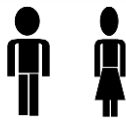


CAPITAL REGION

STATUS OF COLLEGE DEGREE HOLDERS AND ENGLISH PROFICIENT FOREIGN-BORN¹



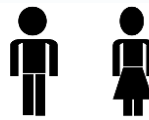
Foreign Born Residents in the Capital Region

70,159



Foreign Born Women in the Capital Region

35,156



Foreign Born men and Women of Color in the Capital Region

45,085



KEY FINDINGS

- ❖ The Capital Region receives an overall grade of C- and is ranked 8th in terms of the magnitude of disparities in socio-economic outcomes between foreign-born and native-born residents (who hold a college degree and are English proficient).
- ❖ The same grade and rank is assigned to the region with respect to disparities between foreign-born of color (who are college educated and English proficient) and native-born White non-Hispanic counterparts.
- ❖ The Capital Region receives an overall grade of B- and is ranked second in terms of the disparities between foreign-born women and their foreign-born male counterparts.
- ❖ Findings show large disparities in unemployment for foreign-born and foreign-born of color and their native counterparts. The region receives a failing grade and is ranked last in unemployment disparities.
- ❖ The Capital Region is ranked first and receives a grade of A for scoring the least disparities in rates of working poor between foreign-born women and foreign-born men.

Report Card

Foreign-Born²

Capital Region	Rank	Grade
Full Time Work	8	C-
Income	6	C-
Poverty	7	C
Working Poor	8	C-
Homeownership	7	C-
Rent Burden	4	B-
Unemployment	10	E
Overall	8	C-

Foreign-Born of Color³

Capital Region	Rank	Grade
Full Time Work	7	C
Income	6	C
Poverty	6	C
Working Poor	3	B-
Homeownership	7	C-
Rent Burden	4	B-
Unemployment	10	E
Overall	8	C-

Foreign-Born Women⁴

Capital Region	Rank	Grade
Full Time Work	7	C
Income	7	C-
Poverty	5	C-
Working Poor	1	A
Homeownership	2	A-
Rent Burden	5	C
Unemployment	3	C
Overall	2	B-

¹ College degree holders are defined as people who hold bachelor degrees or better. This cohort speaks English well.

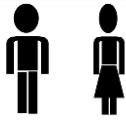
² Socio-economic outcomes of all foreign-born who are holders of college degrees and are English proficient are compared to those of all native-born with the same productive assets.

³ Socio-economic outcomes of all foreign born of color who are English proficient and holders of college degrees are compared to those of native-born White non-Hispanic with the same productive assets.

⁴ Socio-economic outcomes of foreign-born women who are college degree holders and English proficient are compared to those of foreign-born men with equal productive assets.

CAPITAL REGION

STATUS OF HIGH SCHOOL DIPLOMA HOLDERS AND ENGLISH PROFICIENT FOREIGN-BORN¹



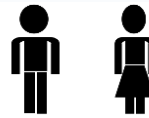
Foreign Born Residents in the Capital Region

70,159



Foreign Born Women in the Capital Region

35,156



Foreign Born men and Women of Color in the Capital Region

45,085



Report Card

Foreign-Born²

Capital Region	Rank	Grade
Full Time Work	8	C-
Income	1	A
Poverty	4	B-
Working Poor	6	B-
Homeownership	1	A-
Rent Burden	6	C
Unemployment	8	C-
Overall	2	B-

Foreign-Born of Color³

Capital Region	Rank	Grade
Full Time Work	8	D
Income	4	B-
Poverty	6	C
Working Poor	9	C-
Homeownership	4	B-
Rent Burden	5	C
Unemployment	8	C-
Overall	7	C

Foreign-Born Women⁴

Capital Region	Rank	Grade
Full Time Work	10	C-
Income	2	B
Poverty	5	B-
Working Poor	3	B
Homeownership	9	C-
Rent Burden	2	B-
Unemployment	1	A
Overall	1	B-

KEY FINDINGS

- ❖ The Capital Region is ranked second and receives a grade of B-. This means that foreign-born residents who hold a high school diploma and speak English well face less socio-economic disparities in general compared to their counterparts in other regions when compared with their native-born counterparts who have similar productive assets.
- ❖ Holders of high school diplomas who are English proficient and foreign-born face less disparities between them and their native born counterparts in homeownership in the region than in other regions.
- ❖ The Capital Region scores a C and is ranked 7th in terms of overall socio-economic disparities between foreign-born of color and native-born White non-Hispanic who have similar productive assets (i.e. hold high school diploma and speaks English well.)
- ❖ Foreign-born women in the Capital Region face the least disparities than their counterparts in other regions when their overall socio-economic outcomes are compared with those of their male foreign-born counterparts. Both cohorts are holders of high school diplomas and speak English well.

¹ These cohorts hold high school diploma or some college and speak English well.

² Socio-economic outcomes of all foreign-born holders of high school diploma who are English proficient are compared to those of native-born White non-Hispanic with the same productive assets.

³ Socio-economic outcomes of all foreign-born of color holders of high school diploma who are also English proficient are compared to those of native-born White non-Hispanic with the same productive assets.

⁴ Socio-economic outcomes of foreign-born women holders of high school diploma who are English proficient are compared to those of foreign-born male with the same productive assets.