



Portland
Adult Education

NEW MAINERS RESOURCE CENTER
Maine's Welcome Back Center

2016 ANNUAL REPORT



WORKING TO MEET EMPLOYERS' DEMANDS
FOR A SKILLED AND CULTURALLY DIVERSE
WORKFORCE

New Mainers Resource Center 2016 Annual Report

About Us

The New Mainers Resource Center (NMRC) is a program within Portland Adult Education serving area immigrants and refugees. It includes:

- a skilled professional program
- employment case management and advising
- intensive classes focused on job readiness skills
- professional networking groups
- workshops and other offerings.

These offerings are designed to help new Mainers, of all professions, overcome barriers to entering the US workforce. NMRC participants take advantage of the other classes and programs offered at Portland Adult Education. NMRC also serves as Maine's Welcome Back Center. Additionally, NMRC works closely with area employers to help them meet their workforce needs.

Mission

To support Maine's economic development by meeting employers' demands for a skilled and culturally diverse workforce.

Vision

- To grow Maine's economy by fully utilizing the skills of foreign trained professionals.
- To help employers hire and retain qualified workers for a skilled and diverse workforce
- To help Maine's immigrant and refugees overcome barriers and resume their professional careers

Report prepared by NMRC staff February 2017



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New Mainers Resource Center 2016 Annual Report

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Background - Portland Adult Education (PAE) has been assisting new Mainers to find success and build financial stability through workforce development programs for nearly 10 years. The New Mainers Resource Center (NMRC), established in 2013, allowed PAE to build on and expand that work into a more comprehensive strategy to better integrate and develop targeted programming focused on the unique needs of those who come to the US with an advanced degree and experience in a professional field. Integration of these professionals into the state's shrinking workforce is critical to Maine's economic health.

2016 Programs and Services - NMRC supports the development of Maine's economy by helping to meet employers' demands for a skilled and diverse workforce. This is done through individualized services offered to new Mainers to help remove barriers and by building long lasting partnerships with local companies.

Services for Employers - NMRC works directly with employers to determine the skills and experience required for the positions they need to fill and matches those positions with candidates from our qualified and vetted talent pool. This is done through specifically designed recruitment and other activities to meet the employers' needs.

Removing Barriers - Foreign trained professionals face many barriers to entering the workforce. These include lack of information about: career pathways, transferring credentials, US standards for resumes, interviews, and American workplace culture. NMRC attempts to remove these barriers through a variety of services including: career guidance/case management, employer and professional networking, job preparedness classes, etc.

Outcomes/Impacts - In 2016 NMRC provided services to a total of 438 individuals. Of these people, 299 received individual case management/career advice; 285 participated in NMRC offerings; and 241 received both. Of those students who received career advising, 86% were ultimately authorized to work. 77% of the career advising students eligible to work, found employment; 7% had not yet found a job, and information was not available on 16%.

Conclusion – 2017/18 Program Goals/Objectives – Highlights- During this past year, NMRC has received more and more requests from employers seeking assistance to meet their workforce needs. Overall program goals and objectives for the coming year are designed to help meet this increased demand and include:

- Improved communication and more effectively reaching out to the area's immigrants
- Providing more opportunities for students to connect with employers through: internships, volunteering, mentorships, networking, etc.
- Expanded and systematized employer outreach and managing information about employment opportunities
- Improved data collection
- Stabilized funding.

I. BACKGROUND

A. Introduction

The New Mainers Resource Center (NMRC) was created in 2013 by the Maine State Legislature to develop and execute a strategy to integrate and better utilize the skills of foreign trained immigrants living in Maine. Established as a pilot project at Portland Adult Education (PAE), NMRC's mission is to support Maine's economic development by meeting employers' demands for a skilled and culturally diverse workforce. With three years of programming completed, the purpose of this report is to provide demographic data and examples of the numbers and types of people served. It will also provide information on the impact of the interventions that have been provided to meet employers' needs for a skilled workforce. It includes employer and individual student case studies. Additional information is provided in the appendices.

In addition to providing information about what NMRC has accomplished to date, this report also seeks to set out new program goals and objectives for NMRC in the coming years. These goals and objectives are drawn from various sources, including student feedback sessions, continuous program evaluation and assessment, increased demand and best practices. This report also recognizes that efforts are under way in different communities across the state to implement similar programming as well as to stabilize and expand programming in Portland. To assist those initiatives, it seeks to pull together information at both the policy and programmatic level, providing information about the types of services provided, identifying need, and offering information about best practices.

B. Need

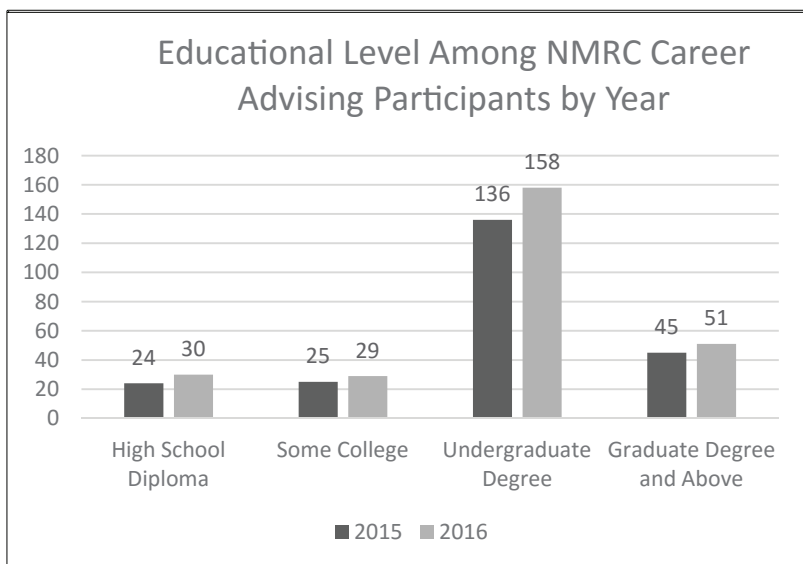
Maine's population has begun to decline. This has a direct link to labor shortages and the ability for economic growth in the state. Natural population growth (births) and in-migration from other states will not provide enough people to meet the current labor demands, let alone address the need for economic growth in the state. Maine needs to attract more foreign-born workers as well as retain and support the current immigrant population in order to combat Maine's 'demographic winter'.

A recent report by Coastal Enterprise Inc. (CEI), states that "(i)n two decades, Maine will face a 109,000-person gap between labor force leavers and entrants." The recent influx of highly skilled, foreign-born workers into Southern Maine represents an under-utilized opportunity to reverse Maine's population decline and address the growing labor shortages in key industries. The majority of these new Mainers come with college degrees and experience in areas that will allow them to put their training and skills to work to benefit

¹Dickstein, C. et al. (2016). *Building Maine's Economy: How Maine Can Embrace Immigrants and Strengthen the Workforce*. Portland, ME, Retrieved from CEI Inc. website: <http://www.ceimaine.org/>. p. 11.

Maine’s economy. “More than 65% of immigrants arriving in Maine between 2010-2013 had a bachelor’s or master’s degree or college –level training.”

However, foreign trained professionals face many unique challenges that may bar them from reentering their career and fully utilizing their skills, training and experience. “From 2009 – 2013, the foreign-born population in Portland was three times more likely to be unemployed compared to native born.”



National and local reports have highlighted the need:

“According to a 2014 Migration Policy Institute report, about 20% of foreign-born adults who had a post-secondary degree from abroad were working in low-skilled jobs compared with only 12% of the US native-born population. To find employment that meets their education and skill levels, they have to navigate complicated systems to validate their foreign credentials, find alternative pathways if the licensing and certification obstacles are too great, and incur significant expenses.”

Furthermore, *“Among Limited English Proficiency students at PAE [Portland Adult Education], unemployment was as high as 38% for students who were seeking work.”*

C. Demographic Information

Southern Maine is home to nearly 20,000 refugees and immigrants, with Portland being a major resettlement city for primary and secondary immigrants. Students at PAE come from all over Maine and more than 78 different countries and range in age from 18 – 80+ with over 1,800 English language students in the 2015-2016 school year. Economic need is the defining trait of most PAE students. In the 2015-2016 school year, 82% of Portland resident ESOL students received some type of public assistance. Most English language students and their families are refugees or asylum seekers, attempting to restart their lives after fleeing war or government persecution. See Appendix A for more specific demographic and program data.

