

SKILLED IMMIGRANTS AND IMMIGRANT ENTREPRENEURS IN NEW JERSEY



BRIEFING REPORT

**Submitted by the Skilled Immigrant Task Force to the
State Council on Adult Literacy Education Services
(SCALES)**

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WHO ARE NEW JERSEY'S SKILLED IMMIGRANTS?

Over the last two decades, the educational background of the immigrant population in New Jersey and the nation has changed dramatically. In 1980, there were twice as many low skilled immigrants (defined in this report as those with less than a high school diploma or its equivalent) in the U.S. than high skilled (defined as those with a college degree or better). By 2010, the percentage of high skilled immigrants had surpassed that of the low skilled: 30 percent high skilled vs. 28 percent low skilled. The spread was even greater in New Jersey: 36 percent high skilled vs. 21 percent low skilled.¹ In a state with 21.5 percent of its population born in another country – the third highest percentage in the nation – the number of skilled immigrants has reached record levels.*

A college education, however, does not always produce success in the labor market, particularly if the degree was earned in another country. A national study commissioned by the Office of Career, Technical, and Adult Education (OCTAE) found a general “malemployment” rate of 36 percent for all immigrants with foreign degrees -- increasing to 46 percent for those from Latin America and 47 percent for those from Africa.² Malemployment refers both to immigrants who are unemployed and those who are working in occupations not commensurate with their skill and educational levels. The Migration Policy Institute estimates that there are nearly 95,000 malemployed, college-educated immigrants in New Jersey and 1.6 million nationally.³ Many of these immigrants have both the skills and experience to fill shortages in high demand occupations, such as the various STEM fields, if concerted efforts are undertaken to address barriers to their integration into the workforce.

WHO ARE NEW JERSEY'S IMMIGRANT ENTREPRENEURS?

Whether degree holders or not, immigrants are important drivers of entrepreneurship and job creation in New Jersey. Although comprising only 12 percent of the total U.S. population, immigrants started 28 percent of all new U.S. businesses in 2011, employing one in 10 U.S. workers.⁴ Immigrant entrepreneurs range from mom and pop retail to high tech firms. Indeed, New Jersey has the distinction of having the highest percentage (45.1 percent) of immigrant founders of high tech firms in the country.⁵ Although the reasons why immigrants are drawn to entrepreneurship are open to conjecture, it appears likely that immigrants are risk-takers by disposition, having braved the transition from old country to new. A multicultural perspective may also be conducive to successful innovation in many fields. Immigrants also turn to entrepreneurship because of difficulties accessing the regular job market.

* When we talk about skilled immigrants in this report, we are talking about those who entered the United States through family reunion, refugee, or asylee channels -- not “elite” immigrants who came via work or investor visas. *

Immigrant entrepreneurs come from all nationality backgrounds, with Asian groups showing the highest rates of entrepreneurship. Among Hispanic immigrants, the rate of entrepreneurship has soared over the last decade. In 2012, 11.7 percent of Latino immigrants were self-employed compared to 10.0 percent of the native-born population. From 1990 to 2012, the number of Hispanic entrepreneurs tripled, going from 577,000 to more than 2.0 million.⁶ It is also important to point out that immigrant women are increasingly active as entrepreneurs. Between 2000 and 2010, the business ownership rate for immigrant women nationally increased from 5 percent to 9 percent, surpassing the 6.5 percent rate for native-born women.⁷ The five largest immigrant communities in New Jersey are: Asian Indians, Dominicans, Mexicans, Ecuadorians, and Chinese.

WHAT ARE THE CHALLENGES FACING SKILLED IMMIGRANTS?

Though skilled immigrants have a strong foundation of training and experience, they face significant cultural and other barriers to labor market entry and advancement, including: weak professional networks, lack of résumé-writing and interviewing skills in the American context, uncertainty about effective job search techniques, and the tendency of some employers to dismiss or undervalue foreign credentials and work experience. Immigrants also need help to get their foreign credentials recognized, improve their English language skills, especially in a vocationally specific context; access supplemental education to make up for any deficiencies in their professional education; and qualify for US licensing or certification. Refugees, who may have spent many years in overseas refugee camps prior to admission to the U.S., are especially disadvantaged, as their education and skills may have gone unused for many years. Desperation leads many immigrants and refugees to take jobs that are low paying and that underutilize the skills they worked so hard to acquire. In their home countries, these individuals were engineers, doctors, nurses, scientists, accountants, and teachers. In the U.S. they are nannies, cashiers, and cab drivers, if they can find work at all. According to a 2014 report by the Organization for Economic Cooperation and Development (OECD), the problem of skill underutilization is pervasive in all OECD countries where skilled immigrants, if employed, are 47 percent more likely to be in jobs for which they are over-qualified.⁸

WHAT ARE THE CHALLENGES FACING IMMIGRANT ENTREPRENEURS?

