



The Vermont Legislative Research Service

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Aging Workforce and Immigration

In 2010, 22.6% of the U.S. population was over the age of 55.¹ By 2016 the number of workers over 55 is expected to increase by 36.5%.² The U.S. Census Bureau found that, from 2000 to 2010, the number of Vermonters ages 55 and over increased from 22.1% to 28.9% (134,550 to 180,840 people).³ Furthermore, the median age in Vermont is 41.5 years old, making it one of seven states where the average age is higher than 40 years.⁴ Bennington County, Windsor County, Grand Isle County and Essex County, in Vermont, have the oldest populations with median ages ranging from 45.0 to 49.9.⁵ Similarly, between 2000 and 2013 the number of foreign-born individuals living in Vermont increased .5%.⁶ A majority of these foreign-born individual's residing in Vermont are from Africa, Asia and Latin America.⁷

This report will discuss the causes and effects of these demographic changes, and possible responses to them. First, the report examines causes, which contribute to the growing number of elderly individuals in the labor force and their difficulty in finding employment.

¹ United States Department of Labor, "Aging Workforce Initiative: Strategies for Regional Talent Development," United States Department of Labor, January 7, 2010, accessed March 2, 2015, http://www.doleta.gov/pdf/awi_one_pagers_fact_sheet.pdf.

² United States Department of Labor, "Aging Workforce Initiative: Strategies for Regional Talent Development."

³ These figures were computed by adding data and calculating percentages from the following sources: United States Census Bureau, "Profile of General Demographic Characteristics: 2000 – Vermont," accessed March 30, 2015, <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>. United States Census Bureau, "Profile of General Population and Housing Characteristics: 2010 – Vermont," accessed March 30, 2015, <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

⁴ Lindsay M. Howden, and Julie A. Meyer, "Age and Sex Composition: 2010," Census Briefs, May 2011, accessed March 30, 2015, <http://www.census.gov/prod/cen2010/briefs/c2010br-03.pdf>.

⁵ Lindsay M. Howden et al., "Age and Sex Composition: 2010."

⁶ Migration Policy Institute, "State Immigration Data Profiles: Vermont," accessed March 19, 2015, <http://www.migrationpolicy.org/data/state-profiles/state/demographics/VT>.

⁷ Migration Policy Institute, "State Immigration Data Profiles: Vermont."

Second, the report discusses the steps taken by the federal government, in coordination with state governments and the private sector, to accommodate these individuals. Third, the report provides an overview of the national and state immigrant labor forces. Fourth, the report describes national and state immigration employment and assimilation programs.

National Issues Related to an Aging Population

The national labor force participation rate for individuals aged 55 and older rose from 29.2% to 40.5% from 1993 to 2013.⁸ Even so, “workers in their fifties are about 20% less likely than workers ages 25 to 34 to become re-employed.”⁹ The subsequent sections examine the causes of the growth of elderly labor force participation and their employment rates.

Financial Issues

In 2010 the Bureau of Labor Statistics (“BLS”) published a report that found that one of the main contributing factors to the increase in elderly labor force participation rates is “the move by employers to replace defined-benefit retirement plans with defined-contribution retirement plans, allowing employers to shift more responsibility for retirement income to the employee.”¹⁰ This shift, in turn, requires employees to stay in the workforce longer in order to support themselves in retirement.¹¹

The Employee Benefits Research Institute published a report in 2013 finding that the upward trend in elderly labor force participation is caused by “workers’ current need for continued access to employment-based health insurance and for more years of earnings to accumulate savings in defined contribution (401(k)-type) plans and/or to pay down debt.”¹²

⁸ Bene Del Linda, Benjamin Bridges, Robert Gesumaria, Michael Leonesio, “The Increasing Labor Force Participation of Older Workers and its Effect on the Income of the Aged,” Social Security Bulletin, Vol. 72, Issue No. 1, Accessed March 5, 2015, <http://www.ssa.gov/policy/docs/ssb/v72n1/v72n1p59.html>.