²Dickstein, C. et al. (2016). *Building Maine’s Economy: How Maine Can Embrace Immigrants and Strengthen the Workforce*. Portland, ME, Retrieved from CEI Inc. website: <http://www.ceimaine.org/>. p. 12.

³Dickstein, C. et al. (2016). *Building Maine’s Economy: How Maine Can Embrace Immigrants and Strengthen the Workforce*. Portland, ME, Retrieved from CEI Inc. website: <http://www.ceimaine.org/>. p. 15.

⁴Montes, M., and Choitz, V. (2016). *Improving Immigrant Access to Workforce Services: Partnerships, Practices & Policies*. Washington, D.C.: Workforce Strategies Initiative, Aspen Institute. p. 7. <https://dorutodpt4twd.cloudfront.net/content/uploads/2016/09/Improving-Immigrant-Access-to-Workforce-Services.pdf>

⁵Dickstein C. et al. (2016). *Building Maine’s Economy: How Maine Can Embrace Immigrants and Strengthen the Workforce*. Portland, ME, Retrieved from CEI Inc. website: <http://www.ceimaine.org/>. p. 15.

II. 2016 NMRC PROGRAMS AND SERVICES

PAE has been supporting members of Maine’s immigrant communities to find success and build financial stability through workforce development programs designed specifically for new Mainers, for nearly 10 years. The addition of the NMRC allows PAE to develop targeted programming focused on the unique needs of those who come to the U.S. with an advanced degree and experience in a professional field.

A. What does NMRC do for Employers?

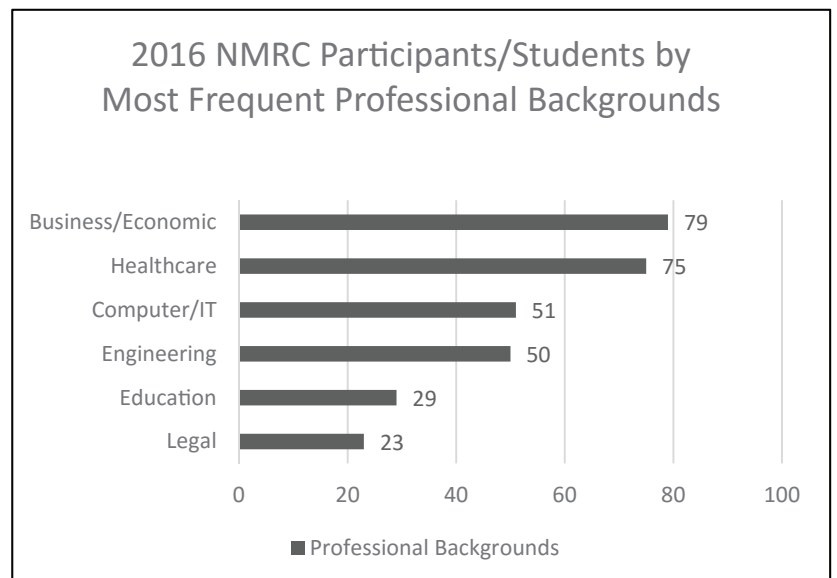
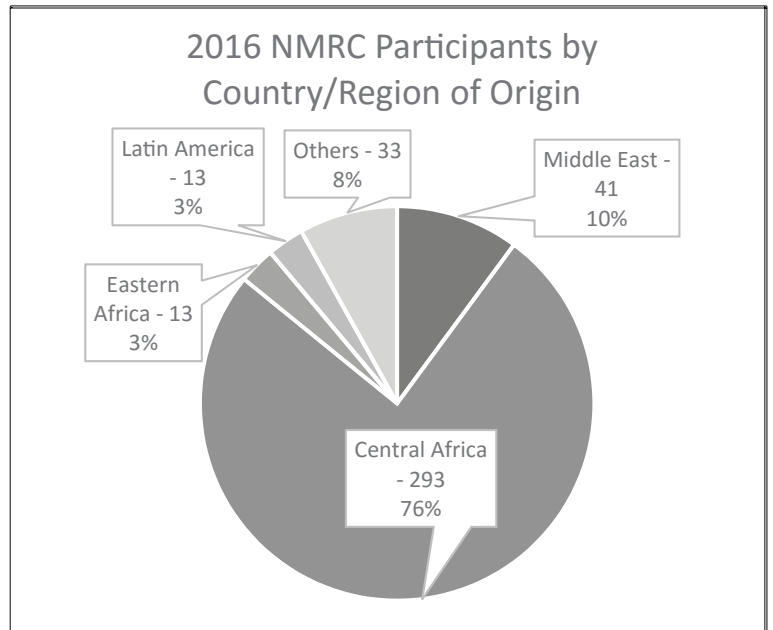
The New Mainers’ Resource Center supports the development of Maine’s economy by helping to meet employers’ demands for a skilled and diverse workforce. It provides individualized services and builds long lasting partnerships with local companies who want to hire talented, internationally trained professionals. Below is an overview of the services provided to employers and several employer case studies. A full list of employer focused activities is included in Appendix B.

a. Overview of Employer Services

Qualified Candidate Referral - NMRC works directly with employers to determine the skills and experience needed for the positions they are striving to fill and will match those positions with candidates from our qualified and vetted talent pool.

- Recruitment Events- PAE has close to 1,000 students come to its building each day. By partnering with NMRC, employers can access this wide range of candidates. Types of events include:

- Company interviews at PAE
- Industry focused job fairs
- Employer networking opportunities
- Reverse job fairs (focus on applicant vs. employer)
- Company tabling or informational sessions



- Classroom presentations
- Referrals for specific job openings
- Tailored training and industry focused classes- Employers play an important role in NMRC programming. Receiving their input about their workforce needs, potential job openings, and job applicant requirements helps us make sure our program participants are qualified candidates and prepared for the jobs for which they are applying.



b. Employer Case Studies

Employer: Fedcap Maine (a private nonprofit based in NYC contracted to administer TANF and ASPIRE in Maine)

Christine McKenzie, Executive Director

Summary: Seeking a skilled and diverse staff for her newly opened Maine offices, the Executive Director of Fedcap took an innovative approach to hiring by coupling their online recruitment with a more direct hiring strategy through a partnership with New Mainers Resource Center. Faced with the immense challenge of opening several new offices throughout the state and hiring almost an entirely new staff of over 120 people, Fedcap reached out to the New Mainers Resource Center in order to meet their hiring needs.

“In my 30 years of interviewing I have never been so impressed with the organization of the event and the quality of candidates that were selected to interview.”

Christine McKenzie, Executive Director, Fedcap Maine

For Richard K., an Occupational Physician from the Democratic Republic of Congo, connecting with NMRC and having the opportunity to meet with Fedcap for an interview has put him on an accelerated path to achieving his goal of working in the public health sector. This was his first interview in the U.S. and he was offered a salaried position as a Vocational Evaluator, assessing the skills of ASPIRE clients and helping them meet their own employment goals. He said that he plans to share with his clients many of the lessons that he learned as a student in NMRC’s Job Class program.

Employer: Lee Auto Malls, Peter Fitch, Human Resources Director and Adam Lee, Chairman of the Board.

Summary: A third generation, family owned Maine business finds qualified and dedicated candidates with a much-needed skill set through a partnership with NMRC.

Strategy: Lee Auto is one of Maine’s largest new and used car dealerships with almost 30 locations across the state of Maine. In early 2016 Adam Lee, the Chairman of the Board, reached out to NMRC because he was having trouble recruiting and retaining Automotive Technicians in many of his Southern Maine locations. Mr. Lee was interested in hiring and training new Mainers to work in the automotive field and had been exploring partnerships with other educational institutions. When starting a new training program proved to be difficult he turned to NMRC to refer candidates who had experience in the automotive industry in their own country. NMRC was able search its database of candidates to find students whose experience, language level and interests matched Lee Auto’s current needs. From this it was possible to refer three candidates who arrived at Lee Auto for a group interview. Two candidates were offered positions as Automotive Technicians in their Westbrook location following the interview: **Hayder A.** an electrical engineer for Caterpillar in Iraq who had owned an auto-body shop there; and **Francis M.**, an experienced mechanical engineer who had managed a mechanical repair department for a fleet of mining vehicles in Angola.

Peter Fitch reports that both Hayder and Francis fit in extremely well with the Lee Auto Mall team. Peter plans to expand a pilot mentoring program to the Westbrook location which would match Hayder and Francis with Senior Technicians so that they can learn new technical skills and build a path for future growth within the company. He hopes that this will only be the beginning of a strong partnership and that NMRC can serve as a ‘conduit’ for more qualified candidates from the new Mainer communities.