While immigrants start businesses at higher rates than the native-born, immigrants often face greater obstacles to launching, maintaining, and expanding their businesses. These obstacles include lack of familiarity with local markets and the local business environment, difficulties meeting administrative requirements and accessing credit, weak business networks, barriers of language and culture, and immigration and visa policies that discourage would-be entrepreneurs. As a result,

the entrepreneurial impulse of immigrants can easily be stifled and their prospects for business success greatly reduced. When immigrants fall short of their potential, all Americans suffer, as immigrant-founded businesses are major engines of job creation and urban redevelopment in the U.S. It should be noted that immigrant entrepreneurs span the skills spectrum. Although many are high skilled, substantial numbers are not. Indeed, a recent study found that more than 37 percent of new immigrant business owners did not have a high school diploma from either their home country or the U.S.⁹ Thus, entrepreneurship serves as a path out of poverty for many immigrants.

WHY SHOULD NEW JERSEY'S WORKFORCE SYSTEM PAY ATTENTION TO SKILLED IMMIGRANTS AND IMMIGRANT ENTREPRENEURS?

New Jersey's competitive economic advantage depends on a highly skilled workforce and a business environment conducive to entrepreneurs. In its Unified Workforce Investment Plan (July 2012 to June 2017), New Jersey identifies seven key industry sectors that form the foundation for the state economy and labor market and outlines an ambitious strategy to build a talent pipeline for the state's knowledge-based economy.

Increasingly, residents must possess the skills that will enable them to obtain jobs and have productive careers, and employers must have access to a job-ready pool of talent. An important segment of this talent pool is the State's skilled immigrant population, i.e. those with an undergraduate degree or higher earned abroad. These skilled professionals often have the technical/occupational training, knowledge and skills needed in key sectors such as health care, life sciences, and technology and entrepreneurship, as well as in other jobs outside the key industry groups. Recent studies suggest that immigrants in the high-skilled workforce *complement* rather than displace their U.S. counterparts, filling shortages not met by native-born workers while also stimulating job growth.¹⁰

Upwardly Global, an organization that has been working with this population for the last 15 years in the states of New York, Illinois, Washington, Maryland, and Michigan, reports that on average, skilled immigrants have seven years of professional experience in their respective fields, 29 percent have Master's or PhD degrees, and over 60 percent have the skills and experience to fill the most in demand positions as reported in Manpower's 2012 Talent Shortage Survey of over 30,000 employers.

By 2020 economists forecast that the US will be in stiff competition with other industrialized countries to attract immigrants to offset low native fertility rates and shrinking workforces. Failure to address the underemployment of skilled immigrants lessens New Jersey's appeal as a destination for immigrants, weakens the state's economic competitiveness and its status as a world hub of talent and creativity. Moreover, this loss of human capital profoundly affects the economic

stability of families and the immigrant community at large. The economic cost to the United States of the underemployment of skilled immigrants in a single year is in the billions in lost income to these professionals and their families, and hundreds of millions in lost tax revenue and consumer spending as a result.

The human and economic costs of overlooking entrepreneurship as a viable path to stable employment and family sustaining wages are also great. Immigrant entrepreneurs not only strive to achieve self-sufficiency for themselves and their families; they also create job opportunities for other Americans. By dint of hard work and sacrifice, many reach their goal. But many more would achieve their American dream if efforts were undertaken to remove the many obstacles in their path. The role of immigrant entrepreneurs in stimulating New Jersey's economy was recognized three years ago by the creation of the annual New Jersey Immigrant Entrepreneur of the Year Awards by a coalition of local chambers of commerce and other organizations.¹¹ The coalition seeks to showcase the vital role that immigrant entrepreneurs have played in "revitalizing Main Street, stimulating innovation, and spurring economic development."