⁹ Barbara Butrica and Richard W. Johnston, “Age Disparities in Unemployment and Reemployment During the Great Recession and Recovery,” Urban Institute, May 15, 2012 accessed March 4, 2015, <http://www.urban.org/publications/412574.html>.

¹⁰ Emily Sok, “Record Unemployment Among Older Workers Does Not Keep Them Out of the Job Market,” Bureau of Labor Statistics: Office of Publications and Special Studies, March 2010, accessed March 6, 2015, http://www.bls.gov/opub/ils/summary_10_04/older_workers.htm.

¹¹ Emily Sok, “Record Unemployment Among Older Workers Does Not Keep Them Out of the Job Market.”

¹² Craig Copeland, “Labor-force Participation Rates of the Population Ages 55 and Older,” Employee Benefit Research Institute, Vol. 35, No. 4, April 2014, accessed March 4, 2015, http://www.ebri.org/pdf/notespdf/ebri_notes_04_apr-14_lbrpart.pdf.

Structural Changes

Elder workers trying to re-enter the labor force, after being unemployed, face systemic issues arising from recent economic circumstances.¹³ Changes include increased barriers to entry, lower re-employment wages, and increased overall unemployment rates.¹⁴ A United States Department of Labor (“DOL”) study found that “dislocated workers with 20 years of tenure tend to find jobs that pay, on average, between 20% to 40% less than their old job.”¹⁵ Elder workers also face significant workforce entry barriers when pursuing “occupations with steep wage profiles, pension benefits, and computer usage.”¹⁶ Furthermore, the increase in the overall employment and unemployment rates for elderly workers suggests that the elderly are staying in the work force longer even through long periods of unemployment.^{17, 18}

Health

The Center of Disease Control (“CDC”) issued a report that found that as Baby Boomers (people born from 1946 to 1964) age individuals are prolonging their employment and careers, which creates an increase in the number of elderly workers in the workplace.¹⁹ Advances in public health, medical technology, and medicine²⁰ also contribute to better health and longer life expectancy for Americans.²¹

National and State Solutions to an Aging Population

In 2009 the U.S. DOL created the Aging Workforce Initiative (“AWI”).²² The AWI “awarded \$10 million in funding to organizations that connect elderly Americans to career

¹³ United States Department of Labor, “Report of the Taskforce on the Aging of the American Workforce,” United States Department of Labor, February 2008, accessed March 5, 2015, http://www.doleta.gov/reports/FINAL_Taskforce_Report_2_27_08.pdf.

¹⁴ United States Department of Labor, “Report of the Taskforce on the Aging of the American Workforce.”

¹⁵ United States Department of Labor, “Report of the Taskforce on the Aging of the American Workforce.”

¹⁶ United States Department of Labor, “Report of the Taskforce on the Aging of the American Workforce.”

¹⁷ Peter Orszag, “Why Are Older Workers Working Longer?”

¹⁸ Since the unemployed are counted as part of the labor force, the rise in the unemployment rate plays an important role in explaining the overall increase in labor force participation among older workers.

¹⁹ Center for Disease Control, “Older Employees in the Workplace,” National Healthy Worksite Program, Issue No. 1, July 2012, accessed March 5, 2015, http://www.cdc.gov/nationalhealthyworksite/docs/issue_brief_no_1_older_employees_in_the_workplace_7-12-2012_final508.pdf.

²⁰ Centers for Disease Control and Prevention, “Ten Great Public Health Achievements—United States - 1900 – 1999,” Morbidity and Mortality Weekly Report, accessed March 6, 2015, <http://www.cdc.gov/mmwr/preview/mmwrhtml/00056796.htm>.

²¹ The World Bank, “Life Expectancy at Birth, Total Years,” accessed March 5, 2015, <http://data.worldbank.org/country/united-states?display=default>.