B. What does NMRC do to remove barriers?

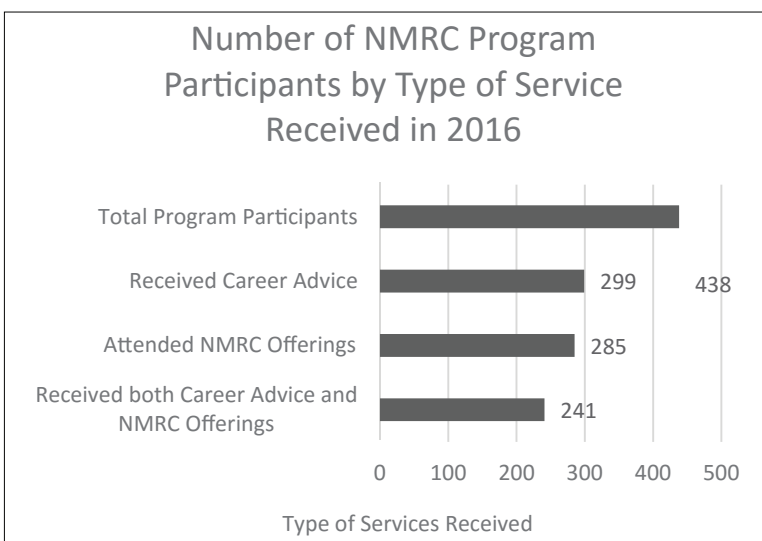
Foreign trained skilled professionals face many barriers as they seek to enter the Maine workforce. These include lack of information about: career pathways, transferring credentials, US standards for resumes, interviews, and American workplace culture. In addition, they must navigate the complicated vocational licensing system and educational systems as well as combat employer misperception, discrimination and the loss of professional networks. NMRC strives to help remove these barriers for

our students through a variety of classes and services.

a. Overview of NMRC Services

The New Mainers Resource Center provides a range of services to meet the individual needs of each student that include long term classes, workshops and individualized programming depending on each person’s goals and needs. One important component of NMRC programming is the individualized career guidance, advice and case management that program participants receive, particularly as they try to

understand and maneuver professional licensing requirements and take steps to move up the career ladder in their chosen field. NMRC also recognizes that for some new Mainers, working at a professional level is a long-term goal that will take many years to achieve.



Job Class A (ESOL 3 and 4) and Job Class B (ESOL 5 +) have been offered at PAE for over 10 years. These classes, which are offered 3 times a year, provide the foundation for NMRC programming. Offering an intensive experience, these classes include: job search strategies, networking with employers, ESOL for those students at a lower English level, connection to other NMRC and PAE resources, and career advising after the end of the class. Community Financial Literacy (CFL) is a partner in offering the managing money component as part of every class. Of the 78 job seekers who took

these classes in FY 2016, over 77% have found employment. This is also a good example of an employer partnership. In FY 2016 Bank of America made the first of three, \$15,000/year donations towards the cost of Job Class A. Appendix C provides a full list of NMRC offerings.

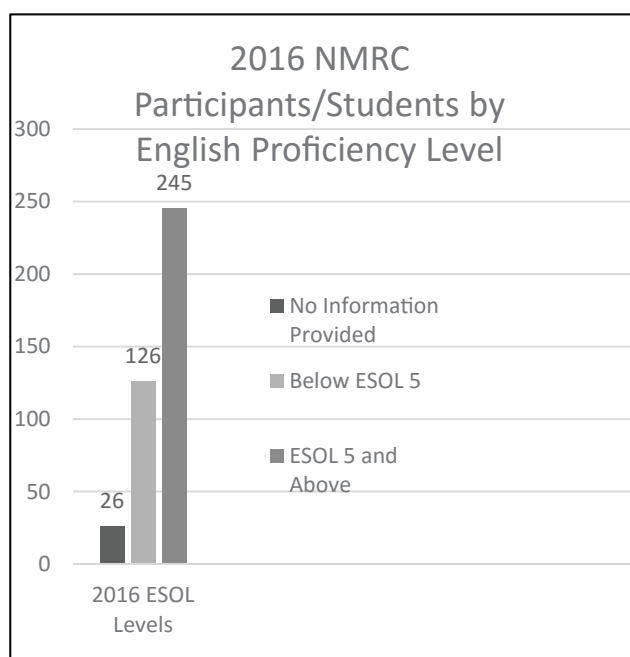
b. Other Supportive Services

NMRC/PAE has had the advantage of having graduate level social work interns from the University of Southern Maine and the University of New England doing their field placements with NMRC/PAE. This has allowed NMRC to provide additional supports to PAE teachers and students, such as:

- development of a local resource guide for new Mainers
- a professional clothes' closet for job interviews and people starting a new job
- a medical lending library (supported with donated books from UNE's nursing program as well as a grant from the Maine AHEC (Area Health Education Center)), and
- utilization of social media such as development of a website and regular announcements to NMRC students, PAE teachers, and other service providers about upcoming NMRC/PAE activities and community events of interest.

Social work interns are also available to help teachers and students with specific issues such as assistance finding housing or child care and connecting to other resources in the area.

c. Leveraging Portland Adult Education Resources



One great advantage of having NMRC provide services through PAE is the ability to take advantage of and leverage other PAE programming. The vast majority of NMRC program participants are either current or former PAE students. Being a program within PAE provides easy accessibility to NMRC services for PAE students and allows NMRC to take advantage of the resources and support provided by PAE and Portland Public Schools. See **Appendix A** for more detail regarding PAE offerings, utilization and student demographics.

In **FY 2016 PAE offered 6 levels of ESOL classes**. Students who are in the higher level of these classes focus on reading, writing and grammar in an academic context to prepare for employment and continuing education. For those students whose English is beyond ESOL classes there are **Language Arts classes**. These prepare students

for college and for pursuing a high school diploma. PAE also offers a wide range of **Job Skills courses**. These courses and certificate programs require a higher level of English proficiency, but for many new Mainers provide an opportunity to refresh or learn new skills that will enhance their ability to find employment. Courses include: office and computer skills, accounting and finance related courses, medical office skills and CNA. The **English Language Computer Learning Lab** provides a flexible, supported learning environment for NMRC students as they work to improve their English or job search skills and actively pursue employment.

d. Other Leveraged Resources – Funding for NMRC

The New Mainers Resource Center has been successful at raising funds from a number of different funders for its programs. Some of these funds have been raised cooperatively with Friends of Portland Adult Education, a non-profit established to help support Portland Adult Education.

In FY 2016, NMRC had total expenditures of \$265,821. NMRC funding sources include*:

- State Appropriation – \$78,892
- JT Gorman Foundation – \$107,928
- New Mainers ORR Targeted Assistance Grant (TAG) – \$18,687
- PAE Contract with Goodwill NNE – \$8,020
- Portland Jobs Alliance – CDBG (includes support from Sam L. Cohen Foundation) – \$34,402
- IETS (Integrated Education and Training) – \$3,586
- Friends of Portland Adult Education (FPAE) – \$14,306 (includes 9,306 from Betterment Foundation, 5,000 for scholarships)

*Some of these funding sources were multi-year grants or contracts and the above figures represent only what was spent in FY 2016

e. Community Collaborations and Partnerships

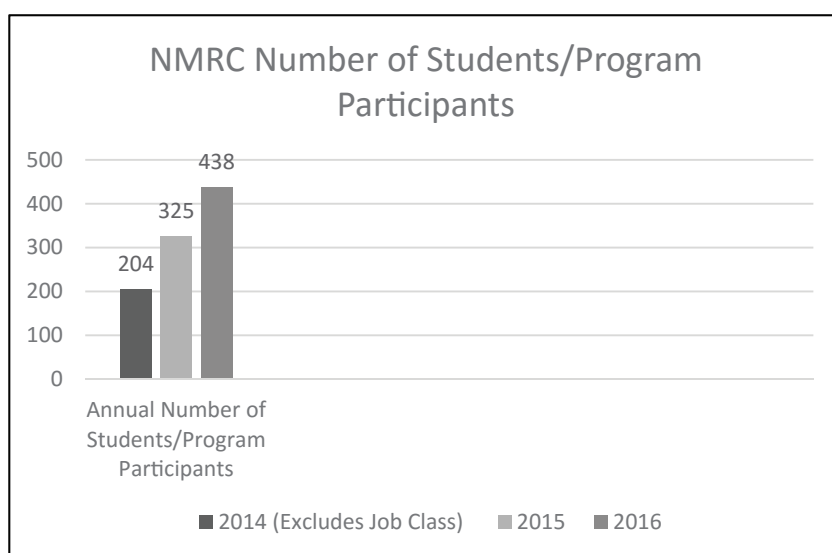
To the greatest extent possible, NMRC and PAE seek to partner with other educational and training providers, employers, etc. to leverage as many resources as possible for our students. One example of a good community and employer partnership is between CEI, Sam L. Cohen Foundation and UNUM which have come together in different ways to support NMRC’s English for Accounting Professionals class and its students. Another good example is a partnership with SMCC and the provision of an EMT (Emergency Medical Technician) course with an ESOL component for foreign trained health professionals. See Appendix D for a full description of those partnerships and collaborations.

