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Combating occupational apartheid plaguing internationally trained professionals: A mixed methods description of activist entrepreneurship in cross-sector partnerships

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Combating occupational apartheid plaguing internationally trained professionals: A

mixed methods description of activist entrepreneurship in cross-sector partnerships

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Dedication

I dedicate this work to Jackie M. T. Lambert, my partner of twenty-five years and friend of even longer. Thank you for making all the many sacrifices to make the accomplishment of this research and the accompanying degree possible. The sacrifices were myriad and involved time, heart and treasure.

Acknowledgements

I acknowledge and express gratitude to my advisor, committee members, interviewees, colleagues, and School of Strategic Leadership Studies faculty and staff, both past and present, which made my professional growth and this research possible. I want to explicitly name Karen Ford, Margaret Sloan, Jane Thall, Susan Murphy, Denise Perritt, Dary Erwin, and Emily Blake.

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COMBATING OCCUPATIONAL APARTHEID

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Abstract

Individuals that were born in a foreign country, have a bachelor's degree or higher from a foreign post-secondary education institution, and are not working at their full level of expertise, are referred to more concisely as "internationally trained professionals" (ITPs). Social workers have called becoming informed about immigrants' integration needs a new frontier of social service and professional development. All fields of human services will benefit from any data resulting from descriptive exploration of the ITP integration issue. The bounded system that serves for this case study is the current limited response to the ITP issue seen in Virginia, USA. In the North of the state we see a mature, urban response by the local state-run community college and various community-based organizations. In the West we see an emergent, rural response by a community coalition of service providers and interested parties from all three sectors of society. Detailed in the case is the acting of leaders to address the marginalization of ITPs. Using the theoretical lens of activist entrepreneurship, the case illustrates the necessity that activist entrepreneurs feel in their work for marginalized peoples, the internal and external environmental opportunities that these leaders identify as facilitating their inner drive, and the broad social needs underpinning the opportunities and necessities. Both qualitative and quantitative data are used to describe Virginia's response to the ITP issue. A threshold for service entry is established across three ITP variables. A snapshot of the impact of a coalition in its formation stage is explicated. Cross-sector partnerships are key tools in responding to the ITP issue. Several ideas for both quantitative and qualitative follow-up research are generated. Examining ITP variables for relationships and more fully describing the essence and process of activist entrepreneurship are among the proposals.

CHAPTER 1 Introduction

Can you imagine a United States of America without Einsteins? As creators of innovations from A to Z (the atomic bomb to the zipper), highly skilled immigrants have been a boon to national security and economic development in the United States. And yet, an occupational apartheid is in effect upon the internationally trained immigrant professionals (ITPs) keeping many of the nation's best and brightest documented workers from practicing in their chosen professions. This is why America, and the entire world since this is an international phenomenon, must hear of the medical doctor car wash attendant, the university professor taxi driver, the registered nurse sandwich maker, the physical therapist housekeeper, and the professional engineer slaughter house line worker. It behooves us as communities and nations to honor the resources invested in skill acquisition by professionals and their families by understanding how we go about the work of their socioeconomic integration.

Problem

I was the Lead Teacher of an English Language and Civics program in a multi-cultural city with a total population of less than 50,000. Between 15 and 100 percent of my adult English as a second language (ESL) students had bachelor's degrees or above from foreign post-secondary institutions and were fully documented to work. I had engineers, nurses, teachers, professors, micro-biologists, and lawyers, just to name a few. They were un- or mal-employed, meaning that if working, they were employed in jobs that were misaligned with their skills. The limited information they received from the community as to how to return to their pre-immigration careers usually entailed starting their education all over by attempting a GED high school equivalency credential. I

confirmed with my adult educator peers throughout the city and surrounding county that my experience was common place.

My internal reaction to my professional students' disenfranchisement and marginalization through involuntary de-professionalization was visceral. It was empathic and logical. I could relate because when I left Virginia to go to another state to study for a couple years, I could not teach in the K-12 public schools as I had done in my home state. I had been involuntarily de-professionalized too, but it was temporary by choice rather than because I was fleeing civil war, poverty, religious persecution, starvation, or any one of the other reasons that force people to move in today's world. I was just doing graduate study for a couple years and then moving back to my home state. I could have taken a college course and applied for a teaching license in the other state because I was familiar with the system and culture. Nonetheless, I felt violated. My professional image was stripped away.

Something stirred within me. I had to do something to help my students. I needed help to take on this complex social issue entrenched in the hegemonic institutions of my community, state, and country. I needed to know if there were sufficient ITPs to warrant my time and effort and if there were tools of sufficient power to enable me to make a difference worthy of the need I perceived to exist. In order to effect change I would have to have cross-sector impact on government, nonprofit, and business. How could my activist entrepreneurship on behalf of a marginalized subgroup of the population lead to systematic change if all I seemed to be armed with were a perceived necessity, a little data, and a few possible opportunities? The answer is contained herein. It is the story of how leaders in urban and rural Virginia are making a difference. On the one hand, the

community response is large and institutionalized. On the other, it is small and in the formation stage.

I am, as just stated, an activist entrepreneur. I did not know I was until reading a journal article by Gawell (2013). I was a front-line practitioner as an ESL teacher. I saw the needs of my clients and was deeply moved. I knew from life experience and from DeSantis (2010) that I could help my clients one-on-one, collaborate with peers close to me, or collaborate on a larger scale. The fact that I was so moved within so as to evaluate internal and external opportunities and to begin a community coalition on the issue makes me an activist entrepreneur. Activist entrepreneurship is different than social entrepreneurship that the reader is likely quite familiar with. It goes beyond the meta-awareness of social impact that Bornstein and Davis (2010) call "social entrepreneurship 1.0." It even goes beyond the sustainable, high impact organizations or social enterprises of "social entrepreneurship 2.0." Instead, it is akin to what these authors call "social entrepreneurship 3.0." Activist entrepreneurship is located in all individuals and in their interactions when they perceive a necessity with sufficient intensity and zeal to act in order to right a wrong or further a worthy cause. These entrepreneurs embolden others to give of their time, talent, and treasure. Their ecosystem is improvised and dynamic. They may build institutions or they may strengthen existing solutions. There may be a single source of leadership at times, but frequently there are many interconnected responses. Supports and systems wax and wane with spontaneity. Activist entrepreneurship is more organic than mechanistic and is illusive to precise description across many possible contexts.

Purpose

The case study that follows informs the ITP concern and the broader activist entrepreneurship issue, especially from a leadership perspective. Adult educators will learn about culturally- and developmentally-appropriate services for ITPs. Best-practices, essential resources, and lived experiences are cited herein. Entrepreneurially inclined individuals will learn about tools and attitudes that can be used to address the ITP concern and issue of leadership in a complex social issue that often must play out in diverse institutional settings with many players. Policy and grant makers will gain perspective on the ITP concern and the leadership issue that will bring greater clarity to what rules society must change and what expectations are realistic for street-level practitioners and bureaucrats. Researchers will gain perspective on social entrepreneurship and coalition theory to elucidate thought for further study.

The intent of this study is to learn about entrepreneurship in cross-sector partnerships through the lens of Malin Gawell's (2013) theory of activist entrepreneurship within the context of internationally trained professionals currently in western and northern Virginia, USA. Activist entrepreneurship describes, to some extent, the change-making energy in all people that unite and act for a social improvement cause. This uniting for social impact has been seen to take place in collaborations that cross the three sectors of society (government, market place, philanthropy) in order to scale social impact of existing or new systems (Seitanidi & Crane, 2014; Lundstrom, Zhou, von Friedrichs, & Sundin, 2014). Looking at the case of Virginia's current status on the ITP issue through the theoretical lens of activist entrepreneurship will yield thick description not yet attempted. Relying mostly, but not exclusively, on qualitative inquiry in order to advance an agenda of deep description, the present study will concurrently analyze all

data with Gawell's three-themes in mind. This mixed methods case study will use data from both quantitative measures of opportunity (numeric) and qualitative indicators of perceived necessity, observed opportunities, and social needs (text). In this approach, census data on Virginia cities will be used to describe the number of ITPs and the presence of culturally- and developmentally appropriate services. At the same time in the study, leaders' activist response to enter the market of ITP service provision will be explored using interviews, participant observation, memoing and various documents. One reason for collecting both quantitative and qualitative data is because Gawell's theory indicates the presence of needs, opportunities and perceived necessity. "Opportunities" in the traditional entrepreneurship context is interpreted as having a critical mass of clients to serve and this entails numbers. "Perceived necessity" in the social entrepreneurship context is the heart-felt, empathic impetus inside the leader. For this no quantitative measure exists.

Central Research Question

How do activist entrepreneurs in Virginia respond to the ITP issue and do the data conform to the constructs of "need," "opportunity" and "perceived necessity" in Gawell's framework of activist entrepreneurship? The qualitative sub-questions are as follows:

1. What do activist entrepreneurs say are their reasons for acting on behalf of the marginalized?

2. What do activist entrepreneurs indicate are essential factors for acting on behalf of the marginalized?

3. What do activist entrepreneurs indicate are foundational social conditions requiring action on behalf of the marginalized?

4. Broadly speaking, where does Virginia have ITPs and where do they get appropriate career re-entry services?

5. What are salient commonalities and differences between rural and urban activist entrepreneurship on behalf of ITPs?

The quantitative sub-questions are as follows:

1. What is Virginia's threshold number of ITPs and mal-employed ITPs required for agency entry into the market? Is it sufficiently large so as to leave substantial numbers of mal-employed ITPs un-served and untapped?

2. How impactful is a rural cross-sector partnership in its emergent phase?

In the next chapter, I will present an overview of the literature relevant to the themes in the above problem and purpose statements. I will explicate the ITP issue and Gawell's activist entrepreneurship framework. Please note that research on ITPs and activist entrepreneurship are in their infancy. Being at the cutting edge is challenging. Data acquisition was very difficult because of their scarcity. The issue at hand has intrinsic value and having even the smallest bit of information is valuable. While the grand narratives of entrepreneurship and partnerships may seem like old news to some, the unique combinations and narrow focus herein have never before been attempted. Throughout this study, I will take a pragmatic and pracademic approach in order to serve both practitioner and academician with a real-world perspective. Every effort was made to paint the fullest picture possible from the data available.

Definition of Terms

Career re-entry: the process of validating or localizing one's foreign professional credential or degree and related experience and becoming fully and successfully employed in a new country of residence in one's pre-immigration career

De-professionalization: the act of being reduced from a professional with a college

      degree and its associated career with or without related experience down to a

      person unable to practice in that career of choice because the new society of

      residence does not recognize the credential or the capability to perform in that

      career as sufficient or valid

Foreign-born: an immigrant, an individual not born in the U.S.

Immigrant: a foreign-born individual

Immigrant organization: a nonprofit or community group initiated and sustained by

immigrants

Immigrant professional: a foreign-born individual with a foreign college/university

degree

Internationally trained professional (ITP): an immigrant with one or more college degrees

      form an institution outside of the U.S.

Mal-employed, mal-employment: a condition or state of having work in which one is

      performing activities for which one is overqualified or grossly misplaced because

      of other skills that would earn a substantially greater wage; also called

      underemployed or underemployment

CHAPTER 2 Overview of Relevant Literature

Purpose

The introduction presented the problem, the purpose of this study, and the research question. The purpose of the literature review herein is to lay out the relevant material for learning about applicable context and theory, disclosing gaps, focusing on possible research opportunities and identifying relevant methodology used by others. First, I will broadly summarize the academic literature on ITPs. Select pieces of practitioner literature will be added to aid understanding of the real-world context of the present case study. Second, I discuss social change market entry within the civil society sector; that special space to act when needs go unmet. This market entry discussion will begin to situate the present study's focus on the act of coming to the aid of a marginalized group from within the nonprofit context. Then, before moving on to the methodology in chapter three, I will discuss the application of entrepreneurship discourse in responses to a marginalized population. I do this by pausing only briefly for definitional purposes on the foundational concept of entrepreneurship and then moving quickly to the truly relevant and most recent derivation that applies to the present study; activist entrepreneurship. In the process, I will discuss social entrepreneurship's most helpful theoretical offerings to the study of a community's response to the needs of ITPs. Ultimately, the particular interest in the final section of this literature review will be the explication of the substantive social theory that inspires the choice of a case study methodology and functions as the lens for the entire research project.

Internationally Trained Professional (ITP)

Published academic research on internationally trained professionals is becoming more frequent and the historical context is somewhat recent and short (see Table 1

below). Journals on immigrant and refugee studies, migration, education, social work,

labor relations, career development, economics, and human resources contain limited

information on ITP's special situation. International references are more common (58%,

see Table 1 below). The present review used the following search terms: immigrant

integration, immigrant professional, foreign trained professionals, internationally trained

professionals, refugee professionals, skilled immigrant, professional retraining,

professional credentialing, refugee resettlement, foreign qualifications, highly educated

immigrants, professional immigrants, assimilation, acculturation, brain waste, migration,

occupational deprivation, foreign credentials, professional re-entry, and foreign

professional. Websites by the Migration Policy Institute (www.migrationpolicy.org) and

IMPRINT (www.imprintproject.org) greatly aid understanding ITPs.