²² James Zapata, “U.S. Department of Labor Awards \$10 Million to Train Older Workers for Jobs in Growing Industries,” United States Department of Labor, July 30, 2009, accessed March 11, 2015, <http://www.dol.gov/opa/media/press/eta/eta20090890.htm>.

opportunities.”²³ The AWI seeks to provide “training and related services for individuals ages 55 and older that result in employment and advancement opportunities in high growth sectors.”²⁴ Ten organizations in Indiana, Louisiana, Maine, Maryland, Michigan, Pennsylvania, Texas, Vermont, Washington and Wisconsin were awarded close to \$1 million dollars each, through the AWI.²⁵

The Macomb/St. Clair Workforce Development Board (Michigan Works) in Michigan also received an AWI grant.²⁶ Michigan Works created the Senior Community Service Employment Program (SCSEP) which “provides part-time work and on-the-job training in community service activities for those who are low-income and 55 years of age or older.”²⁷ The program provides training to “assist unemployed seniors with re-entering the work force.”²⁸

The Older Kansans Employment Program (OKEP) seeks “to provide Kansans ages 55 and over with employment placement services” predominantly in the private sector.²⁹ A 2011 report published by The Council for Adult and Experiential Learning (CAEL) claims that, “in 2010, more than 2,300 mature Kansas workers participated in the OKEP.”³⁰ CAEL also found that the state income tax revenue from the result job placements is estimated at \$750,000, more than twice the annual cost of the program to the state.”³¹

In 2009, one of the policy development areas pursued by the Minnesota Governor’s Workforce Development Council was the Older Workers Workgroup,³² whose purpose is to recommend policy that can “retain, encourage and support aging workers.”³³ After convening, it made several recommendations, including supporting entrepreneurship and small business development among aging workers along with helping aging workers finance continuous learning opportunities.³⁴ One of the programs to emerge from these

²³ James Zapata, “U.S. Department of Labor Awards \$10 Million to Train Older Workers for Jobs in Growing Industries.”

²⁴ James Zapata, “U.S. Department of Labor Awards \$10 Million to Train Older Workers for Jobs in Growing Industries.”

²⁵ James Zapata, “U.S. Department of Labor Awards \$10 Million to Train Older Workers for Jobs in Growing Industries.”

²⁶ United States Department of Labor - Employment and Training Administration, “Aging Worker Initiative: Strategies for Regional Talent Development,” United States Department of Labor, accessed March 24, 2015, <http://www.doleta.gov/brg/indprof/AWI/overview.pdf>.

²⁷ Michigan Works, “2014 Catalog Service: Workshops.”

²⁸ Michigan Works, “2014 Catalog Service: Workshops.”

²⁹ Kansas Department of Commerce, “Older Worker Program,” accessed March 24, 2015, <http://www.kansascommerce.com/index.aspx?NID=285>.

³⁰ The Council for Adult and Experiential Learning, “State Strategies to Support the Maturing Workforce,” Special Report, accessed March 24, 2015, http://www.cael.org/pdfs/2011_tmt_state_policy_email.

³¹ The Council for Adult and Experiential Learning, “State Strategies to Support the Maturing Workforce.”

³² St. Paul, Minnesota: Governor’s Workforce Development Council, “Chair and Executive Director’s Report,” Special Report, accessed March 24, 2015, http://webcache.googleusercontent.com/search?q=cache:-_Al8FU-NYcl:www.gwdc.org/docs/meetings/2009/nov/ChairsReport_FC_11_12_09.doc+&cd=1&hl=en&ct=clnk&gl=us.

³³ Council for Adult and Experiential Learning, “State Strategies to Support the Maturing Workforce.”