III. OUTCOMES AND IMPACT OF SERVICES

A. Numbers Served

The numbers of new Mainers served by the New Mainers Resource Center have more than doubled since the program began providing services in 2014, with a total 438 individuals receiving some type of services in 2016. Of those receiving services, 299 received career advising and 284 people participated in one or more of the different offerings in calendar year 2016. More than 78 job seekers were taught in the Job Class program, with over 77% finding employment. Some new

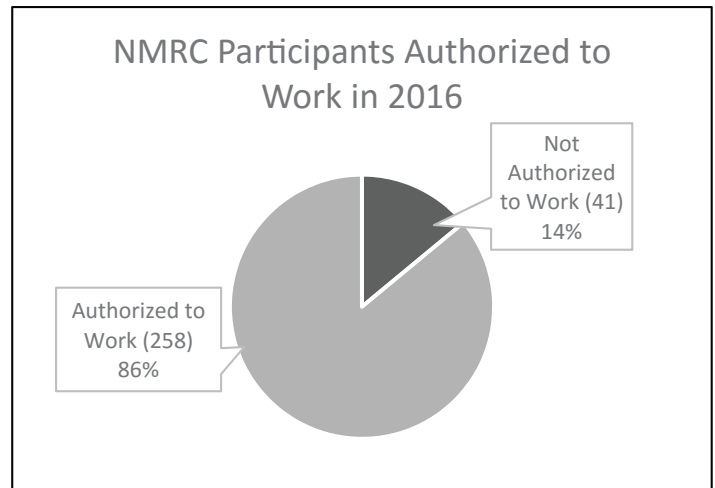
Mainers, particularly those who are here as asylum seekers, must wait six to eight months, on average, after they have filed their asylum application before they are eligible to work. NMRC encourages these students to take advantage of as much programming and as many classes as they can during this time period so that they will be as prepared as possible to find a position that utilizes their skills and training when they do receive their work authorization.



B. Career Advising

Career advising is an important part of NMRC services, providing guidance around an individualized plan or approach to address the barriers that each person must face. Career advising is included as part of the Job Class program and available to anyone that requests assistance, typically ESOL 5 and above. The initial goal for many people is to help them find employment in a job that utilizes as much of their previous training and experience as possible and that will provide opportunities for career growth. It takes into consideration a person's:

- English level
- previous training and experience, need for additional training or education
- availability of training resources or scholarships
- job search skills and familiarity with US work culture
- access to college transcripts and diplomas
- work authorization status, i.e., when will they be able to work
- family commitments both in the US and in country of origin
- office and computer skills
- need for specific credential or license in their professional field
- access to transportation, need for child care, etc.

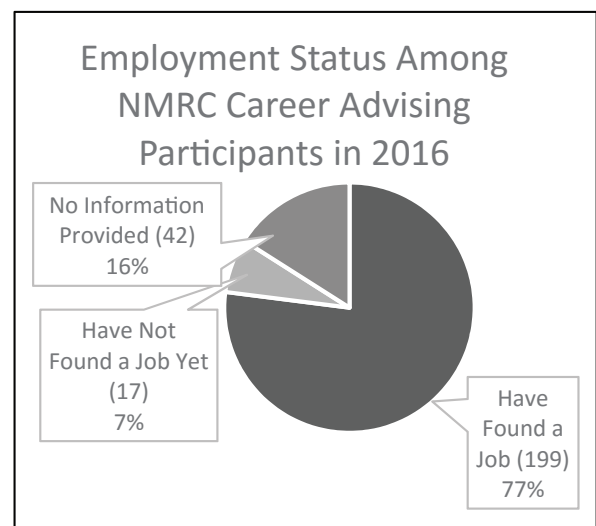


Many people may also be pursuing more than just the short-term goal of finding their first job. NMRC staff is available to work with people who may have been here for several years, are working and are looking to advance their careers. They may be pursuing longer term goals or a professional credential that may take additional years of experience and study and involve a complicated path to licensure. Of those students who received career advising in 2016, 77% of those who were eligible to work have found employment.

C. Student Success Stories

Following are several individual student success stories that highlight the type of professional backgrounds of NMRC students, the steps they took to prepare themselves for employment in the US and the types of services they took advantage of at the NMRC and PAE.

A common theme that runs throughout their stories and those of other NMRC and PAE students is that there are no quick fixes. But, with time and effort put into studying English and preparing to find employment, and once they are working, having the necessary supports, it is possible to be successful. People are able to enter the US job market in a position that will put them on a career path with opportunities that will utilize as much of their previous training and experience as possible in their chosen field.



Lukombo K. – “I am so thankful to the New Mainers Resource Center for helping me re-enter my profession in the US. I worked as an electrical engineer for Exxon Mobile in Angola for 5 years. When I arrived in the US I did not know where to start to become licensed. Moreover, I had difficulty understanding the terminology of my profession in English. **NMRC supported me in finding a clear pathway to my career goals. I took Job Class, got my credential evaluated, and attended programs that prepared me to meet the licensing requirement. With this valuable preparation, I was able to understand the job search process in the US. Just a few weeks after I received my work authorization, two out of three employers I interviewed with offered to hire me as a maintenance technician. I work currently in that position at Sigco, a glass processing manufacturer in Westbrook. This job allows me to complete the 3,000 hours of work required for an electrician’s license.**”



Clovis L. – “My name is Clovis. I worked as a physician for twelve years in the

D.R. Congo and Angola. The challenge I faced when I arrived in the US was to be able to speak English fluently, especially using medical terminology, and understanding the US work culture so I could reintegrate into my profession. The NMRC has been an undeniable support in this challenge. I took advantage of different offerings such as English for Health Professionals and Job Classes. After taking Job Class, I felt comfortable to go through the selection process with my employer in the US. By improving my proficiency in English, especially with medical terminology, I found a Pharmacy Technician position at Maine Medical Center. **Although I still have a way to go through my challenge, I have made significant progress with the assistance of NMRC staff.**”



Claude M. and Jolie M.– Electrical Engineer and Nurse, Democratic Republic of Congo



Claude M.- “Since I was first in touch with the New Mainers Resource Center in August 2015 I have received a range of support that has allowed me to learn and improve my English. Among other things this included: working in the computer lab, having my diploma translated and evaluated, receiving training specific to my profession such as OSHA and understanding the national electrical code, and finally, through Job Class B, I have learned how to network and search for a job in my field and understand employer expectations. All of this has enabled me to accept a position as a Substation Technician at Electric Power Systems.”

Jolie M.- “I came to the US with a bachelor’s degree in public health from the Democratic Republic of Congo. I received the help I needed to study English at PAE and through Job Class A I learned how to search for a job. I am now working in a nursing home as a Personal Support Specialist/Certified Residential Medication Aide.”

“We are grateful to the New Mainers Resource Center and Portland Adult Education for the help that they provided to us.”

