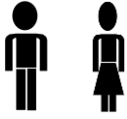


Finger Lakes

STATUS OF COLLEGE DEGREE HOLDERS AND ENGLISH PROFICIENT FOREIGN-BORN¹



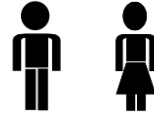
Foreign Born Residents in the Finger Lakes

69,876



Foreign Born Women in the Finger Lakes

37,307



Foreign Born men and Women of Color in the Finger Lakes

40,783



Report Card

Foreign-Born²

Finger Lakes	Rank	Grade
Full Time Work	6	C
Income	3	B
Poverty	6	C
Working Poor	3	B-
Homeownership	5	C
Rent Burden	5	C
Unemployment	9	D
Overall	6	C

Foreign-Born of Color³

Finger Lakes	Rank	Grade
Full Time Work	5	C
Income	4	B-
Poverty	4	B-
Working Poor	6	C
Homeownership	6	C
Rent Burden	6	C
Unemployment	5	B-
Overall	5	C

Foreign-Born Women⁴

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

KEY FINDINGS

- ❖ The Finger Lakes Region ranks sixth and receives a grade of C for the magnitude of disparities that exist between foreign-born residents who are college degree holders and proficient English speakers and their native-born counterparts. Disparities in unemployment between these two cohorts place the region second to last.
- ❖ The region ranks 5th with respect to disparities between foreign-born of color who hold a college degree and speak English well and their native-born White-non-Hispanic counterparts.
- ❖ The region ranks first in terms of the least disparities related to gender. The region receives a grade of A for scoring the least disparities between foreign-born women who are holders of college degrees and are English proficient and their foreign-born male counterparts. Disparities in access to full time work between these two cohorts also are better than anywhere else in the state. The region ranks first in access to full time work. It also ranks first in the least disparities between foreign-born women and men with respect to the indicators of unemployment and homeownership.

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

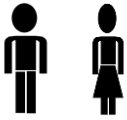
² Socio-economic outcomes of all foreign-born who are holders of college degrees and are English proficient are compared to those of all native-born with the same productive assets.

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.

Finger Lakes

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



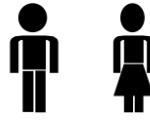
Foreign Born Residents in the
Finger Lakes

69,876



Foreign Born Women in the
Finger Lakes

37,307



Foreign Born men and
Women of Color in the
Finger Lakes

40,783



Report Card

Foreign-Born²

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

Foreign-Born of Color³

	Rank	Grade
Full Time Work	2	B
Income	6	C
Poverty	4	B-
Working Poor	5	C
Homeownership	2	B
Rent Burden	3	B-
Unemployment	1	B
Overall	1	B-

Foreign-Born Women⁴

	Rank	Grade
Full Time Work	3	C
Income	6	C
Poverty	1	B
Working Poor	9	D
Homeownership	4	C-
Rent Burden	5	C-
Unemployment	8	D
Overall	6	C

KEY FINDINGS

- ❖ For English proficient foreign-born holders of high school diplomas in the Finger Lakes, overall socio-economic disparities are lowest in the region. The region enjoys a first place rank and a grade of B-.
- ❖ Similarly, English proficient foreign born of color who are holders of high school diplomas experience overall the lowest levels of disparities when their socio-economic outcomes are compared with their native-born, White non-Hispanic counterparts with similar productive assets.
- ❖ English proficient foreign-born women who are holders of high school diplomas do not fare as well in the region when compared to their foreign-born male counterparts. The region is ranked second to last for having one of the highest numbers of working poor foreign born women when compared with their foreign-born male counterparts. Disparities in poverty levels between these two cohorts, however, seem to be lowest in the state.

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.