³⁴ Council for Adult and Experiential Learning, “State Strategies to Support the Maturing Workforce.”

recommendations was the Senior Community Service Employment Program (SCSEP), where eligible seniors can receive on-the-job training while also earning minimum wage in the process.³⁵ The program allows participants to work up to 20 hours a week while gaining valuable job training experience serving in community nonprofits, such as schools or libraries.³⁶

Private Sector Initiatives

CVS/Caremark

CVS/Caremark (“CVS”) operates more than 7,300 retail stores and employs approximately 200,000 employees, making it the largest pharmacy health care provider in the United States.³⁷ Over the past two decades, CVS/Caremark has implemented a number of mature worker programs.

In 2004 CVS created the “Snowbird Program” which allows “older workers to transfer to different CVS/ pharmacy store regions on a seasonal basis to work as pharmacists, greeting-card specialists, cosmetic consultants, and photo supervisors.”³⁸ In 2011, CVS estimated that approximately 1,000 individuals had participated in the Snowbird Program.³⁹

CVS also offers a Senior Pharmacist Legacy Mentoring Program.⁴⁰ The objective of this program is to “use the talent and experience of senior pharmacists, working and retired, to mentor apprentice pharmacy technicians and high school students in order to cultivate and reinforce their interest in entering pharmacy careers.”⁴¹ As a result of these two programs, the number of CVS workers aged 50 and older has increased from 7% to 22%.⁴²

Cornell University

In 2009 Cornell University launched Encore Cornell.⁴³ Encore is aimed at utilizing the insights and skills of retirees in order to further grow their relationship with Cornell.

³⁵ East Side Neighborhood Services, “East Side Neighborhood Services - Senior Community Service Employment Program (SCSEP),” accessed March 24, 2015, <http://www.esns.org/SCSEP>.

³⁶ East Side Neighborhood Services, “East Side Neighborhood Services - Senior Community Service Employment Program (SCSEP).”

³⁷ About CVS Health, “Our Company,” CVSHealth, accessed March 10, 2015, <http://www.cvshealth.com/about-us>.

³⁸ Linda Roundtree, and Samantha Greenfield, “Flex Strategies to Attract, Engage and Retain Older Workers,” Boston College Sloan Center on Aging and Work, 2012, accessed March 10, 2015, http://www.bc.edu/content/dam/files/research_sites/agingandwork/pdf/publications/flex_case.pdf.

³⁹ Linda Roundtree, and Samantha Greenfield, “Flex Strategies to Attract, Engage and Retain Older Workers.”

⁴⁰ Boston College Sloan Center for Aging and Work, “CVS Caremark – Senior Pharmacists Mentoring,” accessed March 12, 2015, http://capricorn.bc.edu/agingandwork/database/browse/case_study/24038.

⁴¹ Boston College Sloan Center for Aging and Work, “CVS Caremark – Senior Pharmacists Mentoring.”

⁴² Linda Roundtree, and Samantha Greenfield, “Flex Strategies to Attract, Engage and Retain Older Workers.”

⁴³ Cornell University, “Encore Cornell,” accessed March 12, 2015, <https://www.hr.cornell.edu/retirees/encore.html>.

Encore Cornell has three main elements: first, Encore Career provides the elderly with resources, enabling them to seek employment opportunities at Cornell and in the state of New York at large.⁴⁴ Second, Encore Engage seeks to “connect retirees with their surrounding communities in a variety of volunteer opportunities run through Cornell and other local agencies.”⁴⁵ Third, Encore Connect is a program that aims at “bringing together a panel of retirees to share their stories at an on-campus lunchtime workshop,” throughout Cornell’s spring semester.⁴⁶

Immigration

Background

The percentage of foreign-born individuals residing in Vermont increased from 3.8% to 4.3% from 2000 to 2013⁴⁷ (23,245 to 27,012 people).⁴⁸ In 2013, immigrants to Vermont comprised 4.4% of the total labor force, which was less than the national average of 16.3%.⁴⁹ A 2013 BLS report found that in the U.S. “foreign-born workers were more likely than native-born workers to be employed in grounds, cleaning, maintenance, production, transportation, material moving, natural resources, construction and maintenance occupations.”⁵⁰

According to a special report from the Immigration Policy Center, states that are facing population shortages and economic inactivity are attempting to develop initiatives/strategies that seek to integrate immigrant populations into society and utilize those individuals to effectively combat the aforementioned issues.⁵¹ The following section looks at the strategies adopted by several states to combat these shortages and train immigrants for economic success.