Marie Louise M. – (Pharmacist from Burundi) *“It is a pleasure for me to express my gratitude to NMRC for their support since my arrival here in Portland, Maine in early 2015. I would not be where I am today, had I not benefited from their tremendous support. Even though I had knowledge of some basic English, **I would not have landed a job in my field if I had not taken English lessons, job search workshops and taken advantage of the computer lab and other job transition courses sponsored by NMRC.** I have gained more knowledge that I am applying in my work that will surely help in my professional advancement. For example, I had the chance to learn some technical English, which I am now using in my job which is in the medical field (pharmacy). **NMRC staff consistently followed-up to ensure I succeeded.** They assisted me in finding a job, provided great recommendations during my job search, and until today, they check on me to see how I am doing at work. I cannot thank them enough for their care and professionalism.”*

D. Student Feedback Sessions

In the fall of 2016, NMRC held two student feedback sessions as one approach to evaluating its program offerings. NMRC program participants and students had an opportunity to provide anonymous feedback to help shape future NMRC and PAE offerings. The sessions were designed and conducted by social work students from UNE and USM as part of their field placement assignments at NMRC. Three questions were posed to participants in the feedback sessions:

1. What has worked for you at NMRC?
2. What hasn't worked for you at NMRC?
3. How can we improve programming?

Regarding an interviewing class:
“very, very fruitful because we've been taught how you can actually get started in, you know, doing your interviews and as someone searching for a job this is very important...need to have the skills...this program is very important for new people coming to America.”

Some common themes emerged from the feedback sessions. Participants generally had positive comments about the services they received from the New Mainers Resource Center, but made the following recommendations:

- As a way to make sure more new Mainers are aware of the services, they identified a need for increased internal and external marketing of services:
 - o Internal: For example, PAE teachers making announcements in their classes
 - o External: Advertising at Portland Public Library and General Assistance, promotion of website and Facebook page, expanding weekly email list, use of Whats App, attending community meetings
- For those new Mainers who must wait to be eligible to work and while they are working on their English, it was suggested that internships, mentorships, job shadowing, and volunteer opportunities should be made an integral part of career-based classes to expand students' professional networks within Portland and connect with former students who are currently placed at common job sites.
- Offer continued opportunities for NMRC students and program participants to provide feedback and input into NMRC programming.

IV. CONCLUSION

A. 2017/18 Program Goals and Objectives

Since its founding in 2013, NMRC has seen a consistent demand from immigrants and refugees for its services, and it has seen the positive impact of those interventions. During this past year, NMRC has received more and more requests from employers seeking assistance to meet their workforce needs. Overall program goals and objectives for the coming year are:

1. to adapt services to more effectively reach out to the area's immigrant community so that people are aware of the services being offered, and
2. to be more responsive to meeting employers' specific requests for a skilled and culturally diverse workforce.

To fulfill these goals and objectives, some steps NMRC plans to take in the coming year include:

- Provide more opportunities for students to give feedback about NMRC services
- Improve communication, both internally to PAE staff and students, and externally, to the immigrant community and other service providers
- Provide more opportunities to connect with employers so students may obtain US workplace experience, including: internships, volunteering, mentors, job shadows, professional networking groups and structured programming
- Update and improve methods for data collection
- Seek additional and more stabilized funding
- Expand and systematize employer outreach and approach to managing employment opportunities of interest to NMRC students
- Undertake more outreach to employers, community immigrant groups, service providers, churches and other immigrant and workforce focused initiatives or programs
- Expand circulation of NMRC program information in locations like the library and through use of social media.



ANNOTATED BIBLIOGRAPHY

During the past 1-2 years, there have been several reports that have come out both locally and nationally that should inform the practices and policies in Maine. These can provide guidance for integrating Maine's immigrant population into the workforce and for the delivery of services by the NMRC and other communities as they seek to develop programming to integrate and meet the needs of new Mainers in their communities. Following are several of those reports with highlights of their key findings and/or recommendations.

1. Batlova, Jeanne., et. al. (December 2016). ***Untapped Talent: The Costs of Brain Waste Among Highly Skilled Immigrants in the United States. Report in Brief.*** Washington, D.C.: Migration Policy Institute, New American Economy, and World Education Services. <http://www.migrationpolicy.org/sites/default/files/publications/BrainWaste-ReportinBrief-FINAL.pdf>
Full Report - <file:///C:/Users/ssutt/Downloads/BrainWaste-FULLREPORT-FINAL.pdf>.

This report looks at the economic impacts of brain waste, which has not previously been estimated in the US. The report finds that with 2 million highly skilled immigrants in the US:

“Immigrant underemployment represents a lost opportunity for the US economy, resulting in billions of dollars in forgone earnings and tax payments annually at the federal, state and local levels.....Brain waste is particularly acute for immigrants who were educated outside the United States.” P 5, 6

2. Bergson-Shilcock, A., Witte, J. (2015). ***Steps To Success: Integrating Immigrant Professionals in the US.*** New York, New York: World Education Services. [file:///C:/Users/ssutt/Downloads/Steps to Success WES IMPRINT Immigrant Integration Survey United States.pdf](file:///C:/Users/ssutt/Downloads/Steps%20to%20Success%20WES%20IMPRINT%20Immigrant%20Integration%20Survey%20United%20States.pdf)

This research involved gathering data from college educated immigrants, focusing on several metropolitan areas and analyzed the factors that influence an immigrant's success, also taking into consideration the location of where the person received their degree. The report found that English proficiency was critical and that some type of US training made a person more employable.

3. Bergson-Shilcock, A., (June 2016). ***Upskilling the New American Workforce: Demand-Driven Programs that Foster Immigrant Worker Success & Policies that Can Take them to Scale.*** Washington, D. C.: National Skills Coalition. <http://www.nationalskillscoalition.org/resources/-publications/file/Upskilling-the-New-American-Workforce-1.pdf>

The report looks at local providers that not only consider the local labor market in designing and developing training programs but work to build strong relationships with employers that can be developed over time, and use the adaptation of new policies to guide program development.

4. Dickstein, C., et al. (March 2016). ***Building Maine's Economy: How Maine Can Embrace Immigrants and Strengthen the Workforce.*** Brunswick: Coastal Enterprises, Inc., <http://www.cei-maine.org/wp-content/uploads/2016/03/CEI-Immigration-Report-2016-WEB-PAGES.pdf>

Looking at both secondary demographic and labor-market data as well as qualitative data from focus groups involving HR recruiters, students, immigrant adults, and case managers, this report's primary

recommendation is that Maine should “develop a comprehensive strategic plan to attract, integrate, and retain immigrants into Maine’s workforce and the economy.” P 35

5. Maine Development Foundation and Maine State Chamber of Commerce. (2016). **Maine’s Labor Shortage: New Mainers and Diversity**. Augusta: Maine Development Foundation and Maine State Chamber of Commerce. <http://www.mainechamber.org/documents/makingmainework/WEBSITE-Immigration2016-MaineLaborShortage-NewMainersAndDiversity.pdf>

Using demographic and workforce related data by age and employer case studies, this report concludes that Maine does not have enough young people to replace retiring workers and that it must attract more workers to the state to fill the jobs that baby boomers are leaving to retire and recognizes that “Maine desperately needs immigrants, immigrants of all shapes, sizes, ages, colors and points of origin.” P6

It makes several recommendations including:

- “Ensure adequate funding for existing programs.” ...
- “Ensure that attracting and helping new Mainers engage in our economy is woven into existing workforce development and community development efforts.” ...
- “Build upon and replicate the success of Portland’s New Mainers Resource Center and the region’s other services for new Mainers.” ...
- “Ensure that English language training is offered at all levels and accessible to immigrants.” P 13

6. National Skills Coalition. (November 2016). **Skills for Good Jobs: An Agenda for the Next President**. Washington, D. C.: National Skills Coalition. <http://www.nationalskillscoalition.org/resources/publications/file/Skills-for-Good-Jobs-Agenda.pdf>

This report sets out a blueprint for the next president offering some concrete goals and proposals for the next president to put millions of Americans on a pathway to good jobs, particularly in small and medium size companies.

7. Nibbs, Faith. (2016, April). **Moving into the Fastlane: Understanding Refugee Upward Mobility in the Context of Resettlement**. The Forced Migration Upward Mobility Project. <http://www.fmump.org/docs/moving-into-the-fastlane.pdf>

This report is the result of a two-and-a-half-year study that explores the approaches taken by re-settlement agencies to help refugees reach self-sufficiency; what forced migrants do after their initial job placement; how refugees move up the career ladder, and; to what extent they have become self-sufficient.