HOW DO THE WORKFORCE INVESTMENT AND OPPORTUNITY ACT (WIOA) AND NEW JERSEY'S BLUEPRINT FOR TALENT DEVELOPMENT SUPPORT THE DEVELOPMENT OF TARGETED SERVICES FOR FOREIGN-EDUCATED SKILLED IMMIGRANTS AND IMMIGRANT ENTREPRENEURS?

The changing demographics of the New Jersey immigrant population, as reflected in the growing percentage of immigrants with foreign degrees and professional experience, calls for new approaches to training to address high rates of unemployment and underemployment among skilled immigrants, especially those from Africa and Latin America. These immigrants are an example of an "untapped pool of potential talent" that could feed "a sustainable pipeline of qualified candidates for many vital industry sectors" – a major goal of New Jersey Blueprint for Talent Development. The vast majority of skilled immigrants are work-authorized, legal residents of the United States and thus qualify to participate in both Titles 1 and 2 of WIOA, so long as they satisfy other eligibility requirements under the law.

Although WIOA does not identify underemployed skilled immigrants as a priority population per se, except in the context of EL Civics, it does include English language learners and those with "substantial cultural barriers" – criteria that fit immigrant professionals -- as priority populations. The law also allows states to make priority determinations based on the characteristics of the local population. New Jersey would have ample justification in making such a determination given the high number of unemployed and underemployed skilled immigrants in its population, their ability to satisfy critical manpower needs, and the likelihood that they would help the state meet its performance requirements under WIOA. The role that skilled

immigrants have played in meeting human resource needs in key high demand industries, such as health care, suggests that immigrant professionals have already shown their potential to many New Jersey employers.

So much of what is envisioned in WIOA and the Blueprint document as optimal career pathway design would be integral elements of any approach to serving this population. The contextualized learning model that New Jersey proposes to follow, which would group students in occupationally-specific cohorts, would be the essence of any program to serve skilled immigrants. Most skilled immigrants would be aiming to attain licensure in their respective fields, a form of “recognized post-secondary credential” that would enable them to resume working in their profession of choice. Work-based learning, in the form of apprenticeships, internships, and mentoring opportunities, would be another desirable feature of a holistic program serving this population, allowing immigrants to gain valuable American work experience. Likewise, new forms of partnership, involving educational institutions, workforce development organizations, and community-based organizations would be essential to program effectiveness. The potential plan to regionalize services would create larger catchment areas and greater economies of scale. Finally, immigrant professionals would benefit from specialized career navigation resources, a key component of any career pathway system.

WIAO also recognizes the importance of entrepreneurial skills training as a key aspect of local workforce plan development. States are given authority to fund entrepreneurial and microenterprise training using state discretionary money, and entrepreneurial training is one of 14 required services to be provided to youth participants. The content of this training has been specified in the Notice of Proposed Rulemaking. In a recently released study from the Federal Reserve Bank of Atlanta focusing on the challenge of revamping the workforce system, the authors bemoan the fact that entrepreneurship has received “slight attention in the workforce world” and argue that entrepreneurship must become “part of our workforce arsenal.”¹² State planning should take into account the various entities already working in this area and the propensity of immigrants to pursue the goal of self-employment.

HOW HAVE OTHER STATES AND JURISDICTIONS ADDRESSED THE NEEDS OF SKILLED IMMIGRANTS?

Recognizing that skilled immigrants provide an important talent pool for the American economy and that strategic workforce investments could make that pool accessible to employers, workforce programs are experimenting with ways to address the barriers that interfere with skilled immigrant success. The passage of the Workforce Innovation and Opportunity Act (WIOA) in 2014 mandates the development and implementation of Unified State Plans, detailing information on strategies to address barriers to employment, including those of English language learners and those facing substantial cultural barriers – categories into which many

skilled immigrants fit. In the spring of 2014, the U.S. Department of Labor (Employment and Training Administration) issued an official Training and Employment Notice (TEN), reminding states that immigrant professionals are an eligible population for federally funded services. In particular, the TEN focused on Job-Driven National Emergency (JD-NEG) grants. A number of states were quick to act on this advisory. In the summer of 2014, at least five of the states receiving JD-NEG grants (Idaho, Illinois, Maine, Maryland, and Washington) specifically mentioned immigrant professionals as part of their scope of service. Here are some examples of initiatives currently underway in other states and jurisdictions:

