Illinois' New Americans Advisory Council, and in 2009 to the State of Maryland's Council for New Americans.

Mr. Fix received a JD from the University of Virginia and a bachelor of the arts degree from Princeton University. He did additional graduate work at the London School of Economics.

Acknowledgments

The authors are grateful to the Lumina Foundation for its support for this research and to Dr. Courtney Brown for her helpful guidance. The authors would also like to thank their Migration Policy Institute (MPI) colleagues Michelle Mittelstadt, Lauren Shaw, and Sara Staedicke for their excellent editing and production of the fact sheet.

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Suggested citation: Batalova, Jeanne and Michael Fix. 2019. *Immigrant-Origin Adults without Postsecondary Credentials: A 50-State Profile*. Washington, DC: Migration Policy Institute.

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