⁴⁴ Encore Cornell, “Encore Career,” accessed March 16, 2005, https://www.hr.cornell.edu/retirees/encore_career.html.

⁴⁵ Encore Cornell, “Encore Engage,” accessed March 16, 2015, https://www.hr.cornell.edu/retirees/encore_engage.html.

⁴⁶ Encore Cornell, “Encore Connect,” accessed March 16, 2015, https://www.hr.cornell.edu/retirees/encore_connect.html.

⁴⁷ Migration Policy Institute, “Immigrant Share of the U.S. Population and Civilian Labor Force, 1980 – Present,” accessed March 19, 2015, <http://www.migrationpolicy.org/programs/data-hub/us-immigration-trends-labor>

⁴⁸ Migration Policy Institute, “State Immigration Data Profiles: Vermont.”

⁴⁹ Migration Policy Institute, “Immigrant Share of the U.S. Population and Civilian Labor Force, 1980 – Present.”

⁵⁰ U.S. Bureau Of Labor Statistics, “Foreign-born Workers: Labor Force Characteristics – 2013,” Press Release, May 22, 2014, accessed March 17, 2015, <http://www.bls.gov/news.release/pdf/forbrn.pdf>.

⁵¹ Paul McDaniel, “Revitalization in the Heartland of America: Welcoming Immigrant Entrepreneurs for Economic Development,” Immigration Policy Center Special Report, January 2014, accessed March 17, 2015, <http://www.immigrationpolicy.org/sites/default/files/docs/revitalizationinheartlandofamerica.pdf>.

State Immigration Initiatives & Strategies

Iowa

According to the U.S. Census Bureau and the Iowa Data Center, from 2000 to 2010 the portion of Iowa's population aged 20 to 55 shrunk from 48.0% to 45.9%.⁵² Conversely, from 2000 to 2013, the foreign-born population in Iowa increased 63.7%.⁵³ To assist these new immigrants, the Iowa State University ("ISU") Department of Extension and Outreach, created the Community and Economic Development ("CED") program.⁵⁴ The CED works "with local communities to promote entrepreneurship and immigrant integration as part of a community and economic development strategy in small towns."⁵⁵ In 2014, the CED provided training to immigrants enabling them to start their own businesses and acquire jobs.⁵⁶ Recently, the CED started the Iowa Community Voices program, which "is a series of educational meetings designed to enhance the civic understanding and leadership skill of minorities and newly arrived immigrants to Iowa."⁵⁷ Himar Hernandez, a Community Development Specialist at ISU, claims that "in terms of immigrant business owners, the impacts have been very tangible, we have had great participation in city and state programs. While we have had great impacts in urban settings, it seems that our biggest impacts have been in rural communities."⁵⁸

Maryland

The Maryland Council for New Americans ("MCNA"), created in December 2008, seeks to "review and recommend new policies and practices to expedite immigrant integration into the economic and civic life of the state."⁵⁹ In 2009, the MCNA released a report that focused on aspects of the immigrant workforce and citizenship and potential state strategies to

⁵² These figures were computed by adding data and calculating percentages from the following sources: Iowa Data Center, "Race and Hispanic Origin by Sex and Selected Age Groups in Iowa: 2000," accessed March 19, 2015, <http://www.iowadatacenter.org/datatables/State/stsexselagebyracehispanic2000.pdf>. United States Census Bureau, "American Fact Finder: Profile of Federal Population and Housing Characteristics: 2010," accessed March 19, 2015, <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

⁵³ Migration Policy Institute, "State Immigration Data Profiles: Iowa," accessed March 18, 2015, <http://www.migrationpolicy.org/data/state-profiles/state/demographics/IA>.