Table 1

ITP Literature by Year and Frequency Count

Year	Author(s)	Count
1998	*Gorbatova, R., & Eaglstein, A. S.	1
1999	*Basran, G. S., & Zong, L.	1
2001	De Jong, G. F., & Madamba, A. B.	2
	*Boyd, M., & Thomas, D.	
2002	Bratsberg, B., & Ragan, J. F.	2
	Nuesch-Oliver, D.	
2003	Wrigley, H. S., Richer, E., Martinson, K., Kubo, H., & Strawn, J.	1
2004	*Salaff, J., & Greve, A.	1
2006	Kaushal, N., & Fix, M.	3
	*Nash, M., Wong, J., & Trlin, A.	
	*Ngo, H. V., & Este, D.	
2007	*Girard, E., & Bauder, H.	3
	Mattoo, A., Neagu, I. C., & Ozden, C.	
	Slack, T., & Jensen, L.	
2008	Batalova, J., & Fix, M.	4
	*Chiswick, B. R., & Miller, P. W.	
	*Ferrer, A., & Riddell, W. C.	
	Akresh, I. R. (2008).	
2009	*Chiswick, B. R., & Miller, P. W.	2
	*Fang, T., Zikic, J., & Novicevic, M. M.	
2010	*Béji, K., & Pellerin, A.	4

Year	Author(s)	Count
	*Poureslami, I. M., Hertzman, C., Hattersley, L., & Nimmon, L.	
	Sum, A., Khatiwada, I., & Palma, S.	
	Sum, A., Khatiwada, I., Beard, A., & Palma, S.	
2011	Census Bureau.	6
	*Friesen, M. R.	
	IMPRINT.	
	Kaushal, N.	
	*Lu, Y., Samaratunge, R., & Härtel, C. E. J.	
	Rymniak, M., Feltman, P., Gebremedhin, K., Zhang., & Shearer, J.	
2012	*Albert, S., Takouda, P. M., Robichaud, Y., & Haq, R.	15
	*Almeida, S., Fernando, M., & Sheridan, A.	
	*Cheng, L., Spaling, M., & Song, X.	
	*Finotelli, C. & Michalowski, I.	
	Fogg, N. P., & Harrington, P. E.	
	Fogg, N. P., & Harrington, P. E.	
	Fogg, N. P., & Harrington, P. E.	
	Fogg, N. P., & Harrington, P. E.	
	*Guerrero, L., & Rothstein, M. G.	
	Harkins, B.	
	IMPRINT.	
	IMPRINT.	
	Jamil, H., Aldhalimi, A., & Arnetz, B. B.	
	*Kennedy, T., & Chen, C. P.	
	*Turegun, A.	
2013	Batalova, J., & Fix, M.	9
	Choi, S., Davis, C., Cummings, S., Van Regenmorter, C., & Barnett, M.	
	*Dixon, M.	
	*Hawthorne, L.	
	*Mpofu, C., & Hocking, C.	
	Rabben, L.	
	*Remennick, L.	
	*Shan, H., & Guo, S.	
	*Sumption, M.	
	*Sumption, M., Papademetriou, D. G., & Flamm, S.	
2014	*Reitz, J. G., Curtis, J., & Elrick, J.	1

* Connotes an international context excluding or including the U.S. The total number of international context citations consists of 30 of the 52 articles which equals 58 percent.

The methodological choices in the ITP literature include literature review, theory, case, narrative, mixed methods, survey, quantitative, phenomenology, and policy research approaches. The ITP literature cited in Table 1 is composed of approximately one-third qualitative journal articles, one-third quantitative journal articles, two literature

review journal articles, three mixed methods journal articles, and one-fifth research reports published by policy, advocacy, and research organizations. Each, in its own right, is methodologically sound. Another look at political debates, immigration trends or at the individual ITP experience may not currently be the best use of a researcher's time. Instead, looking for geographic, perspective and content gaps in the literature has been more productive for the author of the present study than looking for methodological ones. A leadership perspective is absent. As a result, the present will focus on the entrepreneurial response that is the energy behind meeting the ITP population's needs. The literature review sections below form a synthesis intended to help the reader understand the marginalized people for whom a few activist entrepreneurs labor to improve lives and circumstances and the process those leaders are likely to engage in on behalf of ITPs.

What is in a name?

Individuals that were born in a foreign country, have a bachelor's degree or higher from a foreign post-secondary education institution, and are not working at their full level of expertise, are referred to more concisely as "internationally trained immigrant professionals." Albert and colleagues (Albert, Takouda, Robichaud, & Haq, 2012) refer to this subgroup as "internationally trained professionals." This shorter reference is the terminology used in the present study. Another term in the literature is "immigrant professional" or "IP" as its abbreviation (Almeida, Fernando, & Sheridan, 2012). The latter is short and descriptive, but the former is more apropos to the issues faced by the subgroup and to the primary source of their marginalization. It is true that they are professionals and that they are immigrants, but these words do not point sufficiently to the subgroup's disenfranchisement that can be traced back to their foreign credentials that

are not recognized in their new place of residence. "Internationally trained professional"

signifies the level of training and that it comes from abroad. The term is weak within the

present context, however, in that it does not make explicit that the individual is also

foreign born. Neither term effectively communicates the issue of under- or mal-

employment. This significant and absent detail is the state of not working at one's full

level of expertise due to systematic barriers.

The ITP Population's Needs

Social workers have called becoming informed about immigrants' integration

needs a new frontier of social service and professional development (Nash, Wong, &

Trlin, 2006; Shier, Engstrom, & Graham, 2011). Considering the changing demographics

of the United States already underway this century, all fields of human services will

benefit from any data resulting from descriptive exploration of the ITP integration issue.

Nash and colleagues mention the emergence of a new field of practice for social workers

called (re)settlement or civic social work. They state that "successful work in this new

field requires strong community development skills and knowledge, as well as

understanding of how to influence or change social policy" (p. 359). A significant

intervention in this new field of practice is counseling with immigrants. Interestingly,

results of a survey of social workers in their study indicated a belief that contact with

immigrants is likely to be infrequent unless in an urban area with a critical mass of

immigrants. This mention of unlikely contact in rural and suburban areas appears to be an

expression of an urban bias in their thinking and the present study will touch on this

issue. Shier and colleagues (2011) echo the concern that "current academic programs in

North America and Europe [are] insufficient in their content" on the immigrant

integration issue in order "to facilitate students' preparation for employment realities"

and call for methods of "effective and culturally appropriate intervention" (pp. 48-9).

Additionally, the authors call for an end to a political perspective on immigration and, in

its place, a sociological one. In the latest research on the subject, Reitz, Curtis, and Elrick

(2014) conclude that a community's utilization of the skills of its immigrants is sensitive

to economic and unknown forces. The impact of policy is indeterminate.

Credential Acceptance

Education traditionally confers certifications, licenses, and degrees (Collins,

1979). These credentials are granted by agencies established to set and enforce criteria

within the geographic region and social structure in which they have power (Granovetter,

1985). Governments, schools, professional associations, certifying boards, and even

businesses engage in credentialing. When an individual moves outside the geographic

region in which a credential was granted, new rules may apply. Moving across borders as

an immigrant, migrant, asylee, or refugee will mean the involuntary removal of a

profession of choice through the invalidation of a credential (Rabben, 2013; Mpofu &

Hocking, 2013; Lu, Samaratunge, & Härtel, 2011; Fang, Zikic, & Novicevic, 2009;

Girard & Bauder, 2007; Ngo & Este, 2006; Salaff & Greve, 2004; Nuesch-Oliver, 2002;

Boyd & Thomas, 2001; Basran & Zong, 1999).

Nation-level experience with this issue is diverse. Note the differences in the

examples of Israel and Canada. Israel is a homeland for a persecuted people; therefore

immigration provides respite and ensures critical mass for a new country. Workers may

immigrate to Israel for religious or cultural reasons and find they cannot return to their

pre-immigration profession because the large body of immigrants provides too many

professionals for the economy to utilize. Conversely, Canada is concerned with the loss

of population and actively recruits immigrant professionals in order to maintain the

proper number of professionals for its economy to be strong nationally and

internationally. One sees in the cases of Canada and Israel, immigrants with a college

degree or higher from a country other than their new home have unique and challenging

needs for successful socioeconomic integration into a community (Reitz, Curtis, &

Elrick, 2014; Albert, Takouda, Robichaud, & Haq, 2012; Salaff & Greve, 2004;

Gorbatova & Eaglstein, 1998).

     Community agencies, credentialing boards, adult educators, immigrants and

others are concerned with the human cost, economic losses, and systemic impediments

(Albert, Takouda, Robichaud, & Haq, 2012; Jimenez, 2011; Harkins, 2012; Cheng,

Spaling, & Song, 2012; Turegun, 2012; Finotelli & Michalowski, 2012; Jamil, Aldhalimi,

& Arnetz, 2012). One study coins the term "occupation apartheid" to refer to the

hegemonic control of professional licensure by government and association boards

(Mpofu & Hocking, 2013). In the United States, credentialing is decentralized out to the

states, so many of America's own citizens, from architects to wrestlers, are involuntarily

de-professionalized when crossing state borders. When fully integrated into the dominant

culture, however, citizens have more immediate and greater access to systems and

processes of licensure. By contrast, a stranger from a foreign land with neither systems

cultural knowledge nor social capital simply will not have an inclination of where to start

looking.

     Full Employment

     Unemployment's negative consequences may be obvious to many, but to make it

explicitly understood, un- and mal-employment where the ITP is not working to full

capacity because of insufficient hours of work or insufficient utilization of advanced

skills is damaging to the individual and family. There are adverse impacts upon mental

and physical health. Stress is acute, cultural assimilation is stymied, and satisfaction with life is greatly reduced. Immigrants frequently complain that they do not know where to go for help (Jamil, Aldhalimi, & Arnetz, 2012; Nash, Wong, & Trlin, 2006; Choi, Davis, Cummings, Van Regenmorter, & Barnett, 2013; Shier, Engstrom, & Graham, 2011).

Mal-employment problems for immigrants are an issue we barely acknowledge in the United States (Mattoo, Neagu, & Ozden, 2007; Fogg & Harrington, 2012a, 2012b, 2012c, 2012d). Canada's discussion, by comparison, seems richer in that it covers examination of the diverse strata of effects for immigrants by professional degree type, gender and origin (Ferrer & Riddell, 2008; Salaff & Greve, 2004). It turns out that place of education matters and earnings trajectories are impacted (Kaushal, 2011; Akresh, 2008). Education and credentials are not paying off equitably for immigrants in any location studied (Chiswick & Miller, 2008).

The reader may ask, "Why do immigrants not have their own self-help communities to solve the problem?" Unfortunately, ethnocentric organizations lessen un-employment, but at the cost of lower income. Ethnocentric networks are limited in scope, power, and social capital. They are enclave-like. ITPs are not sufficiently enfranchised with bonding, bridging, and linking social capital to help themselves return to their pre-immigration careers in the newly adopted place of residence (Couton, 2011; Friesen, 2011).

The issue of barriers to ITPs re-entering their pre-immigration careers is a problem of international proportion and it requires an international level of cooperation (Mattoo, Neagu, & Ozden, 2007; Chiswick & Miller, 2008). Unfortunately, the literature provides little about how U.S. communities and their leaders are responding to the disenfranchisement of ITPs at the street level. The literature establishes that ITPs exist,

are suffering unjustly, and need certain things. Then, readers are left wanting with no indication of dispositions to engender or models to attempt. The field is left with no perspective on how a response develops. Herein lays an opportunity for research.

Return on Investment / Social Impact

While study of the ITP issue has intrinsic value on social justice grounds alone, considering economic returns is a tangible way of looking at ROI as well. Serving ITPs in their socioeconomic integration needs has substantial return on investment from a community perspective. Upwardly Global (2013) is a nonprofit serving ITPs with culturally- and developmentally-appropriate services in New York City, Chicago, and San Francisco, USA. The organization has a short report explaining the economic impact of their services. Clients who joined their program in 2010 and 2011 (N = 561) showed several improvements when measured in November of 2012. Here are some highlights:

- Their aggregate salary increased from about $1.98 million to $19.8 million on an annual basis, representing a 900.6% increase.

- The average salary per person increased from $3,527 to $35,286 on an annual basis, representing a 1,000% increase.

- The 102 clients who had jobs before they joined increased their average annualized salary from $16,967 to $37,490, representing a 121% increase.

- An increase of approximately $1.8 million in annualized income tax revenue from these clients alone.

- An estimated increase in annualized consumer spending of between $16.2 million and $17.1 million for these clients along.