“Our data suggests that without additional support including intensive and intentional ESL, affordable housing, skill training, or opportunities to capitalize on preexisting skills, it can take 13-15 years to reach living-wages. Moreover, these refugees often have to supplement their income with long periods of government financial support or engage in negative and potentially dangerous strategies in order to get by.” p 1

The report lists a number of key findings and makes a series of priority recommendations and concludes:

“Without these adaptations, refugees spend an unnecessary amount of time in the slow lane wondering how to get out. More efficiently facilitating refugees’ capacities will not only speed economic integration, but could simultaneously improve organizational response, eliminate state aid dependency, foster economic growth and development, fill the long-term needs of today’s workforce, and create a more welcoming and empowering environment for newcomers.” p 2

Appendix A. NMRC and PAE Demographics and Program Utilization

Portland Adult Education Students Served by Type of Program During the 2015-16 School

Academics: High School Diploma, HiSET and College Transitions

Teaching Math, Language Arts, Science and Social Studies to students who need their diploma or college preparation

- Taught 280 students in academic classes
- Helped 147 students achieve their High School credential (105 HiSET and 42 HSDs)

ESOL Program: English Language and Literacy

Teaching English to immigrants from the literacy level through advanced English

- Taught 1781 immigrants from 78 countries in English classes
- Taught 48 new refugees in intensive English classes (funded by ORR Targeted Assistance Grant)
- Taught 80 students in intensive summer classes (funded by JT Gorman Foundation)
- Conducted 662 new student intakes
- More than 50 classes taught by 25 ESOL teachers
English Language Learning Lab
- 280 ESOL waitlist students were able to begin language study directly following their intake test.
- 199 ESOL students registered in ESOL classes extended their language study beyond the 5.5 hours of classroom instruction by completing additional hours in the lab.
- 60 clients working with the New Mainers Resource Center used lab resources to navigate their pathway to employment.

Street Academy: Homeless Youth

Helping homeless youth to get the education and training they need

- Provided job training and academic preparation for 137 homeless youth

Job Readiness: Job Skills Program

Job Skills Program – Preparing students for better jobs through technology, office skills, and occupational training.

- Taught 712 students in job skills courses
- Awarded 136 CNA credentials

New Mainers Resource Center

Helping foreign-trained professional get jobs in their fields

- Served 438 foreign-trained professionals: 299 received career advising; 285 participated in offerings (calendar year 2016)
- Of those eligible to work and providing information, 77% have found jobs
- Taught more than 78 job seekers in the Job Class program, with over 77% finding employment

Lifelong Learning: Enrichment Program

Offering courses in fitness, fine arts, home and life skills, languages, personal finance and wellness

- Served over 1542 community members
- Generated \$89,874 in revenue that contributed to other PAE programming

2016 NMRC Students by Country and Region

2016 NMRC Participants 393

(for whom data is available)

Middle East - 41 10%

Central Africa - 293 75%

Eastern Africa - 13 3%

Others - 33 8%

Latin America - 13 3%

NMRC Participants - 39 Nationalities

Middle East - 41

Afghanistan	3
Iran	1
Iraq	32
Jordan	4
Syria	1

Eastern Africa - 13

Djibouti	5
Eritrea	1
Ethiopia	2
Somalia	5
Burkina Faso	1

Latin America - 13

Argentina	1
Brazil	1
Chile	1
Colombia	2
Cuba	4
El Salvador	2
Mexico	1
Peru	1

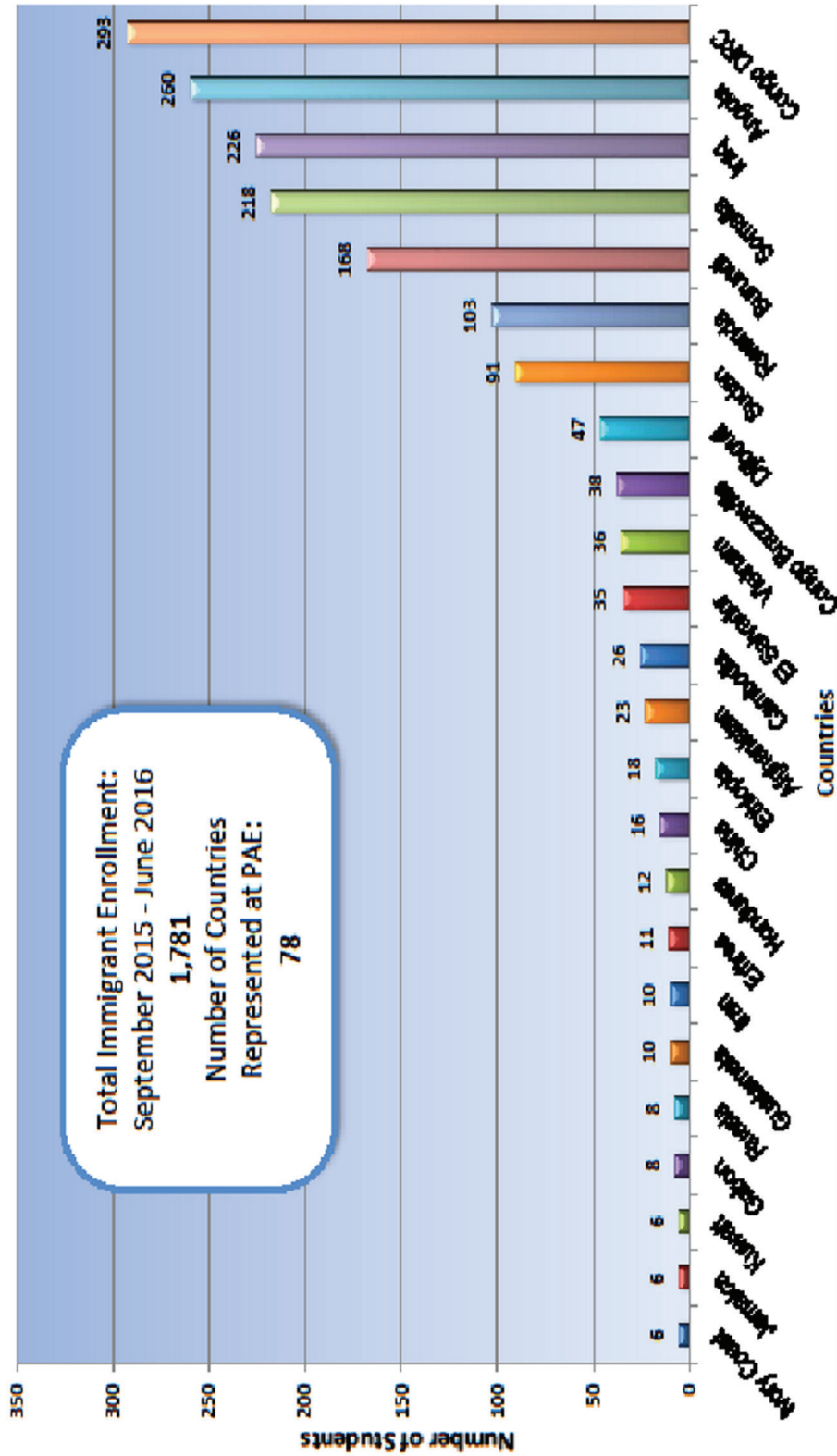
Central Africa - 293

Angola	28
Burundi	67
Congo Brazzaville	13
DR Congo	116
Gabon	6
Rwanda	56
South Sudan	1
Sudan	6

Others - 33

Ukraine	2
Azerbaijan	1
Cambodia	1
Cameroon	4
China	4
Gabon	6
India	2
Ivory Coast	2
Mauritania	2
Rep. of Georgia	1
Russia	2
South Korea	2
Taiwan	1
Tanzania	2

PAE Immigrant Enrollment Chart 2016



Total Immigrant Enrollment:
 September 2015 - June 2016
1,781
Number of Countries
 Represented at PAE:
78

Countries with 5 or less students attending: Albania, Algeria, Argentina, Azerbaijan, Bangladesh, Belarus, Benin, Bosnia, Brazil, Burma, Cameroon, Canada, Central African Republic, Chad, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Egypt, Gambia, Germany, Haiti, Hong Kong, India, Indonesia, Italy, Japan, Kenya, Korea, Lebanon, Mauritania, Mexico, Morocco, Nigeria, Pakistan, Palestine, Peru, Philippines, Puerto Rico, Senegal, Serbia, South Korea, South Sudan, Spain, Syria, Taiwan, Tanzania, Thailand, Turkey, Uganda, Ukraine, United Kingdom