- Since 2013 the New York City Economic Development Corporation (NYC EDC) has funded the **Immigrant Bridge Program** to support immigrant jobseekers.¹³ Drawing on Canadian program models such as the Immigrant Access Fund and the Ontario Bridge Training Programs, the Immigrant Bridge initiative is made up of two components:
 - **Specialized case management** to help participants navigate the process of re-entering their former fields and fill high demand positions in STEM, healthcare, finance and accounting. This service is provided through contracts with three nonprofits: CAMBA, Goodwill Industries, and Upwardly Global.
 - **Microfinance loans** to fund the costs of necessary exams, training courses, and basic living expenses incurred during program participation through low-interest loans of between \$1,000 and \$10,000 (administered by Amalgamated Bank).
- A good example of a “Pipeline Program” is the **Global Engineers in Residence Program (GEIR)**, pioneered several years ago by the nonprofit Upwardly Global and its employer partner Greeley & Hansen in Chicago.¹⁴ In summer 2014, the state of Michigan announced that it would be the first state to sponsor the GEIR program, through its Office of New Americans and associated partners. Michigan’s implementation includes incentives to employers to participate in GEIR.¹⁵ GEIR allows foreign-trained engineers the opportunity to build the soft skills, as well as connections to employers, educational institutions, and professional networks they will need to rebuild their professional careers in America. Employers use GEIR to essentially “audition” global talent without an obligation of having to make a permanent hiring decision.
- The **Welcome Back (WB) Initiative**, a project started in San Francisco in 2001 and now operational in 11 states, is helping internationally trained health professionals use their skills while addressing health gaps in community health care. Over 10,500 health care professionals have been served through the Welcome Back Initiative and thousands are in the process

of obtaining the licenses and certificates they need to share their skills and experience with their communities. One purpose of the WB centers is to promote the creation of a health workforce that better reflects the demographics of local communities, taking advantage of the cultural and linguistic skills of foreign-trained health care professionals. Six of the Welcome Back Centers, including the one at LaGuardia Community College in New York City, operate out of local community colleges. The role of foreign-educated health care professionals in filling current and impending shortages in the health care field was emphasized in a major published report recently prepared for the Governor of Massachusetts.¹⁶

- A number of non-profit organizations function as “one-stop shops” for immigrants and refugees. One such organization is the **International Institute of St. Louis (IISTL)**, which provides specialized services for a range of immigrants from low skilled through immigrant professionals. IISTL is beginning an 8-week training session for skilled immigrants (maximum of 15 people per session) covering topics such as resume-writing, networking and social networks, professional communication and interviewing skills. The program is designed to help people with degrees from their home countries to engage in self-directed job search activities. At the end of the program, participants are matched with people in their field for informational interviews through the **St. Louis Mosaic Project’s Professional Connector**. IISTL also provides industry-specific training programs, such as its Certified Nurse Assistant Program, which can be a useful stepping-stone for immigrant health professionals beginning the path to re-licensure in the U.S. IISTL braids its WIB funding with additional funding from the US Office of Refugee Resettlement across all its employment-related programs.
- Largely for demographic reasons, i.e. greater percentages of skilled immigrants to total immigrant population, other immigrant-receiving countries such as Canada and Australia have given high priority to skilled immigrant integration and developed model programs in the area. One notable example in the Canadian context is **Allies**, which promotes mentoring opportunities for skilled immigrants in 10 Canadian cities. A recent independent evaluation of Allies found a 62 percent increase in earnings among program participants, as well as a sharp drop in unemployment.¹⁷ Canada also seeks to educate and engage employers in its effort to integrate skilled immigrants. The website **hireimmigrants.ca** provides businesses with the tools and resources they need to better recruit, retain and promote skilled immigrants. The site also profiles good examples and innovative practices of employers across the country.

HOW HAVE OTHER STATES AND JURISDICTIONS ADDRESSED THE NEEDS OF IMMIGRANT ENTREPRENEURS?

Recognizing the potential for enterprise and job creation through immigrant entrepreneurship, states, municipalities, and foundations around the country are investing in programs to promote immigrant business success.

Programs are of two general types: A) targeted programs, i.e. programs specifically created to serve an immigrant population, and B) embedded programs, i.e. programs serving immigrants while also serving the general population. Programs also vary as to the segment of the immigrant population they are targeting, e.g. immigrants operating small businesses, sometimes catering to an ethnic market vs. immigrants engaged in high value-added and innovative activities. Programs may also be classified according to whether they serve aspiring entrepreneurs or people who are already up and running with their own businesses.