- An estimated 368 additional indirect jobs generated by the clients' employment.

- An estimated 311 additional induced jobs generated by the clients' increased spending power.

- 87.3 percent reported being employed by the time data was collected (p. 3).

Although the methodology is not made transparent in this practitioner study, these are data that, when taken at face value, communicate the economic worth of the marginalized group to their families and to society. The data also show the potential social impact of understanding and serving ITPs unique career re-entry needs.

Health

There are community and social services implications. Underemployed immigrants report "the lowest levels of life satisfaction and health status for themselves and their families, the poorest family relationships and the most unfavorable emotional and behavioral patterns for their children" (Poureslami, Hertzman, Hattersley, & Nimmon, 2010, p. 9). In sum, there are linkages "between underemployment, family dysfunction, and poor child emotional and behavioral outcomes" (Poureslami, et al., 2010, p. 9). Such is understandable given the multiplicity of disadvantages faced by the underemployed immigrants whose skills are mismatched with their jobs, whose English skills are not as advanced as are their professional capacity, who face hiring discrimination, and who face limited access to capital for new business ventures (De Jong & Madamba, 2001). Having one's professional identity stripped away weighs heavily upon the ITP because of status plunge, absence of professional networking, a sense of loss and despair, cultural disorientation, and other tensions such as living in a dangerous neighborhood because of reduced socioeconomic status (Nuesch-Oliver, 2002). Repercussions of these issues are not studied in years but in generational time frames (Slack & Jensen, 2007).

English Language Training and Career Coaching

Formerly I was an English as a Second Language teacher in a program funded by federal grant dollars coming through the English language and civics (EL/Civics) literacy program of the Workforce Investment Act of 1998 (WIA). The funding pertains to Title II of the WIA and is also referred to as the Adult Education and Family Literacy Act (AEFLA). In the first advanced level class I taught, there was a lawyer from El Salvador, a kindergarten teacher from China, an HVAC engineer from Russia, a biochemist from Guatemala, an economist from Eritrea, and an elementary school teacher from Honduras. Employment for these six was limited to butchering turkeys in a local food processing plant. English training in EL/Civics programs is designed to get immigrant language learners just to a basic social level of English proficiency for entry-level, low-income work and minimal survival capacity. This seems to be in direct conflict with the modern knowledge economy. The EL/Civics and WIA models are outdated. The legislation must be reauthorized and in a new format requiring states to update programs.

The discrimination and limited business capital mentioned in De Jong and Madamba (2001) are not intended to be solved by WIA. However, language instruction, good career counseling and credential evaluation are. Canadian researchers, Guerrero and Rothstein (2012), find that language fluency, social support, and cultural knowledge are malleable antecedents to immigrant underemployment. In other words, these are the specific factors that can and should be changed. Thus, it is the most efficient set of factors to target as part of our initiatives to attract and retain skilled immigrants and obtain desirable outcomes in terms of economic growth and tax revenues. The U.S. is not the only one that should have this informed strategy. The global competition is on for the intellectual capital that can innovate.

In sum, the three malleable factors just mentioned are the most salient needs of ITPs. First, ITPs must have advanced English language proficiency. The English proficiency of ITPs in an EL/Civics program is likely rated on a scale from zero to eight. However, students advancing into levels seven and eight do not garner the program any credit for proficiency gains and entry of their academic achievement data is blocked in the National Reporting System for Adult Education (NRS – an outcomes-based reporting system for state-administered, federally-funded adult education programs). Unfortunately, grant funding and reporting systems encourage practitioners not to offer any English language training appropriate to levels seven or eight and above, so ITPs have access to programs that serve levels zero through six. Level eight is not the highest a learner can and must go. Other scales by the Foreign Service Institute (FSI) Interagency Language Roundtable (ILR), the American Council on the Teaching of Foreign Languages (ACTFL), and the Teachers of English to Speakers of Other Languages International Association (TESOL) are much more complete and descriptive. Worst of all, however, is that learners testing at high six or low seven and exiting EL/Civics program's services only have English proficiency sufficient for entry level jobs and basic interpersonal communication skills (BICS) for less than survival level integration, not substantive contribution, not to mention professional performance. This level at which individuals must exit EL/Civics programs is sufficient only for taking part in basic middle school level instruction and social conversations on various topics related to life in the U.S. This exit-before-ready practice is entirely contrary to logic. Professionals with advanced career knowledge must be performing at the very top of level eight and beyond in order to perform their true professional duties for which they were trained (Ngo &

Este, 2006; IMPRINT, 2011; Rymniak, M., Feltman, P., Gebremedhin, K., Zhang., &

Shearer, J., 2011).

Second, ITPs must have social support. While receiving English training, learners

need accurate advice and encouragement. Most importantly, however, they need a

particular tool that will empower them to earn social capital. They need their foreign

professional and academic credentials evaluated and translated. Imagine the immigrant

professional has a university degree from Moscow, Russia. The credential evaluation

service takes diplomas and transcripts and provides a document in English that compares

the foreign training background with the American system in a way that is very

informative to an educational institution, a certifying board, or an employer. The

resulting document is a critical tool in facilitating the professional immigrant returning as

quickly as possible to their career of choice (Ngo & Este, 2006; IMPRINT, 2011;

Rymniak, M., Feltman, P., Gebremedhin, K., Zhang., & Shearer, J., 2011).

Third, ITPs must have cultural knowledge. Immigrant professionals need accurate

information and good counseling. The assumption that self-promotion, professional

identity, job searches and interviews, cover letters and résumés are universal and uniform

in all countries and cultures is incorrect. Employment commissions and databases are

highly culture dependent. The immigrant professional needs guidance to resources,

organizations, associations and information in ways that are linguistically,

developmentally and culturally appropriate (Ngo & Este, 2006; IMPRINT, 2011;

Rymniak, M., Feltman, P., Gebremedhin, K., Zhang., & Shearer, J., 2011).

The United States of America Context

IMPRINT (IMmigrant PRofessional INTegration), a coalition of nonprofits active

in the field of immigrant professional integration, is drawing attention to the

underutilization conundrum (www.imprintproject.org). It reports that 2,700,000 immigrants with advanced degrees are working in low-level jobs this very moment. Highly skilled immigrants outnumber those without a college degree in 100 of our metropolitan areas (IMPRINT, 2011). We know that immigrant status and educational attainment significantly impact underemployment and underutilization rates (Sum, Khatiwada, & Palma, 2010). Americans in general face an underutilization rate of over 10% for adults with a Bachelor's degree and over 7% for Master's and above (Sum, Khatiwada, Beard, & Palma, 2010).

Census data confirms the existence of talent (Census Bureau, 2011). A higher proportion of the U.S. foreign-born population has a bachelor's degree in science and engineering fields than does our native-born population. That translates to 4.2 million foreign-born science and engineering bachelor's degree holders. The report states, "The foreign-born represented 33 percent of all bachelor's degree holders in engineering fields, 27 percent in computers, mathematics, and statistics, 24 percent in physical sciences, and 17 percent in biological, agricultural, and environmental sciences" (p. 3).

Batalova, Fix and Creticos (2008) and the Bureau of Labor Statistics (as reported in Rymniak, M., Feltman, P., Gebremedhin, K., Zhang., & Shearer, J., 2011) broaden the horizon beyond science and engineering. They find that there were between 6.1 and 6.9 million immigrants with a bachelor's degree or higher and 1.3 million of them are unemployed or working in unskilled jobs. That is 20% of the highly skilled immigrants in the U.S. labor force being underutilized. About 53.4% of our highly skilled immigrants obtained their skills abroad prior to migration and would benefit from a little specialized help with English, with career counseling and with foreign credential evaluation. The authors state, "High-skilled immigrants who were limited English proficient were twice

as likely to work in unskilled jobs than those who were proficient" (p. 2). Legal

permanent residents with foreign degrees were three times less likely to work in high-

skilled jobs than those with U.S. college degrees. Since 80% of the highly skilled

immigrants enter the U.S. after the age of 18, it is logical that a little help would be

needed to learn the English language and to have their foreign credentials evaluated and

translated for understanding (Kaushal & Fix, 2006). Foreign credentials include

university degrees and technical or state certifications obtained in a country other than the

United States. At their advanced level of knowledge, however, immigrant professionals'

English needs are more advanced as well. Investment to fulfill this need may very well be

worthwhile in light of data explaining that foreign-born workers contribute more to U.S.

science and technology leadership than do native born workers, according to Kaushal and

Fix (2006).

The Virginia Context

Virginia is just one state of many in the U.S. that has ITPs and, yet, there is a

dearth of data and an absence of understanding across states. The 2011 American

Community Survey of the U.S. Census contains information indicating Virginia had

284,179 ITPs of working age. This represents over 10% of ITPs in the United States of

America. With these numbers and state of affairs, Virginia is a good state in which to

begin the process of describing ITP advocacy. Virginia will be an example. Its positive

points can be replicated and added to in other states until pracademics across the nation

have a model that fits the ITP need yielding the impact that is desirable. As a model gels

in the U.S., researchers and practitioners can examine fit in other countries.

ITPs in Virginia find English and workforce training in government schools,

nonprofit agencies or churches, and helpful community members. These places of service

are the stage upon which community and ITPs meet. As a marginalized population with

limited resources, ITPs are in need of collective action for the public good rather than an

expensive product offered in the competitive marketplace. As stated by Edwards (2009),

"civil societies are seen as a reservoir of caring" (p. 14). ITPs are in need of this caring.

America has done a better job of speaking of a common civil space for helping

marginalized populations ever since the 1975 Filer Commission (Brilliant, 2000; Hall,

1992). It is difficult to find the terminology that would please every reader, because

several terms are prominent: philanthropic sector, voluntary sector, civil sector, nonprofit

sector, third sector and independent sector (Payton & Moody, 2008). Regardless of this

linguistic difficulty, the present study approaches the ITP issue from the nonprofit

perspective.

The nonprofit sector has five roles according to Payton and Moody (2008). The

service role is to provide services and meet needs, especially when the other sectors fail.

The advocacy role is to champion reform for particular interests, populations, and views

of the common good. The cultural role is to provide "a vehicle for expressing and

preserving cherished values, traditions, identities, and other aspects of culture" (p. 34).

The civic role is to build community, create social capital, and promote civic

engagement. The vanguard role is to serve as a space for social change and

entrepreneurial innovation. If any sector comes to rescue the ITP from marginalization

and disenfranchisement, it will be the nonprofit sector. This begs the question: How and

when does someone, some collection of people, or some entity enter the nonprofit

marketplace to help a particular group such as ITPs?

Nonprofit Market Entry

The literature presents no guidance on social venture creation or nonprofit market entry for coming to the aid of ITPs specifically. Logically, a marginalized group suffering from un- and mal-employment does not represent an economically viable clientele from a commercial market perspective on exploitable "opportunities." From a social market, or nonprofit and civil society perspective, ITPs intrinsically represent a clientele worthy of aid. From an author on social entrepreneurship we get a clue for where to look for help in understanding social market entry. Robinson (2006) relates that a social market is influenced by social and institutional factors when considering market entry. Literature from the nonprofit and voluntary sector gives some indication of these social and institutional factors that indicate market entry phenomena within the context of a marginalized population subgroup.

A scan of nonprofit and voluntary sector academic journals revealed that there may be many different reasons and thresholds for market entry. An agency may enter a market because of perceived necessities facilitated by opportunities and grounded in broad social needs (Gawell, 2013). Nonprofits may also set up shop where there are other nonprofits or where there are for-profits that would contribute positively to fulfilling needs and supplying resources (Bielefeld & Murdoch, 2004). Nonprofits may take on formal organizational structure once passing a budget size threshold. In other words, they start up when there is enough money available (Edwards, 1994). But, there are many unofficial organizations and budget may be a poor measure (Gleeson & Bloemraad, 2013; Gronbjerg, Liu, & Pollak, 2010). However, among the poor and disenfranchised, organization income is a strong predictor of market entry (Owens & Smith, 2005). Some nonprofits form where the clientele numbers are high (Hung, 2007). In other words, a

critical mass is needed. Nonprofit service entry may be a matter of context and fit. This

means there is a cultural dimension in the locality, economy, or civil society that creates

an organic need or space to engage in helpful behaviors (Kerlin, 2013; 2010; 2009;

2006). It may just be social preferences and the warm glow of altruism that inspires

market entry (Andreoni, 1990; Amendola, Garofalo, & Nese, 2011). Others argue for

market failure as the reason for entry (Anheier, 2005; Valentinov & Iliopoulos, 2013).

Yet another opinion is that nonprofits come into being because of philanthropic tradition,

moralistic culture, organization density, or federal policy and accompanying contracts

(Twombly, 2003). Market entry may be impacted by having population subgroups

participating in the organization, but there are many barriers to involvement with a

nonprofit. Population subgroups face barriers even to the act of volunteering for a

nonprofit (Torgerson & Edwards, 2013). In the case of ITPs, it is not known what would

move a leader to act on their behalf and what the response would look like. It may take a

village to respond to a complex problem such as ITP career re-entry. The above articles

would serve well as inspiration for interview questions that inquire as to why someone or

some organization has chosen to act in the ITP issue.