Appendix B. List of Employer Focused Activities, 2016

Company(s)	Event Type	Date
Lee Auto	Interviews	1/18/16
Sea Breeze	Presentation and Recruitment	2/12/16
NESC	Job Fair	2/18/16
Home Depot	Class Presentation	2/25/16
Arcadia New England	Tabling and Recruitment	2/29/16
Start Smart - CEI	Tabling and Information	3/3/16
Opportunity Alliance	Job Fair	3/15/16
Creative Work Systems, The Press Hotel, VNA Home Health, Sea Bags	Winter Job Class A Mock Interviews	3/22/16
MMC, Bangor Savings Bank, TideSmart, L.L. Bean	Winter Job Class B Mock Interviews /visits	3/10/16, 3/15/16
Tyler Technologies, IDEXX, Systems Engineering, DSCI	English for Computer/IT Course/Visits and presentations to class	4/29/16, 5/6/16, 5/20/16, 6/3/16
Sea Bags	Interviews	4/13/16
Illuminated ME	Interviews	4/27/16
Westin Portland Harborview Hotel, Courtyard Marriott Portland Airport, Fireside Inn and Suites, The Press Hotel Embassy Suites, Portland Harbor Hotel, Inn at Diamond Cove, Courtyard Marriott Portland Downtown, Novare Res/Liquid Riot	Hospitality Job Fair	4/28/16
UNUM	Teaching 2 sessions English for Accounting/IT, Presentation and Networking, Practice Interviews	2/2/16 - 5/5/16 10/4/16 - 12/6/16
Norway Savings Bank, AccountTemps (Robert Half International), Avesta, Disability RMS, University of Southern Maine	Networking for Accounting/Finance Professionals	5/17/16

Gorham House, Home of Maine, EMHS/Mercy Hospital, Seal Rock Healthcare, First Atlantic, MaineHealth/Maine Medical Center, VNA Home Healthcare, Hawthorne House, The Cedars, Penobscot Community Health Center, Maine Federally Qualified Health Centers, Goodwill NNE, Advantage Home Healthcare, Seaside Healthcare	Health Employer Job Fair	6/07/16
U.S. Cellular	Job Class B Presentation / Interviewing tips	6/14/16
MMC, USM, Hannaford	Spring Job Class B Mock Interviews	6/21/16
VNA Home Healthcare, Westin Harborview Hotel, Hannaford	Spring Job Class A Mock Interviews	6/22/16
Diversity Hiring Coalition Members	Diversity Hiring Coalition Professional Development	06/28/16
NEW (Networking Entrepreneurs for Women) hosted at Hannaford	Networking event for NMRC participants (3 attended)	6/30/16
Portland Public Schools, Express Employment, Vantage Point Recruiting	Summer Interviewing Mock Interviews	8/11/16
CIEE, City of Portland, Portland Public Schools	Fall Job Class A Mock Interviews	11/13/16
MMC, CIEE, Portland Public Schools	Fall Job Class B Mock Interviews	11/3/16
Fedcap	Interviews	12/2/16
Ocean Approved	Presentation and Recruitment Event	12/22/16
Systems Engineering	Providing Mentors to Computer/IT Professionals	Fall 2016

2016 Employer Partners

Bank of America

Lee Auto

Maine Medical Center

Fedcap

Portland Public Schools

Center for International E

Maine

City of Portland

DSCI

educational Exchange (CIEE)

The Press Hotel

The Westin Harborview Hotel

Paradigm Window Solutions

Nichols

Manpower

SIGCO

University of Southern

Systems Engineering

Express Employment
CEI
Disability RMS
Hannaford
Sea Bags
US Cellular
Bangor Savings Bank
Norway Savings Bank
UNUM

Greater Portland YMCA
Bernstein Shur (through DHC)
Scales (through CEI)
Cultivating Community (reached out to us, but didn't hire)
TideSmart
Tyler Technologies
IDEXX
MAIN

Appendix C. NMRC 2016 Programmatic Offerings

Offering	Description	Date
OSHA Training-General	OSHA trainings (Occupational Safety and Health Administration). OSHA is the federal agency that sets safety standards for all workplaces. Course 1 -OSHA General Industry Standards	1/19/2016 - 1/20/16
OSHA Training-Construction Industry	Course 2 -OSHA Construction Standards The trainings provided for free by the SafetyWorks! Program of the Maine Department of Labor. Class participants must attend both days of training for the course. Students must be ESOL 3 and above SafetyWorks! is an outreach program of the Maine Department of Labor designed to reduce job-related injuries, illnesses and deaths. Their services include the provision of training around workplace safety issues.	1/21/2016 - 1/22/16
Winter, Spring and Fall 2016 Workshop Series	<ul style="list-style-type: none"> • Overview of the Process • Using Online Resources • Matching Your Skills to Job Description • Resume Writing • Cover Letter • Filling out Application • Interviewing 	7 workshops offered 3 times, once each during the Fall, Spring and Winter Semesters
English for Accounting and Finance	This course was offered to foreign trained professionals with training and experience in the fields of accounting, finance and economics who want to become familiar with the US finance system, learn the terminology of the field, and improve their Excel skills. Students should be ESOL level 5 and above.	2/2/16-5/5/16 - Spring 10/4/16-12/15/16- Fall

Offering	Description	Date
	<p>It covered such topics as:</p> <ul style="list-style-type: none"> • Common accounting and finance jobs • How to evaluate a company's performance • Financial markets and instruments • Accounting and finance in the government and non-profit sector. <p>Additional focus was put on:</p> <ul style="list-style-type: none"> • Using Microsoft Excel • English and communication skills 	
Doctors Professional Group Meeting	This is a professional group for foreign trained physicians that meets regularly to discuss career goals and plans, opportunities and medical issues of interest to the group.	2/25/16 - 6/23/16
English for Computer/IT Professionals	In a partnership with Goodwill NNE this course was offered to foreign trained computer/IT professionals or ESOL students who are working in the computer/IT or related field. The course explored career goals and jobs in the computer/IT field; included an overview of job search skills, workplace communication and computer/IT terminology. An additional focus was put on pronunciation and meeting with employers. Internships were included. Students for this course were ESOL 5 or higher.	3/18/16 - 6/10/16
Engineer/IT Professional Group Meeting	This is a professional support group for those who have worked as an electrical engineer or in the electrical field or computer/IT field with an interest in electrical and technical professions.	2/4/16 - 10/19/16
Measurements- Converting from the Metric System to the English System of Measurement	This course was designed to teach students the English System of Measurement and how to convert from the Metric System to the English System.	1/26/16 - 3/3/16
Lawyers Professional Group Meeting	This is a professional networking and support group for those who have previously worked as a lawyer, judge, or at a government agency or NGO. The group meets to discuss the Maine and US legal systems, policy issues and working in the legal field.	4/13/16 - 10/27/16
English for Health Professionals	This course was offered to foreign trained health professionals or ESOL students who are currently working in a healthcare related field. The course explored career goals in healthcare including an overview of job search skills, communicating with patients and other healthcare professionals, medical terminology, the US healthcare system	4/11/16 - 6/29/16

Offering	Description	Date
	and cultural sensitivity. Additional focus will be put on pronunciation. Students for this course should be ESOL 5 or higher or ESOL 4 with a teacher recommendation	
TOEFL Preparation 1 & 2	The TOEFL Prep Course is for individuals who are preparing to take the Test of English as a Foreign Language. The ongoing group is open to ESOL 5 or above.	5/31/16 - 6/28/16 10/5/16 - 11/9/16
Job Class A	<p>This is a 7-week intensive training designed for immigrants with low-intermediate (ESOL levels 3-4) English language skills who are looking for their first jobs in the U.S. It includes job search skills, English for work, U.S. workplace culture, and basic computer skills. Area employers are actively involved in the program, visiting the classroom to share information about their companies, providing mock interview practice as well as hiring graduates.</p> <p>Graduates of the program receive a certificate detailing their attendance hours and competency achieved in 12 employability standards. They also participate in one-on-one job search support with their teachers.</p>	<p>Winter- 1/25/16-3/25/16</p> <p>Spring- 5/9/16-6/24/16</p> <p>Fall- 9/19/16-11/10/16</p>
Job Class B	<p>Similar to Job Class A, this class will be geared for higher English proficiency students placed at ESOL level 5 and higher who will be looking to either advance their work situations or apply for work in entry-level career fields where students can begin to apply their professional, transferable skills. Additional focus will be put on writing etiquette for the workplace. This course will run on Tuesday, Wednesday and Thursday mornings.</p> <p>Students in both courses can participate in computer tutorials and receive assistance with online job search tools and meet with teachers one-on-one. Prior to enrolling in either of the above classes, students must participate in an intake session scheduled prior to the start of each course.</p>	<p>Winter- 1/25/16-3/25/16</p> <p>Spring- 5/9/16-6/24/16</p> <p>Fall- 9/19/16-11/10/16</p>