Examples of targeted programs include:

- The **English for Entrepreneurs Program** of the Welcoming Center for New Pennsylvanians. This six-week class is offered periodically throughout the year. With a specialized curriculum covering English vocabulary and pronunciation, customer service skills and cultural competence, the course is open to business owners and retail workers. Participants learn how to de-escalate potential conflicts, build their customer base, and improve their understanding and connection with fellow merchants, neighborhood residents, and law enforcement.
- The ***Primo Passo*** training program of the Hispanic Economic Development Corporation (HEDC) of Kansas City has helped over 1,000 current or aspiring immigrant business owners in Kansas City and its suburbs. A major force in the revitalization of downtown Kansas City, HEDC also conducts a weekly call-in radio show in Spanish focused on the needs of Latino business owners. HEDC was the winner of the *E Pluribus Unum* Prize of the Migration Policy Institute in 2011.
- In New York City, ***Competition Thrive*** invites “intermediary organizations” to develop proposals that promote scalable, growth opportunities for New York City’s immigrant-entrepreneurial community. Plans are designed to enable immigrant entrepreneurs to start, operate, and expand their businesses. Each year, five organizations receive \$25,000 each to pilot their programs. At the end of the year, the New York City Economic Development Corporation announces grand prizewinners. The last grand prize winner was CAMBA Inc., which received \$150,000 for its program, *Mobilize Your Business: Using the Tablet for a Competitive Edge*, a workshop series that introduces the basic functions of the iPad to immigrant entrepreneurs, and

provides access to individualized counseling and micro-loans. The New York Public Library, which piloted *Blueprint for Your Business Future*, a workshop series designed to educate immigrant entrepreneurs about the importance of succession planning, was named the runner-up and received a \$75,000 grant to further expand their program.

- In New Jersey, **Rising Tide Capital (RTC)**, based in Jersey City, offers eight simultaneous classes in entrepreneurship (a “basic business boot camp”) twice a year in four different locations: Jersey City, Union City, Newark, and Orange. Two of the classes are conducted in Spanish, although immigrants are well represented in all classes. Classes are organized in collaboration with local, community-based organizations or school systems, such as North Hudson Community Action Corporation in Union City, the Ironbound Community Corporation in Newark, and the Orange School System. RTC is also serving as technical advisor to the Statewide Hispanic Chamber of Commerce in its efforts to promote entrepreneurship within the Hispanic community.

RECOMMENDATIONS

We have made the case in this report for devoting time and resources to maximizing the economic potential of skilled immigrants and immigrant entrepreneurs. A holistic view of the workforce system, one that recognizes the critical role that immigrants play in the state and national economy, suggests the need for both system adaptation and targeted programming in this area. Our intention in producing this report is not to draw resources away from other areas of need, but to use existing resources in a smarter and more efficient way. We also believe that such programming exemplifies the career pathways approach reflected in the new WIOA legislation. We realize that much more work needs to be done to turn this vision into reality. However, the dividends, in terms of professions regained, high demand jobs filled, and economic growth accelerated, will be great.

We are pleased that SCALES commissioned this report from our sub-committee. The acceptance of this report, we hope, will trigger appropriate follow-up action by the State Employment and Training Commission.

We suggest the following:

1. Skilled immigrants and immigrant entrepreneurs should be considered to be groups facing special employment-related challenges, yet at the same time, groups with valuable human capital to contribute to the state’s economy.
2. Steps should be taken to raise awareness of the needs of foreign-educated immigrants and immigrant entrepreneurs by LWD, WIB directors, One-Stop

staff, and Literacy Consortia partners. Strategies might include a special training program or a statewide conference.