⁵⁴ Paul McDaniel, "Revitalization in the Heartland of America: Welcoming Immigrant Entrepreneurs for Economic Development."

⁵⁵ Paul McDaniel, "Revitalization in the Heartland of America: Welcoming Immigrant Entrepreneurs for Economic Development."

⁵⁶ Iowa State University Extension and Outreach, "Diversity: Place-based Approach to Community and Economic Development," Iowa State University Extension and Outreach, accessed March 22, 2015, <http://www.extension.iastate.edu/communities/diversity>.

⁵⁷ Iowa State University Extension and Outreach, "Iowa Community Voices: A Community Development a Leadership Program for Minority Residents on Iowa," accessed March 22, 2015, <http://www.extension.iastate.edu/communities/voices>.

⁵⁸ Hernandez, Himar, Iowa State University Community Development Specialist, "Personal Communication," accessed, March 18, 2015.

⁵⁹ Maryland Manual On-Line, "Maryland Council for New Americans," Maryland Council for New Americans, accessed March 19, 2015, <http://msa.maryland.gov/msa/mdmanual/26excom/defunct/html/26new.html>.

support these aspects.⁶⁰ The report made recommendations to “improve licensing, credentialing and support systems for foreign-trained professionals (and) strengthen and standardize training and English-language-learning (ELL) systems statewide.”⁶¹

Kentucky

The Office for Globalization in Louisville, Kentucky helps immigrants become self-sufficient while, “engaging in economic development through global economic outreach.”⁶² The Office for Globalization created several International Councils, which are “business associations formed around distinct ethnic communities ... [that] assist with networking, city policy and global awareness.”⁶³ Similarly, the Office for Globalization created the Refugees and Immigrants Succeeding in Entrepreneurship program (“RISE”) in 2013.⁶⁴ RISE offers business counseling, as well as connection and funding opportunities, to help facilitate the economic success of immigrants through entrepreneurship.⁶⁵

Maine

In Portland, Maine, the Community Financial Literacy (“CFL”) organization offers several no-cost courses and one-on-one counseling to new immigrants. CFL’s goal is to assist immigrants with “building financial stability, careers, businesses and wealth.”⁶⁶ The CFL offers three classes: Basic Money Management in America, Saving to Build Wealth and Microfinance.⁶⁷ The CFL claims that the courses “build aspirations by showing (immigrants) how to save for college, work towards homeownership, purchase an automobile or start a business.”⁶⁸

Massachusetts

In 1992 the Immigrant Learning Center (“ILC”) was established in Malden, Massachusetts,

⁶⁰ Angela Lagdameo and Adam Ortiz, “A Fresh Start: Renewing Immigrant Integration for a Stronger Maryland,” Report of the Maryland Council for New Americans, August 2009, accessed March 19, 2015, <http://msa.maryland.gov/megafile/msa/speccol/sc5300/sc5339/000113/012000/012121/unrestricted/20091009e.pdf>.

⁶¹ Angela Lagdameo and Adam Ortiz, “A Fresh Start: Renewing Immigrant Integration for a Stronger Maryland.”

⁶² Louisville Metro Government, “LouisvilleKy.gov: Globalization,” Louisville Metro Government, accessed March 19, 2015, <http://louisvilleky.gov/government/globalization>.

⁶³ Louisville Metro Government, “LouisvilleKy.gov: Globalization.”

⁶⁴ Immigration Policy Center, “Kentucky: Immigrant Entrepreneurs, Innovation, and Welcoming Initiatives in the Bluegrass State,” accessed March 23, 2015, <http://www.immigrationpolicy.org/just-facts/kentucky-immigrant-entrepreneurs-innovation-and-welcoming-initiatives-bluegrass-state>.