Notably, in a grounded theory study, DeSantis (2010) examined 800 pages of

interview transcripts taken from 39 nonprofit organization leaders in 18 Canadian

communities. The author found that in the daily front-line service delivery of nonprofit

organizations leaders perceive necessities that serve as impetus for action on behalf of the

clients. The impetus is an empathic or logical response in the heart or mind of the

sensitive practitioner that invokes something entrepreneurial (in a social change sense) in

the potential change agent. The decision points that follow are: help the marginalized

clients one-on-one with their special issue, advocate on their behalf without their input, or

advocate along with them. Types of behavior that then follow include facilitating the marginalized in setting up a self-help group and letting them go it alone, tackling the issue as a single nonprofit organization, partnering with other nonprofit organizations in a coalition or network structure, and crossing sector boundaries and partnering with nonprofit, business, and government organizations. There is no mention if this applies to the ITP context. However, Ngo and Este (2006), call for collaboration, social networks, and self-help groups to address the needs of ITPs.

Coalitions are a form of collaboration and networking used in solving complex social issues such as promoting healthy behaviors (Kegler & Swan, 2012; Kegler & Swan, 2011; Butterfoss & Kegler, 2009; Butterfoss & Francisco, 2004; Wallerstein, Polascek, & Maltrud, 2002). These authors are working to construct a theory that operationalizes the way a community takes action. In Community Coalition Action Theory (CCAT), a change agent in a lead agency works to establish leadership, membership, and processes during a coalition's formation stage (Butterfoss & Francisco, 2004). This change agent's work includes being or establishing leadership with requisite knowledge, skills, abilities, and attitudes (KSAs). The change agent must also work to establish broad member representation, a task focus, group cohesion, decision by collaboration, and high quality communications. All of these are predictors of outcomes, according to the theory. Butterfoss and Francisco believe there to be moderators in between the predictors and the outcomes, but Kegler and Swan (2012, 2011) indicate the relationship to be one of mediation. The two mediators have to do with collaborative synergy or member engagement. The more members participate (hours and roles) the greater the coalition's impact on members and on social change. The more members are satisfied with the coalition, the greater the coalition's impact on members and on social

change. In the CCAT, the outcomes are several forms of increased community capacity to meet needs. This increase in capacity takes form in new KSAs, new partnerships, increased social capital, a sense of community, and new leadership opportunities.

There are no indications in the academic literature of coalitions, networks or cross-sector partnerships being applied to the ITP issue, let alone if they are effective on behalf of ITPs. It is interesting to note here that the U.S. government's theoretical framework for adult education and immigrant integration calls for communities to have formal networks with lead agencies in command before receiving technical assistance with immigrant integration programming (U.S. Department of Education, 2013). In the pre-application webinar (December 3, 2013) provided by the federal Department of Education for those interested in applying, the most pressing questions from the audience were about how to start a network and what it would look like. It seemed as though something, an entrepreneurial something, was missing in the attendees' approach to their practice to solve complex problems. They were stuck in their existing roles within their existing organizations. It seemed few were likely to win assistance because they were lacking in the requirement of an existing network.

Entrepreneurship

This section will quickly introduce the grand narrative of entrepreneurship as a solicitation of background information and then quickly progress to the sub-narrative of activist entrepreneurship that defines the frame of the present study. Entrepreneurship is an established field of inquiry (Welsch & Liao, 2003). It is multidimensional with multiple discursive spaces (Steyaert & Katz, 2004). Academics and entrepreneurs traditionally speak an economic language of needs and opportunities when researching and practicing entrepreneurship (Gartner, Carter, & Hills, 2003; Steyaert & Katz, 2004).

In this commercial tradition of entrepreneurship, needs are wrapped up in the profit motive and opportunities are favorable events in the environment that would facilitate profit-making. For a simplistic example, I am a widget manufacturer and I need to make money for my stockholders. My key opportunity is that there are many people wanting to pay good money for widgets. Gartner and colleagues' (2003) research indicates that entrepreneurs are obsessed with opportunity and do so with a degree of magical thinking. Entrepreneurship involves social interaction, technical skill, and emotional zeal (Nga & Shamuganathan, 2010). Being embedded in the local social structure is critical for success (Jack & Anderson, 2002). All of these authors conveyed the entrepreneurial spirit is to construct new products, new processes, and new organizations. This is the grand narrative of entrepreneurship in a nutshell.

The problem for those outside the business sector wanting to speak of the spirit to construct new solutions, new processes and new organizations is that the profit motive is absent in the nonprofit and government sectors' conversations. If the need is to cure mental illness or to integrate immigrants, a profitable company cannot rely on debilitated or unemployed clients to pay for services. It is an inherent characteristic in the government and nonprofit sectors that the person paying for a service (donor, taxpayer, third party insurance company) may not be the client receiving the service. The language of needs and opportunity is deficient and the commercial perspective is ill fitted. Perhaps as a result of this poor fit, there are many prefixes that have been placed in front of the word "entrepreneurship." Some of these include "humanistic," "social," "ecological," "sustainable," "women," "academic," "immigrant," and "regional" (Berglund & Wigren, 2012; Lundstrom & Zhou, 2014). Starting a traditional for-profit business to solve the ITP issue is not likely feasible for many reasons beyond the scope of this paper. Instead,

the reader will see below a narrowing down of the word "entrepreneur" by adding two

prefixes applicable to coming to the aid of a disenfranchised and marginalized

population. The section below is one final abbreviated step, as was the one above about

entrepreneurship generally, on the path to the terminology that fits the present study.

These steps help the reader place the study in historical context for the field.

Social Entrepreneurship

Adding the prefix "social" can help relate the entrepreneurial phenomenon to the

nonprofit and civil society arena (Salamon & Anheier, 1996; Salamon, Sokolowski, &

Anheier, 2000; Anheier, 2005; Salamon, 2004). Research indicates that individuals'

perceptions or attitudes inspire social entrepreneurial potential. The social entrepreneur

has a vision that goes beyond mere altruism. Two authors proffer the definition: "[Social

entrepreneurship] is the relentless motivation to change a whole society" (Mair & Noboa,

2006, p. 123). As a result of a greater focus on social needs rather than solely on

opportunity exploitation, the new term seems increasingly more relevant to the change

agent phenomena in the nonprofit sector. The nonprofit and government sectors could

indeed benefit from the "determination, creativity, and resourcefulness that we find

among business entrepreneurs" (Dees, 2012, p. 181).

The nonprofit and business sectors are tightly intertwined (Young, 2009). Wildly

successful business entrepreneurs have turned their attention to the nonprofit world by

engaging in venture philanthropy and by adding a social mission to business ventures.

For-profit businesses can take on nonprofit behaviors and vise-versa. Moreover, it is

fundamentally easy and quick to start up a nonprofit with a vision or idea and as a result

it is prime playground for an entrepreneur (Frumkin, 2002). When Anheier (2000) speaks

of entrepreneurship in a civil society context, he speaks in the business vernacular of

exploiting "opportunity structures created by institutional weakness" (p.23). Even with

the addition in social entrepreneurism of some nonprofit principles, such as social value

creation, the economic aims by commercial means still remain (Gawell, 2014; Lundstrom

& Zhou, 2014). Social entrepreneurial ventures paradoxically straddle the social, non-

social divide commonly imagined between the nonprofit and business sectors (Dey,

2006). When problematizing social concerns, it is limiting to not have the vocabulary or

the fitting theoretical frame to lay out the parts and the problems in the phenomenon. If

there is no word for the phenomenon, we cannot discuss it. In that sense, it cannot even

exist for researchers to isolate, manipulate and study.

        In the nonprofit context, strictly defined social entrepreneurism seems well

exemplified by the adding of a souvenir shop in a nonprofit museum to further the

financing of the social mission. Or, it is exemplified in consulting in or serving a "group"

in order to put the "social" in social entrepreneurism. The rhetoric of technical rationality

and economic discourse has caused disenchantment with using "social entrepreneurship"

among social change agents (Dey, 2006). Confounding the fit of this version of the term

to solving the ITP issue is the vernacular of a commercial obsession with exploiting

opportunities (Robinson, 2006). The idea of exploiting anything in order to help a

marginalized population sounds repugnant. Even with the addition of a feel-good prefix,

the commercial theme permeates strict social entrepreneurship definitions with a common

fixation on financial returns (Nga & Shamuganathan, 2010). The language of resource

exploitation and economic value creation do not mesh well with philanthropic principles

(Pierre, von Friedrichs, & Wincet, 2014). It is beyond the scope of the present study to

wade through studies that find some degree of comfort with the terminology of social

entrepreneurism for founder behaviors or innovative structures and processes. Instead, the

point is made here that in this historical evolution of terminology, an even better term is

forthcoming.

To further complicate landing upon a usable term in the problematization of social

concerns, there are regional definition disagreements across the globe (Paredo &

McLean, 2006; Bacq & Janssen, 2011). The term "societal" entrepreneurship was first

used in Sweden (Gawell, 2014). It translates well to the English "community

entrepreneurship" which is defined as "the practices and academic disciplines of civic

leaders, activists, involved citizens, and professionals in improving various aspects of

local community life" (Pierre, von Friedrichs, & Wincet, 2014, p. 60). Cross-sector

initiatives and social enterprises are also included. The background to this rhetoric is the

intensity of competition and complexity in the modern nonprofit environment.

Sustainability has entered everyone's vocabulary and new forms of collaboration

and innovation are needed. As society evolves and new behaviors are adopted, the

clumsy search for descriptive terms will follow. In other words, the search for prefixes

and frames to help problematize social woes continues. Steyaert and Katz (2004) state,

"With the widening of spaces and discourses, entrepreneurship cannot be limited to a

select group of actors as entrepreneurship can be seen 'taking place' in the every-dayness

of our life, in social interactions and in everyday practices" (p. 190). Behold the newest

evolution in entrepreneurship that describes the incensed, street-level change agent; the

scan for appropriate facilitating resources; and the broad, underlying social needs.

Activist Entrepreneurship

Adding the prefix "soci(e)al," does not take us all the way to aptly describing the

internal impetus, zeal, and capacity to innovate solutions applicable to responding to an

advocacy issue such as the ITP population's career re-entry problem. Coming to the aid

of a vulnerable population in an inclusive and innovative way is a type of entrepreneurial

advocacy (Westlund & Gawell, 2012). Gawell (2006) makes the first mention we see of

the term "activist" entrepreneurship.

Gawell (2006) used a narrative approach to uncover language that would be more

satisfying than the commercial terminology of "opportunity" and "need." Her a priori

theory was that this bifurcated commercial entrepreneurial process of exploiting

opportunities to satisfy financial need was deficient. Over the course of almost two years,

Gawell (2006) conducted interviews and numerous follow-up conversations in order to

deeply describe the entrepreneurial process. These interviews were with 15 participants in

the Association for the Taxation of Financial Transactions for the Aid of Citizens

(ATTAC) Sweden movement involving more than 20 action groups wanting to debate the

implications of globalization during the Swedish EU Presidency. The ATTAC movement

had originated earlier in Paris in December 1998. The Swedish launch was in 2001 and

Gawell's interviews started with this launch. Observations of the launch in 2001 and the

annual meeting of 2004 were included in the study, as were additional conversations

connected to these events. The author also analyzed texts written from both political sides

in the associated debates. Website information was also analyzed.

The problem leading Gawell (2006) to launch the qualitative study was the

absence of a form of and language for an entrepreneurism fully situated in the sphere of

nonprofits and civil society. Because the nonprofit sector is not fully understood through

frameworks of businesses, markets, or public sector thinking, Gawell was dissatisfied

with entrepreneurship's typical business sector placement and wanted to show how

entrepreneurial creation of new organizations to solve social problems would look in the

third sector. Gawell is clearly influenced by the works of entrepreneurship expert,

Steyaert (Hjorth & Steyaert, 2003; Steyaert & Hjorth, 2006) of the University of St.

Gallen and Entrepreneurship and Small Business Research Institute (ESBRI) in

Switzerland and Sweden, respectively. Situating the study in the nonprofit sector Gawell

(2006) says,

> As a societal phenomenon, entrepreneurship can be related to different sectors and spheres in
>
> society. With an interest in social issues and engagement and where people become involved in
>
> the development of social practice, this study relates to a sphere where action is organized in non-
>
> profit organizations and neither referred to as the market nor as the public sector (p. 4).

Citing Hisrich, Freeman, Standely, Yankey, and Young (1997), Gawell appropriately

argues as highly relevant the study of the market entry of nonprofit organizations from

the point of view of entrepreneurship because such are "often created with explicit aims

at 'change'" (Gawell, 2006, p. 5).