3. The State should build the capacity of One-Stops, education providers, and CBOs to connect skilled immigrants and immigrant entrepreneurs to appropriate resources, such as credential evaluation services and entrepreneurial training programs.
4. LWD should partner with community colleges, other postsecondary institutions, community-based and other organizations that come into frequent contact with skilled immigrants and immigrant entrepreneurs. The State should also encourage partnerships between community-based organizations and community colleges to help transition skilled immigrants to the credentials, certificates and/or degrees required to rebuild their careers in America.
5. Existing programs, such as the Jobs4Jersey website and the Jersey Job Clubs, should be adapted to meet the needs of foreign-educated professionals. Separate pages of the website (or a linked online portal) could provide relicensing information for specific fields, as well as career development resources. Likewise, the formation of support groups modeled on the Jersey Job Clubs might enable immigrants to benefit from the experience of their peers.
6. Efforts should be made to address the dearth of ESOL classes at higher levels. In order to provide language-learning opportunities geared to the educational background and potential of skilled immigrants, advanced ESOL classes should be offered that provide contextualized language instruction in specific skill areas. Such classes should focus on the vocabulary and communication skills specific to the profession(s) that immigrants are preparing to enter, as well as relevant industry-specific guidance and information.
7. Metrics for program evaluation should take into consideration the special circumstances of foreign-educated immigrants and immigrant entrepreneurs. LWD, for example, should clarify that skilled immigrants may qualify as “dislocated workers” and that self-employment may count as a training outcome.
8. A detailed demographic analysis should be conducted to determine the number and characteristics of skilled immigrants in local NJ communities so as to target resources to areas of greatest need. Consideration should be given to a regional approach to service delivery to create greater economies of scale.

9. LWD should ensure that existing data collection for adult education and workforce programs captures relevant data on skilled immigrants. It would be helpful, for example, to know how many participants in current programs are immigrants with degrees, and to have information on their fields of study. Local programs should also report on the types of services, if any, provided to skilled immigrants. As new approaches are developed under WIAO for the certification of local WIBs, competencies for meeting the needs of skilled immigrants should be developed and measured.
10. Current planning efforts, including the National Governor's Association Policy Academy Grant and planning for WIOA implementation, should reflect due consideration of the needs and potential of foreign-trained immigrants and immigrant entrepreneurs.
11. LWD should consider the establishment of special projects to serve skilled immigrants and immigrant entrepreneurs. Such projects should integrate with existing New Jersey Talent Networks, create well-defined access points, and create targeted counseling components. One model for consideration by the Health Care Network might be the Welcome Back Centers for foreign-trained health professionals.
12. The State Employment and Training Commission should convene a taskforce to review state policies and procedures pertinent to the workforce development needs of skilled immigrants and immigrant entrepreneurs, especially policies that affect credentialing and licensure, training and education, and access to networking opportunities. The taskforce should examine whether credentialing procedures are user-friendly for immigrant applicants and whether modifications to speed up licensure can be made. The taskforce should include representatives from LWD, the Department of Law and Public Safety (Division of Consumer Affairs), Education, Health, State, Community Affairs, and other relevant agencies and stakeholders. New Jersey might also consider the development of licensing guides for the largest immigrant occupational groups in the state – an approach that has proven valuable in other states.
13. LWD should designate a staff person or consultant to provide leadership in moving these recommendations forward and to report to the SETC on their implementation.

CONCLUSION

We have outlined in this report a series of steps that can be taken to capitalize on the skills and training of New Jersey's talented and industrious immigrant population. Converting these suggestions into a viable and coherent plan consistent with New Jersey's broader workforce goals will require commitment, leadership, and resources. We believe that the active involvement of the State Employment and Training Commission, with its broad representation of stakeholders, will be essential to steer this process to completion. If done effectively, the dividends to the people of this state will be great. New Jersey will carry out its historic mission of opening up pathways of opportunity for talented newcomers from around the world.

RESOURCES

Community College Consortium for Immigrant Education: www.cccie.org

The Community College Consortium for Immigrant Education (CCCIE) raises awareness of the important role community colleges play in delivering educational opportunities to immigrants and seeks to expand the range and improve the quality of programs serving immigrants. CCCIE has published a guide for working with skilled immigrants, entitled *Bridging the Gap for Foreign-Educated Immigrants* (2014).

DIVERSITY DYNAMICS: www.usdiversitydynamics.com

Diversity Dynamics is a New Jersey-based consulting firm that provides training and consultation services on immigrant integration issues. The firm manages the American Immigrant Policy Portal, which publishes digests of research related to immigrant workforce issues.

GLOBAL TALENT BRIDGE: www.globaltalentbridge.org

Global Talent Bridge is an initiative of World Education Services that is dedicated to helping skilled immigrants fully utilize their talents and education in the United States. Global Talent Bridge provides technical assistance, staff training and specialized resources to community organizations, adult education programs, government agencies and academic institutions so they can better support, advise and integrate skilled immigrants.