⁶⁵ Louisville Metro Government, “RISE,” Louisville Metro Government, accessed March 23, 2015, <http://louisvilleky.gov/government/globalization/rise>.

⁶⁶ Community Financial Literacy, “Mission Statement and Vision,” accessed March 17, 2015, <http://www.cflmaine.org/missionvision.html>.

⁶⁷ Community Financial Literacy, “Programs,” accessed March 17, 2015, <http://www.cflmaine.org/programs.html>.

⁶⁸ Community Financial Literacy, “Programs.”

as a not-for-profit education center for immigrants.⁶⁹ The ILC's primary focus "is based on the premise that English is the vehicle of opportunity for new Americans in order to attain economic and social stability."⁷⁰ As such, the ILC offers English for Speakers of Other Languages ("ESOL") instruction via the ILC's Immigrant Theater Class pairing, which pairs ESOL instruction with public speaking.⁷¹ In addition, the ILC funds research that aims to explore the potential economic and social effects of immigration in order to "educate the public on the way that immigrants are assets to America."⁷² In 2014, the ILC assisted 113 immigrants in obtaining new jobs.⁷³

In 1998, Tufts University launched "New Entry" with the goal of creating a cost-effective strategy that integrated recent immigrants and refugees with farming backgrounds into eastern Massachusetts' agriculture.⁷⁴ Anchored in the Greater-Boston area, the program expanded in 2007 to help people from all backgrounds who wanted to start a career in farming.⁷⁵ The new program offers a variety of courses to help potential farmers. This includes classes about the New England agricultural climate, growing vegetables,⁷⁶ raising livestock,⁷⁷ and farm business planning⁷⁸ (which is also offered online).⁷⁹

World PEAS Food Hub, New Entry's graduate follow-up program, is aimed at connecting graduates with initial support and connections needed become self-sufficient farmers.⁸⁰ The program has seen an increase in its total food sales every year since 2008, along with average individual farmer food sales.⁸¹ From 2013 to 2014 the new community partnerships allowed 30 farmers in the World PEAS Food Hub to increase their food sales 224%.⁸² While the program ran an overall deficit in 2014, it was also able to grow its operation, increasing to 36 distribution sites in the Greater-Boston area.⁸³

⁶⁹ The Immigrant Learning Center, "Mission & Philosophy," accessed March 17, 2015, <http://www.ilctr.org/about/mission/>.

⁷⁰ The Immigrant Learning Center, "Mission & Philosophy."

⁷¹ The Immigrant Learning Center, "The Immigrant Theater Class," accessed March 23, 2015, <http://www.ilctr.org/programs/immigrant-theater/>.

⁷² The Immigrant Learning Center, "Mission & Philosophy."

⁷³ The Immigrant Learning Center, "Student Achievements," accessed March 17, 2015, <http://www.ilctr.org/ilc-students/student-achievements/>.

⁷⁴ New Entry Sustainable Farming Project, "About," accessed March 19, 2015, <http://nesfp.nutrition.tufts.edu/about>.

⁷⁵ New Entry Sustainable Farming Project, "About."

⁷⁶ New Entry Sustainable Farming Project, "Explore Farming," accessed March 19, 2015, <http://nesfp.nutrition.tufts.edu/farmer-training/explore-farming>.

⁷⁷ New Entry Sustainable Farming Project, "Livestock and Poultry," accessed March 19, 2015, <http://nesfp.nutrition.tufts.edu/farmer-training/livestock-poultry>.

⁷⁸ New Entry Sustainable Farming Project, "Farm Business Planning," accessed March 19, 2015, <http://nesfp.nutrition.tufts.edu/farmer-training/farm-business-planning>.

⁷⁹ New Entry Sustainable Farming Project, "Distance Learning," accessed March 19, 2015, <http://nesfp.nutrition.tufts.edu/farmer-training/distance-learning>.