Gawell's (2006) intent is to re-contextualize entrepreneurship theory in a

nonprofit framework of nonprofit organizations in civil society and explicate the

entrepreneurial process in organization formation in society. Stories of the

entrepreneurial process in civil society help us to see things and people in new ways.

Gawell relates the entrepreneurial process to history-making in everyday life in the sense

of community development in solving problems "where human beings act and together

create a new organization primarily aiming at social change" (p. 12). Because of this

work, we can better frame concepts such as embeddedness when looking at political party

chapter formation, as one example. Embeddedness is as an "opportunity" that must be

"perceived" and "used" and will greatly facilitate trust, resource mobilization, and

ultimate success according to Anheier (2000). Additionally, Gawell's work helps us add

definition to intrinsic motivation discussed by Anheier and Kendall (2002) by

considering such as a "perceived necessity" when discussing the underlying impetus of social movements and civil society. Anheier and Kendall (2002) plead for a research strategy that would explain concepts they found missing including intrinsic motivation. These authors drew from economics, sociology, and political science and pointed to social movement literature, the social psychology of trust, and recent thinking about civil society as still lacking in explanatory sufficiency within the context of organization formation in voluntary associations. Gawell shows that opportunities must be perceived as such for social movements to be successful, that opportunities are not entirely self-evident, and that they are part of a framework when connected to perceived necessities and social needs. This "pattern of meaning" or mental model was called for by Anheier, Neidhardt and Vortkamp (1998, p. 1279).

The behaviors Gawell (2006) uncovered involved attacking norms, articulating new stories, and organizing to advance an issue to a more public sphere. Gawell calls this "activist entrepreneurship." It is a disclosive activity where we deal with things or people as they normally are in our culture (a disharmony or anomaly of some sort is shared), the causes, and the sharing. Gawell explains,

> The sense of necessity to engage in at least trying to make a difference to influence 'where the world is going' combined with perceived opportunities to do something and do it in a new way ground this entrepreneurial process in a 'double anomaly.' The latter anomaly, that of new forms of working, facilitated the group dynamic process through the coordination of common means in concrete activities…The anomalies were 'channeled' and processed through the entrepreneurial process, transformed into articulated stories about the issues addressed and how it is possible to create a new organizational practice (p. 213).

In comparison to traditional entrepreneurial narrative, just as the business entrepreneur sees profit-making opportunities in the market that others do not see, the activist entrepreneur senses disharmonies in ideas of how things ought to be that many others ignore in diverse ways and for diverse reasons. These disharmonies that are sensed somewhere "between beliefs and action" (p. 213) are explored. When this perceived disharmony is pervasive, it exists in multiple situations and for multiple people, it becomes an oddity or anomaly that persists. This persistence means that sensitivity to it is retained. Through sensed necessities, perceived opportunities, and a means of action a metaphorical "knob" is formed that facilitates dialing up the volume or retention of the sensitivity. Gawell updates this terminology in later publications (2013, 2014).

Gawell (2006) is very effective at grounding entrepreneurship "in everyday life, in social and political development of society with a focus on ideas brought into organized action" (p. 224). The author exposes it as a social dynamic process where we grow understanding of things and people and generate new knowledge. Gawell situating entrepreneurship as a wide collective interplay among multiple people presents attacking norms and articulating disclosive stories as a new style of organizing. This collective interaction brings to mind the work of DeSantis (2010) and Butterfoss and Kegler (2009) above. In networks, partnerships, coalitions, and other forms of collaboration, the right and responsibility to act are heavily decentralized. The leadership perspective in this collaborating, however, is a gap in the research that Gawell acknowledges. The activist entrepreneur environment is characterized as informal and a bottom-up perspective. What is leadership like in that environment? How does the leader operationalize sensitivity, the retention of sensitivity, and the promulgation of it?

In the ongoing quest to investigate the gap identified, Gawell (2014) continues to research and write qualitatively on entrepreneurship in the diverse spheres of society. The author relates it not only to associations and nonprofit organizations, but also to cooperatives, businesses, the public sector, and friends and family. Based on case studies covering over 150 ventures and policy processes, Gawell explains that grasping the nature of the emerging practice of entrepreneurship is difficult because of the fragmented vocabulary and interpretations. Gawell powerfully describes the concept by saying,

> Entrepreneurship, by definition, calls for an openness and willingness to explore new ideas and new combinations of resources. It therefore challenges the established order. There is a constant stream of bold and controversial initiatives that are not easily fitted into any specific space in society. There are entrepreneurial initiatives that are undesired, and therefore are not only neglected, but opposed, whether because they challenge the established order, or because they display normatively unwelcome behavior. There are also initiatives that very seldom are highlighted in entrepreneurial terms, but have significant meanings for social practices. We can here speak about unnoticed, or, if one prefers, silenced entrepreneurship (p. 38).

Gawell closes by explaining that a lot is at stake saying, "social development and the organization of society" (p. 38). These issues are complex and do not fit into definitions of entrepreneurship unless adequately and descriptively problematized. Relating real life contexts to theory and practice contributes to "furthering our understanding and use of the different versions of social and societal entrepreneurship as well as social enterprises" (p. 38).

Gawell's (2013) article in a nonprofit studies journal is a significant one for the present work. The theoretical frame of opportunities, needs, and perceived necessities as the foundation of activist entrepreneurship will act as the substantive social theory lens

for the present case study. To arrive at the theoretical framework of activist

entrepreneurship, Gawell presents a qualitative analysis of four social entrepreneurship

cases. These cases were selected from a possible fifty because of their elaboration of

opportunities, needs, and perceived necessities. These being key concepts in the emerging

theory of activist entrepreneurship (though she continues to use "social" entrepreneurship

nearly synonymously), the author chose to focus on these four special case studies as

potent sources for a descriptive framework. The cases were organizations advocating for

global social justice, youth, ex-offenders returning to society, and the long-term

unemployed. The global social justice case is the same one from her 2006 study.

Gawell's method included diverse sources of qualitative data that were then

analyzed by explication, deconstruction, and narrative construction all guided by the

hermeneutic triad. The author conducted five to fifteen semi-structured interviews with

people in leading positions in each of the four cases. Gawell was a participant observer in

five to thirty internal meetings or public events in each of the four cases. At these events

she participated in discussions and talks with diverse people not necessarily in leading

positions. The author analyzed documents generated by the entrepreneurial actors that

included pamphlets, books, websites, films, and applications and reports to funders.

Gawell also analyzed documents generated by other actors that referenced the studied

cases in reports, books and articles. In the analysis, Gawell noticed three themes:

opportunities, perceived necessities, and needs. Each is discussed below. As will become

clear in the next chapter, Gawell's themes and case study methodology inform the

methodology of the present study.

Opportunities

Gawell (2013) discovered that there were explicit references to opportunities. In the case on global social justice, opportunities were expressed in terms like "another world is possible" and "a golden opportunity" (p. 1090). In the youth case, opportunities included grants, a publically funded market for social services, a particular leader's engagement and persistence, political networks, and influential groups. In the ex-offender re-entry case, opportunities, especially where funding was lacking, included ways that ex-offenders find healing in helping themselves and others. Expressions of opportunity included the possibility for change and the hope of constructively developing a healthy, productive, "good" life in spite of troubled backgrounds, cognitive disabilities, and lack of impulse control. A common sentiment is represented in the following statement from one interviewee: "I also know you have to change, you can't get away from that" (p. 1083). In the long-term unemployed case, the opportunities included using existing public structures and financing, using emerging models of cooperatives that engaged in social enterprises, and teaching decision-making, soft skills, flexibility, and empowerment.

Some favorable events and aspects were not immediately clear. Not made entirely explicit in the cases were opportunities such as heightened public interest in a topic, new organizational forms, new power structures, and freedoms of speech, organizing and demonstration. These non-explicit opportunities were said to be facilitators of the entrepreneurial ventures. Sometimes the facilitating opportunities were just the facilitating activities, the gathering of like-minded people, and the development of the new organization. Opportunities were always mentioned in the plural and were seen as the supports to transforming individuals' lives, the newly created organization as a way

for society to address its woes, or the source of revenue that would be applied in the

venture. Gawell noticed the following: "Social entrepreneurs not only spot and exploit

opportunities, but they also create opportunities by articulating and mobilizing favorable

events by convincing the actors with resources to make those available" (p. 1087). In

sum, opportunities do not tell you why people engage, as do necessities discussed below.

Rather, opportunities facilitate social entrepreneurship. Activities and development are

grounded in opportunities.

Perceived Necessities

People justified their engagement rationale and focus through perceived

necessities connected to an internal, heart-felt conviction, meaningfulness, compassion,

solidarity, anger, ideological anomaly, or outrage. Whether singular or plural the

necessity could be emotional or political. In the case on global social justice, statements

surfaced such as "having to do something," "a lack…," "If I am to face myself in the

morning…" (p. 1080, Gawell, 2013). Other statements included "we have to abolish…"

or "the situation in the world…" In the case on youth, the predominant entrepreneurial

discourse was around the belief that young people must be treated "properly."

Interviewees made repeated references to society's failure in meeting young people's

needs adequately. In their comments, they chided nonprofits for leaving gaps in youth

services and failing to fully understand the need. One interviewee said, "My work here

gives me a sense of meaning…" (p. 1082). In the ex-offender re-entry case, perceived

necessities include functional and supportive structures for ex-offenders needing heavy

therapy and comradeship supporting the decision to change that precipitates the need for

heavy therapy. In this case, the ex-offenders initiated and ran the program. So, their own

powerful decision to change was a perceived necessity that sparked the movement. In the

long-term unemployed case, there was the perceived necessity of "the right to a good life, a healthy social community, citizen influence and the independent means for making a livelihood" (p. 1087).

Sometimes perceived necessities were ideological. Examples of these intrinsic necessities would include the prevention of hunger, conflict, and inequality. A non-explicit perceived necessity referenced was "the importance of democracy and everyone's right to participate in decisions affecting their own lives" as linked to a vision of a brighter future (p. 1085). Instead of being ideological, in the ex-offender case, the tangible perceived necessities were the different activities, services, and methods that permeated the organization. Gawell states several times that opportunities and necessities were frequently closely related and intertwined at multiple levels of the organizations. In sum, we see a link between these facilitating opportunities and perceived necessities and voluntary work or social engagement. Social entrepreneurship is grounded in perceived necessities that are based on personal experiences and personal reality.

Needs

References to other people's needs were vague and very general in nature. Instead, there was a perception that it was necessary for something to be done or something to happen. Needs seemed to be foundational, rudimentary and silent. These may have simply been "We need to have global social justice," "We need to support youth with activities," "We need to help ex-offenders re-enter society," and "We need to help adults obtain and maintain employment." These statements of society's needs seem to be saved for use when explaining why initiatives should be funded. The needs expressions translate into a societal demand for public expenditures and services.

Sometimes the entrepreneur's perceived necessities are synonymous with what funders see as needs, but other times only partially or not at all.

Social change action is grounded in needs, opportunities, and perceived necessities. Theoretically, perceived necessities are the all-important spark within the social entrepreneurs, opportunities are the facilitators of the entrepreneurs' engagement, and needs are the silent foundational concepts underlying the spark. In the nonprofit world, a real life example might look like this: (Need) "Society needs to cure mental illness." (Perceived Necessity) "I suffered greatly growing up because of my sister's mental illness, now let me show you how we can make the world a better place." (Opportunities) "We have a democratic republic in which to operate, a vibrant third sector with organizational models to imitate, the requisite KSAs to help families of the mentally ill, and some grant money." A visual representation of the three components in Gawell's (2013) framework might look like Figure 1 below.

Figure 1. A representation of Gawell's (2013) theoretical framework

In the section prior to entrepreneurship, I noted possible reasons for social change market entry within the nonprofit context. Gawell's model functions well as a framework

to explain all the cited reasons for social change market entry above. Setting up shop near

other nonprofits could be seen as an opportunity facilitating an entrepreneur's perceived

necessity because they would contribute positively to fulfilling needs and supplying

resources (Bielefeld & Murdoch, 2004). Entering the market of aiding ITPs only when

enough money is available would view a budget threshold as a facilitating opportunity

(Edwards, 1994; Gleeson & Bloemraad, 2013; Gronbjerg, Liu, & Pollak, 2010; Owens &

Smith, 2005). Having a critical mass before entry would cite a threshold of ITPs as a

facilitating opportunity (Hung, 2007). Having some helpful cultural dimension in the

locality, economy, or civil society that creates an organic need or space to engage in

helpful behaviors would be a facilitating opportunity (Kerlin, 2013; 2010; 2009; 2006).

Having people that can sense the warm glow of altruism when volunteering or donating

would be a facilitating opportunity (Andreoni, 1990). Having powerful stories of ITP's

needs going unmet could be seen as signaling a market failure and serve as a motivator

and be a facilitating opportunity (Valentinov & Iliopoulos, 2013). Philanthropic tradition,

moralistic culture, organization density, or federal policy and accompanying contracts

can all be seen through Gawell's eyes as facilitating opportunities (Twombly, 2003).