HIGHER: www.higheradvantage.org

Higher is the workforce technical assistance arm for the U.S. refugee resettlement network. Higher has sponsored a Refugee Professional Recertification Conference and produced a series of career guides for immigrant professionals.

IMPRINT PROJECT (Immigrant Professional Integration):

www.imprintproject.org

IMPRINT is a coalition of organizations active in the emerging field of immigrant professional integration. IMPRINT works closely with business, government, higher education and other partners to raise awareness about the talents and contributions of immigrant professionals. IMPRINT advocates for the adoption of policies and best practices that facilitate the rapid integration of skilled workers.

MIGRATION POLICY INSTITUTE: www.migrationpolicy.org

The Migration Policy Institute is an independent, nonpartisan, nonprofit think tank dedicated to the study of the movement of people worldwide. The Institute provides analysis and evaluation of migration and refugee policies at the local, national and international level. The Institute has produced a series of reports on the integration of skilled immigrants. One example is: *Skills, Professional Regulation, and International Mobility in the Engineering Workforce* (2013)

ENDNOTES

¹Middle-skilled immigrants are defined as those with a high school degree or its equivalent, as well as immigrants with some college credits. The percentage of immigrants with middle skills has remained fairly constant over the 30-year period, i.e. 43 percent in New Jersey.

² Fogg, NP & Harrington, PE, *Labor Market Underutilization Problems among College-Educated Immigrants in the United States*, Center for Labor Markets and Policy, Drexel University, Philadelphia, January, 2013.

³ Estimates based on MPI's analysis of 2012 American Community Survey Data. Figures for New Jersey are available at the following link: <http://www.migrationpolicy.org/data/state-profiles/state/workforce/NJ>

⁴ The Partnership for a New American Economy, *Open For Business: How Immigrants are Driving Small Business Creation in the U.S.*, The Partnership for a New American Economy, 2012, p.7.

⁵ The Kauffman Foundation, *Then and Now: America's New Immigrant Entrepreneurs*, October 2012, p. 8.

⁶ The Partnership for a New American Economy, *Better Business: How Hispanic Entrepreneurs are Beating expectations and Bolstering the U.S. Economy*, April 2014, p. 3.

⁷ Pearce, SC et al, *Our American Immigrant Entrepreneurs: The Women*. Immigration Policy Center, December, 2011, 2.

⁸ Organization for Economic Cooperation and Development, *International Migration Outlook 2014*, December 1, 2014, p. 37.

⁹ Robert W. Fairlie, *Open for Business: How Immigrants are Driving Small Business Creation in the United States* (Partnership for a New American Economy, 2012).

¹⁰Immigration Policy Center, *High-Skilled Workers and Twentieth-First Century Innovation: The H-1B Program's Impact on Wages, Jobs, and the Economy*, April, 2014; Information Technology Industry Council, Partnership for a New American Economy, U.S. Chamber of Commerce, *Help Wanted: The Role of Foreign Workers in the Innovation Economy*, November, 2012.

¹¹ For information about the New Jersey Immigrant Entrepreneur of the Year awards, visit: <http://njieawards.org/wp/>

¹² Carl Van Horn, Tammy Edwards, & Todd Greene, eds, *Transforming U.S. Workforce Development Policies for the 21st Century* (Atlanta: Federal Reserve Bank of Atlanta, 2015), 40.

¹³ Learn more: www.nycedc.com/service/workforce-local-business-programs

¹⁴ www.upwardlyglobal.org/employers/engineering-industry-initiative

¹⁵ www.globaldetroit.com/2014/06/from-the-director-detroit-breaks-more-new-ground-governor-snyder-and-upwardly-global-launch-michigan-office-and-first-global-engineers-in-residence-geir-program/

¹⁶ Task Force on Immigrant Healthcare Professionals in Massachusetts, Governor's Advisory Council for Refugees and Immigrants, *Rx for Strengthening Massachusetts' Economy and Healthcare System*, December, 2014. Available at: http://miracoalition.org/images/stories/pdf/gac_task_force_report-final-12.18.14.pdf

¹⁷ For a summary of the evaluation report, see: http://alliescanada.ca/wp-content/uploads/2010/05/ALLIES_Mentoring_report_2013_final.pdf