⁸⁰ World PEAS Food Hub, "2014 World PEAS Food Hub Annual Report," accessed, March 19, 2015, http://nesfp.nutrition.tufts.edu/sites/default/files/resources/2014_annual_report.pdf.

⁸¹ World PEAS Food Hub, "2014 World PEAS Food Hub Annual Report."

⁸² World PEAS Food Hub, "2014 World PEAS Food Hub Annual Report."

⁸³ World PEAS Food Hub, "2014 World PEAS Food Hub Annual Report."

Minnesota

Minnesota has a number of initiatives that provide support for immigrant businesses and assist in community integration.⁸⁴ The Neighborhood Development Center (“NDC”), for example, assists entrepreneurs in low-income neighborhoods.⁸⁵ The NDC offers “materials, training and ongoing support in the entrepreneur’s native language (to) further enhance accessibility.”⁸⁶ Furthermore, since 1993, the NDC has been operating in eight ethnic communities and 25 low-income neighborhoods.⁸⁷ During that time it has provided \$10 million in small business loans and trained 4,250 entrepreneurs.⁸⁸ Other organizations, such as the Focus on Integrating Newcomers through Education program and the African Development Center, provide services that are designed to educate and economically empower immigrants.^{89, 90}

New York

In New York, Governor Andrew Cuomo created the Office for New Americans (“ONA”), which seeks to help immigrants become involved in their local and state economy.⁹¹ ONA offers access to English-for-Speakers-of-other-Languages (“ESOL”) training and provides workshops and connections to develop immigrants’ business skills. ONA also established a network of “Opportunity Centers.”⁹² The Opportunity Centers aim to support immigrants “through the use of professional staff, in-class technology and community volunteers, to expand ESOL programs ... and open entrepreneurship opportunities to (immigrants).”⁹³

Conclusion

Recent economic circumstances and changes coupled with growing immigrant and elderly populations have caused the federal government, state governments, and private sector corporations to create programs aimed at educating and assimilating the elderly and immigrants into the workforce and society at large. Strategies employed by federal, state

⁸⁴ Immigration Policy Center, “Minnesota: Immigrant Entrepreneurs, Innovation, and Welcoming Initiatives in the North Star State,” accessed March 17, 2015, <http://www.immigrationpolicy.org/just-facts/minnesota-immigrant-entrepreneurs-innovation-and-welcoming-initiatives-north-star-state>.

⁸⁵ Neighborhood Development Center, “About,” accessed March 17, 2015, <http://www.ndc-mn.org/about>.

⁸⁶ Neighborhood Development Center, “How We Work With Entrepreneurs,” accessed March 23, 2015, <http://www.ndc-mn.org/creating-success/how-we-work-entrepreneurs>.

⁸⁷ Neighborhood Development Center, “About.”

⁸⁸ Neighborhood Development center, “About.”

⁸⁹ Project Focus on Integrating Newcomers Through Education, “About,” accessed March 17, 2015, <http://www.projectfine.org/about.html>.

⁹⁰ African Development Center of Minnesota, “Mission & History,” accessed March 17, 2015, <http://www.adcminnesota.org/about/mission>.

⁹¹ New York State Office for New Americans, “About the New York State Office for New Americans,” New York State Office for New Americas, accessed March 19, 2015, <http://www.newamericans.ny.gov/about/about.html>.

⁹² New York State Office for New Americans, “Opportunity Centers,” New York State Office for New Americans, accessed, March 19, 2015, <http://www.newamericans.ny.gov/opportunity/opportunity.html>.

⁹³ New York State Office for New Americans, “Opportunity Centers.”

and private entities include grant programs, learning centers, mentoring programs, and numerous other initiatives.

This report was completed on March 24, 2015, by Matt Cleary, Dahne Duffy and Kyle Heffrin under the supervision of Professors Jack Gierzynski, Robert Bartlett and Eileen Burgin in response to a request from Representative Sibilina.

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