Barriers, however, would not be seen as opportunities and the entrepreneur would look

for facilitating factors to counter act barriers (Torgerson & Edwards, 2013).

Gawell's ground-breaking offering to social entrepreneurship vis-à-vis the

nonprofit and civil society arena is illustrated well in the preceding paragraph. The

conversation represented by the nonprofit articles above is heavily laden with talk of

opportunities. Where are the perceived necessities that drive the entrepreneurial energy to

create new methods, processes and organizations? Herein lays the indefatigable search

for an applicable entrepreneurial frame for innovation in communities and the third sector

and the unique argument in her theoretical work. Telling a story, now imbued with greater definition by the above review, through a case study method will help deepen that conversation.

Summary

The international call for professional development for those serving the integration needs of immigrants goes unanswered for the ITPs. We do not know what forces bring to bear social ingenuity for and on behalf of ITPs. Social entrepreneurship theory is still fragmented. The present study aims to contribute to both.

My approach is one of integration and synthesis. I plan to make connections between ideas, theories and experience. I intend to place the ITP context into a larger theoretical framework, thereby providing a new way of looking at the phenomena of communities responding to a marginalized population. Drawing from the ideas, theories, and experiences herein, I hope to provide new and valuable insights; new ways of leading systematic social change. By forcing these new combinations of thought, I can more deeply understand and more capably interpret what I observe. After reading my work, others will possibly re-evaluate what they have heretofore taken for granted as truth.

Gawell provides a framework and vernacular by which we can examine and speak about a community's response to the socioeconomic integration of a marginalized population subgroup. So, what might the ITP issue look like through Gawell's lens?

- Needs: Our community needs the skills of ITPs in our economy. Or, children of ITPs suffer when their parents are un- or mal-employed.

- Opportunities: If there are enough ITPs paying fees, we have one opportunity. If there are service providers that share a vision and offer the right mix of services, we have another opportunity. If these providers and other

> appropriately helpful individuals are willing to team up in a cross-sector
> partnership, we have a set of opportunities.

- Perceived Necessity: A leader (a change agent) says: I personally know how valuable yet disenfranchised ITPs are. Now, join with me and I'll show you how to tap their wonderful talent, right an unjust wrong, and change all our lives for the better.

Figure 2 below is an attempt to represent the parts as was done above in the discussion on Gawell (2013).

Figure 2. A representation of activist entrepreneurship on behalf of ITPs

The present study contributes to the literature in the following ways. It extends the Gawell framework from a Swedish to an American context and to the ITP context more specifically. The present research extends study of the ITP issue from the clients to the leaders that impact the advancement of the issue. This study extends beyond the purely qualitative case studies by Gawell and adds a quantitative perspective for a mixed design case study. It adds to the very limited data on ITP advocacy internationally, but especially nationally. It extends community coalition action theory from the health promotion arena

to the ITP and social entrepreneur arenas. These combinations have not been attempted and published before. This study contributes to cross-regional and cross-national dialog among practitioners and academicians alike and this can only help advance the ITP issue.

In this literature review, one thing we have begun to learn is that the people that deeply sense the problems in society are also the ones who can find and carry through solutions. The literature above shows that case study is an accepted way to gather and present data on social entrepreneurship. We now look forward to chapters on research methods, results, and conclusions that will hopefully describe the change agents' perceived necessities, the facilitating opportunities, and the communities' needs vis-à-vis ITP's socioeconomic integration and the creation of new structures, activities, and/or organizations on their behalf.

CHAPTER 3 Methodology

The previous chapter reviewed the relevant literature that facilitates understanding of the case study presented below. It did this in three main ways. One, the literature chapter reviewed what is known about the internationally trained professional (ITP) population that serves as the marginalized group for whom the activist entrepreneurs at the center of this study have labored. Two, the review covered some ways that the nonprofit and civil society sector responds to a marginalized group's needs. Finally, the previous chapter delved into the nature and spirit of activist entrepreneurship that comes to the aid of marginalized groups and established a vocabulary and frame with which to approach and describe a mixed methods case study that focuses on the leadership response to an impetus inspiring social change action.

My scholarly process to arrive at the methodology proposed below had several stages. Being embedded in the world of adult immigrant education and nonprofit management brought awareness of issues to then explore or deeply investigate. Participation in doctoral coursework profoundly grew my thinking vis-à-vis civil society, resource development, advocacy, tough issues facing nonprofits, governance, leadership theories and research on leadership effectiveness, organization theory and the similarities between human growth and development and organization growth and development, human resources management, accountability, leader development, strategy development and organic systems theory, and change theory. My intention initially was to approach researching ITP issues from a post-positivist quantitative perspective, but I soon discovered data to be too limited to be helpful and gaps to point to a need to extend beyond a single research philosophy in order to expose multiple facets of leadership processes. DeSantis (2010) caused me to think new thoughts about the inner-self of the

practitioner as leader and initiatory place for change as well as new thoughts about

partnerships and entrepreneurship. The ITP literature and social capital theory pointed me

to the role of leadership and partnerships. Finally, with the exploration of coalition

models and Gawell's (2013) activist entrepreneurship constructs, it became clear that

qualitative data was necessary and that a mixed methods approach logically fits very well

while addressing the need to explain leadership in the ITP issue.

Assumptions

I make several assumptions in approaching the topic of ITPs in USA and in the

state of Virginia. I assume that truths can be gained from quantitative as well as

qualitative sources. I perceive that multiple perspectives and realities exist

simultaneously. I believe that dilemmas in society are of such a complexity that there

would be multiple avenues to amelioration. Navigating this complexity is likely managed

best through collaborative thought facilitated by deep description of the contexts we

encounter. Case study is a descriptive technique that provides food for thought. Robert

Stake (1995) said, "Case study is the study of the particularity and complexity of a single

case, coming to understand its activity within important circumstances" (p. xi). This

chapter's purpose is to lay out the methodology for the case study. The vocabulary and

outline herein are inspired not only by Stake but also by Creswell (2013; Creswell &

Plano-Clark, 2011).

Research Design

There are several points that have contributed to making this a case study. The

literature review has put forth data that describe people suffering. There is a moral

imperative that the ITP story be told and that aid be facilitated. Data is lacking, however,

and while large empirical studies might be desirable they might also be premature. Given

the dearth of information and the researcher's desire to look at a driving force underpinning how society responds to such issues, we need to come "to understand its activity within important circumstances" (p. xi, Stake, 1995). A descriptive case study is good for this.

The Case

The bounded system that serves for this case study is the current limited response to the ITP issue we see in Virginia, USA. In this instrumental case, rather than an entity or a person being dominant, an issue is dominant. According to IMPRINT, the national coalition promoting promising practices for serving the socioeconomic integration needs of ITPs with culturally- and developmentally-appropriate services, practices are being attempted in Northern and Western Virginia only. In the North of the state we see a mature, urban response by the local state-run community college and various community-based organizations. In the West we see an emergent, rural response by a near-zero-budget community coalition of service providers and interested parties from all three sectors of society. The response referred to in both these locations is the leader or leaders acting to address the marginalization of ITPs. Through conversations with IMPRINT staff (personal correspondence, Amanda Bergson-Shilcock, August 22, 2013; Paul Feltman, December 12, 2013) I know about the Northern activity. Through my own personal experiences and social action I know about the Western activity.

In its position at the national level, IMPRINT is the one national voice on the ITP issue and is informed on where in the nation people are seeking to employ promising practices. IMPRINT agreed to reveal the presence of members and programs implementing best practices in Virginia. I found out about IMPRINT when, as an adult ESL teacher, I searched the Internet for sources to help the ITPs in my own classroom. I

gained access to IMPRINT personnel by attending webinars and conferences and by

reading IMPRINT literature from their web site. From memory and from an examination

of their member and mail lists, they referred me to a person at a community college in

urban Northern Virginia as a potential interviewee. Equipped with that first

recommendation, I began cold calls and Internet searches to learn more about that area of

the state. This is the Northern Virginia response to the ITP issue.

Concurrently, I learned from IMPRINT about databases and a database expert at

the Migration Policy Institute (MPI) so I could locate aggregate census data on ITPs in

Virginia (Ruggles, Alexander, Genadek, Goeken, Schroeder, & Sobek, 2010; personal

communication, Jeanna Batalova, October 16, 2013; Batalova & Fix, 2008). Dr. Batalova

is a Senior Policy Analyst at MPI and is the Manager of the MPI Data Hub, an online

resource that provides instant access to the latest facts, statistics, and maps covering U.S.

and global data on migration and immigrant integration. These data contribute to the

description of the Urban and Northern response in Virginia.

In Western Virginia I gained access to the local community's efforts on behalf of

ITPs through my embeddedness in the community and in immigrant education programs.

I was an ESL teacher at a federal grant-funded program housed at a state university. Here

I learned of the ITP issue as I searched for resources to perform my job duties. I

contacted my professional peers throughout the city and we agreed to collaborate. I

created a coalition and named it the Immigrant Professionals Community Coalition. I also

prompted the creation of a self-help group of and by ITPs and I named it the Professional

Voices for Opportunity Network. This is the Western Virginia response to the ITP issue.

The Issue

The issue of this case study is the leadership response. Who is responding to the marginalized subgroup called ITPs? How do these activist entrepreneurs in Virginia respond to the ITP issue? Is the response exhibited by market entry in manners gleaned from the nonprofit sector literature? How would the response be described using the concepts of "need," "opportunity" and "perceived necessity" in Gawell's framework of social entrepreneurship?

The Research Questions

Here is a review of the study's research question and sub-questions. How do activist entrepreneurs in Virginia respond to the ITP issue and do the data conform to the concepts of "need," "opportunity" and "perceived necessity" in Gawell's framework of activist entrepreneurship? The qualitative sub-questions are as follows:

1. What do activist entrepreneurs say are their reasons for acting on behalf of the marginalized?

2. What do activist entrepreneurs indicate are essential factors for acting on behalf of the marginalized?

3. What do activist entrepreneurs indicate are foundational social conditions requiring action on behalf of the marginalized?

4. Broadly speaking, where does Virginia have ITPs and where do they get appropriate career re-entry services?

5. What are salient commonalities and differences between rural and urban activist entrepreneurship on behalf of ITPs?

The quantitative sub-questions are as follows:

1. What is Virginia's threshold number of ITPs and mal-employed ITPs required for agency entry into the market? Is it sufficiently large so as to leave substantial numbers of mal-employed ITPs un-served and untapped?

2. How impactful is a rural cross-sector partnership in its emergent phase?

Timing and Weighting

The researcher determines the pacing and implementation of mixed methods designs (Creswell & Plano-Clark, 2011). In concurrent timing, both the qualitative and the quantitative strands are being implemented simultaneously. The researcher determines the weighting of the two strands based upon each's role in addressing the research question. The strands may have equal priority or one may be placed in the primary role. The present case is a concurrent mixed methods design that involves a qualitative and a quantitative strand, with priority given to the qualitative data. The questions treated in the quantitative strand are not identical to the ones in the qualitative strand. A concurrent mixed design allows for triangulation and resulting description is more robust due to added depth and breadth. These resulting characteristics contribute positively to trustworthiness and validation. I presuppose the qualitative data to be the most informative on the activist entrepreneurship constructs: "perceived necessity," "opportunity" and "need." In traditional entrepreneurial terms, "opportunity" will be well represented by the quantitative census data.

Mixing and Interactivity

The two strands of the mixed design are independent in their implementation, but they are explicitly interrelated using the a priori constructs in Gawell's framework. This interrelating is called mixing and can occur at the design, collection, analysis, or interpretation stage of study (Creswell & Plano-Clark, 2011). The present case is a

concurrent design mixed at the design stage with priority given to the qualitative data (i.e. QUAL + quan = description). This study's mixing is fixed because the Gawell theory of activist entrepreneurship is the guiding framework. Mixing occurs throughout to inform the emerging conclusions. Because of this activist entrepreneurship focus, the study is not a transformative one focusing on the ITPs themselves, but instead it focuses on the leadership response to their marginalization. Data are limited and every data point is considered in light of the guiding theoretical framework and the ITP context. Both strands of data are analyzed simultaneously and compared to Gawell's framework. All the while, each strand is informing the other but not dependent upon the other. Table 2 below is intended to give the reader a visual overview of the case by information source and where each contributes in the study.