Offering	Description	Date
Summer Workplace Communication Courses	These classes were designed to help students ESOL 4 or 5 and above with workplace communication skills while PAE classes are typically not in session and included: Interviewing Public Speaking Writing for the Workplace 1 & 2 Telling Your Story Pronunciation Workplace Communication Speaking with Confidence	7/12/16-8/4/16
Reading the Electrical Code	These offerings included sessions that allowed foreign trained electricians to learn how to read the Electrical Code book on the pathway to an electrician's license.	6/10/16-6/20/16

Appendix D. NMRC/PAE Community Collaborations and Partnerships

Portland Adult Education collaborates with many local and state agencies to provide seamless transitions and support services for our students. We have received information from Coastal Counties Workforce, Inc. (CCWI), our local LWIB, regarding their plan and labor market information about the careers most in demand by employers in our local area. Additionally, we are working with Maine Department of Labor (MDOL) and the State Workforce Board in fulfilling components of the State of Maine 2016- 2020 Unified Plan particularly as it relates to diversifying Maine's workforce and strategies for offering increased support and engagement for Maine's growing foreign born populations- refugee, asylum seekers and foreign trained professionals. As part of the Tri-Agency collaboration, we work closely with MDOL programs (CareerCenter, Vocational Rehabilitation, Goodwill Workforce Solutions/WIA) and DHHS programs (ASPIRE/TANF) and other MDOE adult education programs. PAE also has had an employee on-site at DHHS in Portland to assist ASPIRE clients with their education and training needs. This program is ending and we have reached out to the new leadership at FedCap to see how we might continue to provide services to ASPIRE/TANF program participants.

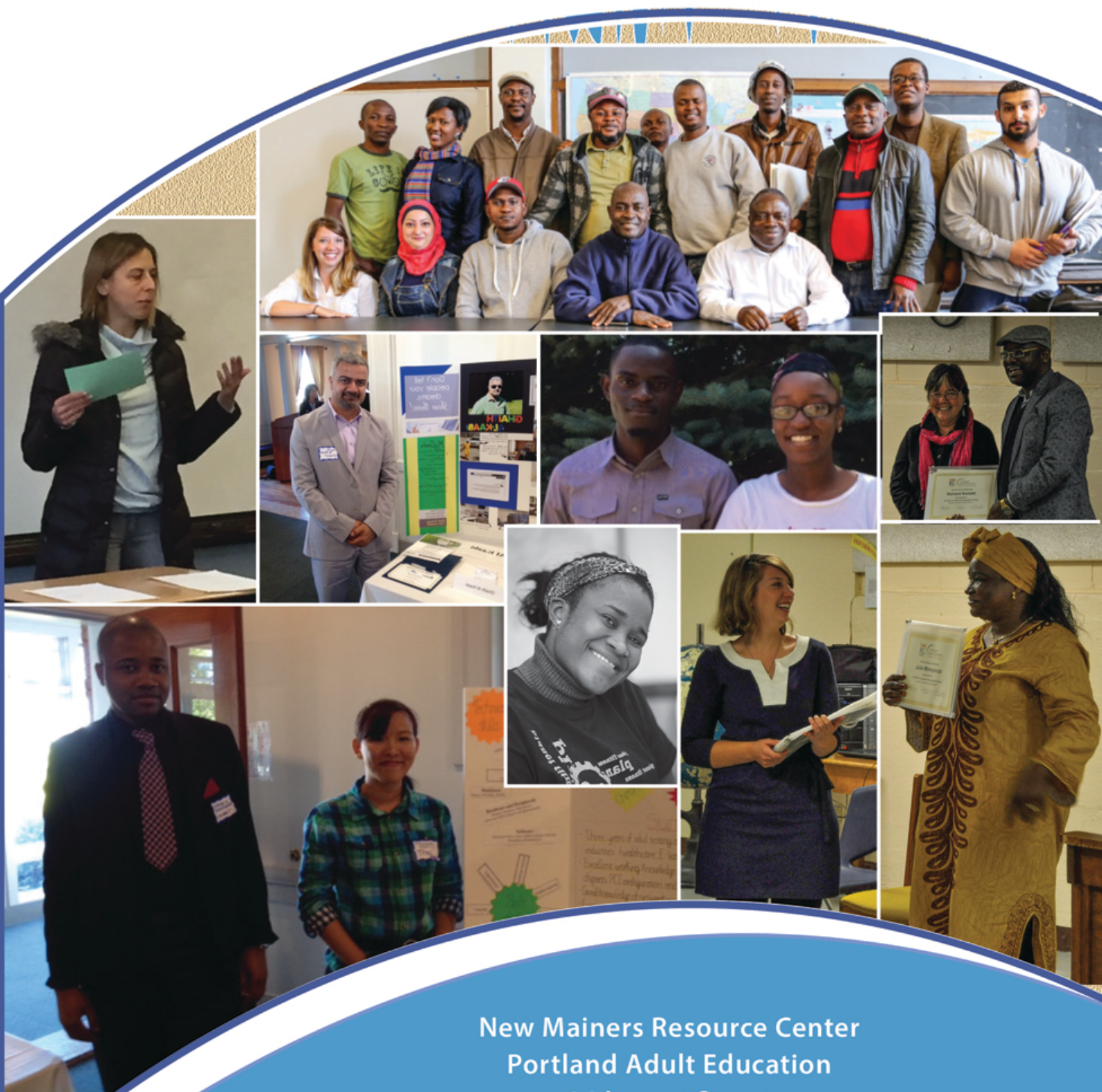
On a local level, we have been part of the Portland Jobs Alliance, a sector-based initiative funded through the City of Portland's Community Development Block Grant system and administered by Coastal Enterprises, Inc. (CEI). Through this collaboration, we partner with Catholic Charities, the Preble Street Resource Center, Community Financial Literacy, Southern Maine Community College, the CareerCenter, Goodwill NNE and the City of Portland's Refugee Services division to provide education, training and placement in the hospitality sector within Portland. We are also a partner in the Greater Portland Workforce Initiative (GPWI), which is a collaboration of social service providers, workforce development providers, community-based organizations, foundations, and state agencies. The GPWI has developed a strategic and comprehensive pipeline in Greater Portland that links job-seekers to Greater Portland-area employers through recruitment, assessment, training, connection, and support. It seeks to provide a pipeline to ensure a seamless continuum of services and support in Greater Portland for marginalized job-seekers and employers in specific sectors and with in-demand occupations.

We regularly partner with FAME, the Portland Housing Authority and MEOC to ensure that students have the best information and connections to services to support their career and educational goals including FAFSA and college application completion. Community Financial Literacy (CFL) sessions regarding financial literacy are integrated into Job Classes each semester and classes on saving and managing money are offered each semester. We are currently working with the Portland Housing Authority, providing ESOL classes in two housing developments and providing one on one life navigation, career advising, financial health coaching, service coordination and referrals, as well as programming assistance and outreach to residents receiving Housing Choice Voucher housing subsidy. PAE also assists the CareerCenter in making referrals and certifying English proficiency levels for the Maine Competitive Skills Scholarship Program.

Additionally, we are active in a number of coalitions or membership organizations providing opportunities for collaboration, coordination and outreach on a regular basis. These include: Diversity Hiring Coalition, Maine Immigrant Rights Coalition, Portland Jobs Alliance, Refugee Advisory Council, Asylum Seekers Working Group, and Greater Portland Refugee and Immigrant Healthcare Collaborative and the Goodwill Business Outreach Committee.

PAE works collaboratively with businesses such as Maine Medical Center, First Atlantic Healthcare, New England Rehabilitation Hospital and St Joseph's Healthcare to offer CNA training and job placement. Routinely throughout the year, through the New Mainers Resource Center (NMRC), employers are invited to participate in a job fair, such as for the hospitality or health care industry, or to hold their own hiring event at PAE. (See Appendix A.) NMRC also has an Advisory Committee made up of community partners and interested individuals that meets quarterly.

NMRC/PAE is the Maine affiliate of the national organization, the Welcome Back Initiative, which focuses on providing assistance to foreign trained health professionals, and thus can tap into the expertise of this association as well as the national connections it provides. Additionally, PAE is communicating with employers to gain a better understanding of their needs and how we might provide educational services to meet those needs.



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