Table 2

Data Collection Matrix: Placement of Information in Study by Source Type

Placement in Study	Information Sources				
	Interviews	Documents	Census Data	Embedded Observation	Coalition Evaluation
QUAL Strand	Yes	Yes	Yes	Yes	Yes
quan Strand			Yes		Yes
Site 1 Urban	Yes	Yes	Yes		
Site 2 Rural		Yes	Yes	Yes	Yes
QUAL Question 1	Yes	Yes		Yes	
QUAL Question 2	Yes	Yes	Yes	Yes	

QUAL Question 3	Yes	Yes		Yes
QUAL Question 4	Yes	Yes	Yes	Yes
QUAL Question 5	Yes	Yes	Yes	Yes
quan Question 1			Yes	
quan Question 2					Yes

Limitations of the Present Mixed Design Case Study

Case studies are valuable qualitative descriptions of a context and its

circumstances in order that others might discuss, relate, understand, and formulate new

meanings and mental models. The user must understand the nature of this type of study

and the limits of its applicability to other scenarios. With this general statement out of the

way, I would like to treat one area of potential concern.

I, the researcher, am embedded in my local community as a concerned citizen and

as a former ESL teacher from one of the community's organizations. Simply put, one of

the sites studied in this case of Virginia's response to the ITP issue is in my "own

backyard." Most significantly, I am the founder of my community's coalition to confront

the ITP issue. Creswell (2013) expresses concern at something like this because the

research can pose a danger to the researcher's employment and the associated politics

may get unpleasant. Creswell assumes the researcher is performing a study at their place

of employment. I believe this was removed before I accomplished anything of

significance with the coalition. My employment as an ESL teacher with an organizational

member of the coalition ended at the beginning of September 2013. My work with the

coalition has been entirely voluntary ever since. There is no perceptible threat to me and

my ability to exert inappropriate influence has been thwarted.

Dissemination of innovation, deep description and triangulation are the reasons

for my unabashedly including my own backyard. Without my embeddedness, I would not

understand the issue sufficiently nor would I have sufficient access to data. With that

confession of self in this study, I will focus more on observation of my community and

peers acting in collaboration rather than introspection.

Strand One: Qualitative

Participants

Participants in this case study are purposively chosen. With the application of

Gawell's framework, the activist entrepreneur is the focus. This will be the founder,

leader, coordinator, director, voice, visionary, or instigator with a drive to advocate and

act for the ITP population. In the context of the rural Virginia site in the Western part of

the state, these leaders are a grassroots coalition that, according to a promotional

brochure,

> …specializes in economic and human resource development issues facing skilled
>
> newcomers of all origins who hold a bachelor's degree or higher, have settled
>
> permanently and through legal means in Virginia, have full work authorization,
>
> and are unemployed or working at jobs that do not fully draw on their valuable
>
> skills. (IPCC marketing brochure, p. 1)

At the urban Virginia site in the northern part of the state near Washington D.C., I will

interview an administrator at the local community college who has presented at

conferences (i.e. National Immigrant Integration Conference) on the ITP issue, has

interacted with the board and staff of IMPRINT on the ITP issue, and is a member of the

Blue Ribbon Panel of the Community College Consortium for Immigrant Education

(www.cccie.org), which is a member of IMPRINT. With these credentials, she is one of

Virginia's foremost authorities on socioeconomic integration of ITPs.

Data Collection

Sampling Procedures

The qualitative sampling is non-probabilistic. Sampling is about person selection

and site selection. I have thought very purposefully about who are the entrepreneurs on

this issue in Virginia. What is available is quite limited. And yet, what is needed for this

study is quite limited as well, given the guiding theoretical framework. There are only

two locations in the state where there are known, ITP-specific efforts underway. In Site

One of the case, I have a significant authority on the area's response. The targeted person

will likely reveal additional potential interviewees in their circle of professional

colleagues. This interviewee's responses will be directly analyzed for reference to other

entrepreneurs of relevance to the study. In this fashion, network sampling will reveal

additional potential interviewees that are also activist entrepreneurs on behalf of ITPs.

For Site Two, I share participant observations of the cross-sector coalition that chose to

act in my area of the state and the result is a set of records and personal knowledge that

can be examined to describe my and my colleagues' response.

Obtaining Permissions

The IRB of JMU has approved this work. Access to the two sites in this study

differs greatly due to distinct social capital and distance factors. Access to the rural site is

greatly facilitated by my embeddedness in the community. When Site Two coalition

members completed a coalition evaluation, they signed a consent form created with IRB

approval. This also covers their being interviewed. Access to urban Site One is made difficult by distance, by telephone use rather than site visits, and by limited social capital. Additionally, because of administrative demands of employment, the person of interest is known to be very busy.

Collecting Information

Collection of data differs across the two sites. Data from urban Site One come from telephone interviews and artifact analysis. Information for rural Site Two comes via artifact analysis, memoing, and participant observation.

Bias Check

I see the questions in my semi-structured interview as a potential source of bias. I do not want to inappropriately lead the interviewees. I do want to touch upon the correct topics, but I do not want to force interviewee's use of terms such as "needs," "opportunities," and "perceived necessity." To check this, I will have a fellow doctoral student review my questions and dialog with me about her perspective.

Member Check

My participant observations of the Site Two response over the course of two years could have been influenced by any number of factors. I will perform a member check of my participant observations with a coalition member and colleague in the Professional Voices for Opportunity Network. This will afford me the opportunity to check my memory and perception.

Recording the Data

Very few interviews are held in this study because there are so few activist entrepreneurs creating new organizations, processes, and services for ITPs in Virginia.

Where possible, telephone interviews will be recorded and transcribed. Otherwise, detailed field notes will be taken by the interviewer.

Participant Observation

I am participating in and observing activities at Site Two. In this way, I stand out more than solely as a researcher. This level of involvement can help the researcher obtain additional perspective and data not otherwise available (Creswell, 2013). This level of integration into the activities at the site, however, requires recording data during and immediately after observations, but mostly after. The purpose of memoing after each observation is to collect data that will answer the research question.

Interviews

The purpose of interviewing is to collect data that will answer the research question. When direct access to interviewees is difficult, telephone interviews are a great source of information (Creswell, 2013). The interview protocol for the semi-structured interviews can be found in Appendix A. Questions one through 14 aid the interviewer to understand the background of the organization. Some of the content targeted by these questions will be obtained from electronic Internet sources before the interview. Question 15 attempts not only to gather demographic background information, but also to warm the interviewee to delve more deeply into questioning by connecting with their inner motivations. Question 16 gathers information on the most critical of the best practices promoted by IMPRINT. This will reveal level of compliance and prompt questioning regarding partners that may fill gaps in services of best practices. Question 17 targets each of the reasons for nonprofit market entry covered in the literature review chapter above. The remaining questions solicit information on opportunities and perceived necessities potentially sensed in the environment by the entrepreneur interviewee.

Documents

The purpose of collecting artifacts is to locate materials that answer the research question. The inclusion criteria for document selection are evidence of the three a priori constructs of Gawell's framework. Documents excluded from collection and analysis are items that do not contain evidence of the three constructs. For Site One, documents will include, but not be limited to, public information on the community college. If network sampling turns up partner organizations, public information will be investigated as well. Artifacts provided by interviewees will be addressed in as much as they are relevant to the research question and show evidence of the a priori constructs.

Then for Site Two, private documents generated while founding the IPCC will predominate. I have a journal focusing on my leadership perspective during one-hundred fifteen hours of volunteer work for the IPCC. I have the coalition's meeting agendas, training materials, brochures, self-help guide, logic model, and impact evaluation. I have a journal covering various interviews with the ITP that I tapped to head the self-help group that I initiated. I have memories and notes of conversations in meetings with and in offices of coalition and community members. I have a few documents and pictures from my former employment as ESL instructor. I have an empirical study on the ITP issue that I submitted for a doctoral class. I have a policy brief that I wrote and submitted to my U.S. congressman on the issue of ITP English instruction.

Data analysis

Direct Interpretation and Constant Comparative Analysis

Sophisticated coding of qualitative data is beyond the scope of this case study given its bounded design and its three a priori constructs. Rather than aggregation of data, direct interpretation of interview and artifact data through visual analysis will reveal

evidence of the three a priori constructs from Gawell's framework. Data sources will be constantly compared to the three constructs and a decision will be made. This direct interpretation of an individual instance where the construct is present is one of two ways researchers reach new meanings about cases (Stake, 1995). Through this constant comparative method of analysis, substantive description, the purpose of case study, will result. Constant comparative analysis involves taking information gleaned from the data collection process and comparing it to emerging or, in the case of the present study, a priori categories (Creswell, 2013).

Correspondence and Patterns

In the culture of case study research, data is mined for coherence between literature, theory, or constructs. As interview data from Site One correspond to Gawell's constructs, salient comments will be coded accordingly. Site Two documents and observation will be examined for the same patterns and coded according to Gawell's constructs.

Strand Two: Quantitative

I will use quantitative data for two purposes. The first will be to describe the Virginia context, the location of ITPs, the location of services, and a threshold for urban response. The second will be to describe the impact of the Site Two response comprised of a community coalition in its formation stage.

Data Sources

The coding of the dichotomous dependent variable is determined in consultation with IMPRINT. For Virginia, my contacts at IMPRINT indicated one person and her community college. This college serves various communities. In order to find the number of ITPs, the number of mal-employed ITPs, the number of ITPs below the mean national

annual income for professionals, and the number of foreign-born in these communities, I

will use U.S. Census data from the 2011 American Community Survey. Data is available

for Virginia's eight cities above 100,000 in total general population. The communities

with appropriate services for ITPs fall within two of these eight cities for which I can get

data. This data contributes to the description of the response in Site Two, the case in

general, and serves to contrast the two sites. Additionally, it lends itself well to the

opportunities construct in Gawell's model. Knowing where the potential clients are and

how many there are will facilitate activist entrepreneur's responding with services.

One of the documents analyzed in the qualitative strand is the coalition evaluation

instrument. It has sections gathering background, disposition, and impact data. The latter

two sections are quantitative in nature and descriptive statistics (mean, median, mode,

and standard deviation) will be calculated in order to communicate the coalition's

effectiveness. This will lend deep description to what is happening in Site Two and to the

case in general. In Appendix B, you will see the evaluation instrument administered by

the coalition in the regular course of its functioning.

Data Collection

The value of this study is in its intrinsic social justice context, its novel

application of activist entrepreneurship to the ITP issue, and its cutting-edge coverage of

a little studied population. With all this newness comes difficulty finding data, especially

for dissertation study limited by scant resources and time constraints. Data cannot be

created. It must be gathered, opportunistically if necessary.

Non-probabilistic sampling

Based on IMPRINT data, Virginia is a state where little is being done for ITPs,

but what is being done tells a powerful story. I use the data available in the Census and

this sampling approach is non-probabilistic. I extract the number of ITPs, mal-employed

ITPs, and other variables using proxy variables first applied by Jeanne Batalova

(Batalova & Fix, 2013; 2008) in her ITP identification for Migration Policy Institute

publications. To do this, I apply filters in the IPUMS Integrated Public Use Microdata

Series (Ruggles, et al., 2010) to examine 2011 American Community Survey data. The

variables are composed via the application of the following database filters: age between

25 and 64 to indicate working age, birth place as not USA, income to indicate mal-

employment status, state and city of residence for research purposes, and education

attainment to indicate four-years of post-secondary or above. The proxy for mal-

employed ITP is obtained by applying a salary filter using 2011 national poverty line data

provided by the US Census Bureau: $21,000 (www.census.gov/hhes/www/poverty/

data/threshld/index.html). Batalova believes that an individual with such a low annual

salary would be mal-employed. For comparison, another salary filter was applied using

the overall 2011 average salary of new college graduates in the US: $42,987 (Koc,

Koncz, & Longenberger, 2013). Having a salary below that of a new college graduate is

seen as an indicator of mal-employment. Proxy variables must be used because the only

other source of such data, the National Survey of College Graduates (NSCG), is limited

to a national number of ITPs, not one for states or cities. The following Virginia cities

have data in IPUMS for 2011: Alexandria, Arlington, Chesapeake, Hampton, Newport

News, Norfolk, Richmond, and Virginia Beach.

Use of the coalition evaluation document and results is contextualized as well. In

other words, its use is opportunistic and purposive. Likewise, it is non-probabilistic. It is

a document internal to the IPCC and was given in its natural course of operation.

Aggregate Level Data

IPUMS and Census data for Virginia's eight largest cities is not individual level data. Instead, this is aggregate level data. The Census has its own sampling techniques and discussion of such is beyond the scope of this methodology chapter. Also, coalition data will be analyzed on an aggregate level instead of by individual respondent.

Summary

In this chapter I have explicated the design of the present study. The intent inspiring the design of this concurrent mixed methods case study is to learn about activist entrepreneurship through the lens of Gawell's (2013) theory of entrepreneurship. This is done within the context of internationally trained professionals bounded in time and location by a snapshot of current Western and Northern Virginia communities. As stated before, the purpose of this study is to use data from both quantitative measures of opportunity (numeric) and qualitative indicators of perceived necessity, observed opportunities, and social needs (text). In this approach, census data on Virginia cities is used to describe the number of ITPs and the presence of culturally- and developmentally appropriate services. At the same time in the study, leaders' activist response to enter the market of ITP service provision will be explored using interviews, participant observation, and various documents. The reason for collecting both quantitative and qualitative data is because Gawell's theory indicates the presence of needs, opportunities and perceived necessity. "Opportunities" in the ITP context could be interpreted as having a critical mass of clients to serve and "perceived necessity" in the same context is the heart-felt, empathic impetus inside the leader for which no quantitative measure exists.

In the chapter ahead, the reader will find an analysis of the sources: first for the qualitative data and then for the quantitative. Throughout both sections, I apply Gawell's frame and language so the reader orders thoughts and creates a mental model of activist entrepreneurship. Additionally, this mental model conceived in the reader's mind will be formed in the image of the ITP context as I paint the picture of how two disparate communities are responding to the issue. Looking further ahead to the final chapter, I attempt to formulate implications for practice, draw conclusions, lament limitations, and propose future research.

CHAPTER 4 Results

The previous chapters have led to this point of sharing the research results. Chapter two presented the ITP issue and the three constructs in Gawell's activist entrepreneurship framework: perceived necessity, opportunities, and needs. Chapter three established the various sources of data and the research questions. Below are the qualitative results followed by the quantitative. In each section the findings for each research question are discussed. Interviews, observations, and documents were examined for data that provide examples and description of Gawell's three constructs.

Qualitative Results

How do activist entrepreneurs in Virginia respond to the ITP issue and do the data conform to the constructs of "need," "opportunity" and "perceived necessity" in Gawell's framework of activist entrepreneurship?

"Perceived Necessity" in Activist Entrepreneurship

What do activist entrepreneurs say are their reasons for acting on behalf of the marginalized?

Three interviews resulted from the purposive, network sampling at the urban site, Site One. The first interviewee, the one recommended by IMPRINT, responded that a reason for acting was truly located in the President of the institution. The President has a vision that is disseminated throughout the college. The interviewee said, "The President is passionate about New Americans." This passion is operationalized in policies that are very welcoming to students that may not, for example, have all normally required documents for registration in classes at a state community college. It is also operationalized in the presence of an outreach program that seeks out community-based organizations to provide college credit-bearing programming as complement to the wrap-

around human services already provided at those organizations. The college opened in

1965 and ever since then it has been keenly aware of the large immigrant demographic

within its service boundaries. The interviewee explained that economic forecasters paint a

picture of more demand for qualified workers that the area can supply. Thus, the college

is engaged in efforts to maximize all human capital in the area, ITPs included. It is an

absolute imperative for both the interviewee and the President of the organization that all

residents, with no exceptions, are given full opportunity to participate in the workforce

and in the local economy. This is so the community, where all are afforded fair access to

education, will thrive.

The second interviewee is a nonprofit program coordinator responsible for

multiple sites. When speaking about the perceived necessity for working for a

marginalized group such as ITPs, the interviewee said,

> My passion has always been community development and I guess that at a young age I saw that in
>
> order to have thriving communities people really needed to be able to have living wage jobs and
>
> that both goes to just our instinct as humans to want to be productive, to live and reach our
>
> potential and give back in some way so that … people want to work, people want to work, people
>
> want to give back. So, both are part of fulfilling the human spirit. It's just part of people getting
>
> fair and living wages. Have a prosperous life and not have to worry, and focus on building a
>
> thriving community with great schools, an active citizenship and all those other things that really
>
> tie us to the places that we live. Workforce development specifically within community
>
> development has kind of always been my passion.

This manager communicated that the perceived necessity was more excitement than

outrage, excitement produced by work with people that have potential and understandable

desires to thrive. The interviewee related that society's early application of pejorative

labels is wrong. The comments were as follows:

> It's about having ways for people to meet their potential. In the story society builds for individuals
>
> so many people come to the place in their life where they are thoroughly beat down and held back
>
> and other people have built a story of who they are. In society we really need for everybody to
>
> thrive and it's about having pathways for people to develop and tap into their potential and thrive
>
> in their communities because that's when communities thrive when all members are giving back
>
> in terms of the economy in jobs that they are good at and then they're happy and fulfilled. They
>
> can have great families, pay the bills and buy things at their local stores or Amazon.com or
>
> wherever. I think it's about having people reach their full potential and through that they're able to
>
> get great jobs and be full members of society. I think a part of it is that we're pack animals and we
>
> need people to believe in us. If you tell a child they're a delinquent they're going to be a
>
> delinquent. If you tell a kid they're a leader, they're going to be a leader. We very early in
>
> people's lives we apply labels. So much of living as a society is needing to build people up so that
>
> everyone is believed in so that everyone has someone that believes in them. So, programs like
>
> [program name deleted] they come to us and we have very high expectations for them and they
>
> have really high support in us and we believe in them from the moment they walk in the door so
>
> they're going to thrive. That can be really transformational in someone's life and they say how
>
> they've never been in so supportive an environment. So, it's not outrage but excitement that we
>
> can build a little microcosm here in [site location deleted]. We believe in them. The energy
>
> spreads. They feel it. And it can be a really exciting place.

In this vein of excitement in human potential against all the odds that society forces upon

its members, the interviewee also relayed that positive feedback from clients makes the

excitement persist.

The third interviewee, also at Site One, spoke about being profoundly moved by people working so very long hours in hard jobs, sometimes multiple jobs in order to survive. These people had "amazing commitment" and were "inspiring." For this interviewee, the justice factor was the perceived necessity. "I believe the deck is not stacked equally," was one way the interviewee communicated the perceived necessity to act on behalf of the marginalized. The interviewee stated, "Your life should not be predestined based on birth zip code." Reflecting all the way back to childhood, parents, hometown, and college; the interviewee painted a picture of seeing socioeconomic stratification, feeling cognitive dissonance and being moved. In an early professional position the interviewee was an educator in a system where children were tracked according to academic ability. The interviewee recognized deep within that the children placed in the lower track had been identified and "put on a path to failure." "They never had a chance," said the interviewee. Later in a religious nonprofit leadership position, the interviewee was attempting to help society and youth, but was disappointed, saying, "We were just serving ourselves" and "Outreach was too modest." Then, in a government position, the interviewee "got excited about small interventions that worked in developing countries." In sum, the social justice disparity produced disequilibrium in this interviewee sufficient for acting on behalf of the marginalized.

At Site Two, the rural site, the social justice disequilibrium is present as well. As participants in the IPCC had initial conversations, the predominant theme was complete dissatisfaction with the state of affairs of ITPs in the Shenandoah Valley of Virginia. ITPs had come to IPCC members' service organizations explaining the frustration at not being valued, not being able to provide for their families, not being able to tolerate the slaughter house line worker positions when they had been a respected lawyer, nurse,

economist, hygienist, accountant, or engineer before immigrating. ITPs had been told to start all over by getting a GED. This pathway is outrageous to most of the IPCC members.

In IPCC meetings, stories are told that communicate this existing outrage and trigger it in others. At the first meeting in 2012, multiple stories were shared among the eight people present at the coffee house meeting place. Each story was of a pharmacist or lawyer who was working as a store clerk or some such entry-level job, if employed at all. At the second meeting in 2013, an ITP who was a family law attorney in El Salvador and now unemployed in Virginia was purposefully chosen as the keynote speaker for the 21 people present at the university venue. At the third meeting in January of 2014, the story of a Haitian immigrant was shared. This story was also shared when an IPCC member presented at a state conference. The story also surfaces in the policy brief cited below. It is sometimes shared in two versions in order to provoke outrage. It is based on a true story originating from personnel at the New Jersey Association for Lifelong Learning. First, it is modified to represent the undesirable status quo:

> Pierre emigrated from Haiti because of political strife and limited opportunity. On that troubled
>
> island he was a practicing doctor of obstetrics and gynecology (OBGYN). Within the American
>
> Haitian community in New Jersey he was able to use his cultural network to land a job at a
>
> carwash for $6 an hour. With time he began taking English classes at a local church. Advice from
>
> the local employment commission, his English teacher, and the community was that he should get
>
> a GED and go to college to get an American degree. Ten years later he had that GED and a couple
>
> community college classes under his belt, but no more. He had to work (still at the car wash). He
>
> eventually did some translating at doctor appointments and earned a little money on the side.
>
> Nothing ever became of his former profession as a doctor of medicine. His family suffered and his

marriage failed under the financial stress. This is an economic travesty for America because, in

2009, our country was lacking 16,336 primary care practitioners, 5145 dental practitioners, and

9432 mental health practitioners. We need medical professionals in order to end the shortage.

Then, it is modified once again, allegedly to near original form, to show how IMPRINT's

best practices impact an ITP and how the story (mostly) took place in New Jersey:

Remember Pierre? Here is a better version of the story. Though he was a medical doctor, he

emigrated from Haiti because of political strife and limited opportunity. He was able to use the

limited Haitian American network to land a job at a carwash for about $6 an hour. The immigrant

community referred Pierre to the local grant-funded provider of English language literacy training.

At registration, his English teacher learned of his circumstances and former profession. After

setting him up for survival English classes, she referred him to a capable career counselor at the

local employment commission who soon made a call to a major medical lab in the area. After a

credential evaluation company returned a translation of his Haitian medical license, Pierre got a

job at the medical lab for $12 an hour (double the car wash wage). While there, he was able to

practice medical English vocabulary that he was learning in his advanced English as a second

language class. Due to the changes proposed in this brief, Pierre was welcomed into a special

advanced class dedicated to healthcare professionals. His teacher utilized a special instructional

unit on health and medical professions, and team taught with a nursing instructor from the local

community college. She was able to do this because students were no longer kicked out at NRS

proficiency level seven. Pierre needed NRS level eight and beyond, along with specialized

vocabulary. Also, the teacher's state had given her training on implementing an existing, but not

formerly used, health career fields curriculum at a truly advanced level. The medical lab where

Pierre now worked was excited to have an over-qualified employee in exchange for understanding

his language limitations while he continued to study English. During this time he was also able to

study on his own for the medical board exam that he learned about from a career advisor and a

web site. He passed the board exam and obtained a residency position at a local hospital. He now

practices medicine as an OBGYN as he once did Haiti. It was a four-year journey from arrival in

America to a medical residency offer, but the community now has a much needed doctor and a

bilingual one to boot!

Pierre's annual salary went from $12,480 at the car wash to $240,000 as a physician (the

average U.S. OBGYN salary in 2006 was $261,000 as reported by Allied Physicians on

www.studentdoc.com/obstetrics-gynecology-salary.html). The federal government can now collect

$72,000 in taxes whereas before it may have collected as much as $1,200. That is a sixty-fold

increase in tax revenue. In other words, it is a six-thousand percent increase for the federal

government. Additionally, Pierre's position as a physician in a private practice creates jobs for

medical office staff and nurses, thus having a multiplying effect upon his having been helped to

re-enter his former profession. Moreover, Pierre has disposable income in the tens of thousands of

dollars every year that are at work in the local economy. Furthermore, he contributes taxes to the

local and state governments far in excess of his former self. And most important of all, he is

happily providing for a family that expresses no burdens upon social services, but instead,

contributes positively in the form of volunteering in the community, giving financially to charities,

and working in the provision of vital medical care. Some of Pierre's patients are dependent upon

the social safety net but have no exit. In sum, he has been empowered by correct information and

brief social service in the form of language instruction and credential evaluation. Remember those

three little things: advanced language, good timely advice, and credential evaluation. Why?

Because now, he *is* the social safety net, instead of forever being *in* the net! This second version of

the Pierre scenario is what America's economy and enduring stability need.

"America without Einsteins" is the name of a policy brief written by an IPCC leader and disseminated to the coalition. In this document one reads the following,

> When Albert Einstein fled Hitler's Germany and came to the United States, we became a more powerful and more capable country. The famous physicist came to America having already studied and published abroad. We accepted him with open arms and he helped us put an end to World War II. Today, many of our immigrants are highly-skilled and have university degrees, yet, we are not tapping their potential. Instead, 20% are underemployed and underutilized. The solution can begin at no cost to the federal government yet benefit our economy. Simply put, there must be a wording change in the WIA or, if passed, the WIIA. We must modify our existing WIA legislation to include higher level English language instruction, immigrant professional-specific career counseling, and foreign credential evaluation.
>
> What would Albert Einstein need to successfully integrate his professional skills into the American economy if he were to immigrate today? Language fluency, special career counseling, and foreign credential evaluation.

These documents communicate the perceived necessity of an inequality that must be righted and an opportunity that should be utilized.

The IPCC has a logic model that is called its Theory of Change. The problem statement in this document is an expression of outrage resulting from a perceived injustice. The reader can see the perceived necessity in the emotional language expressing the wrong that should be righted. The statement is as follows:

- Problem
  - Newcomers to Virginia of diverse origins are involuntarily stripped of their professional credentials upon crossing state or national borders.
- Why?

- o People move. It is a fact of life.

- o Credentialing is decentralized in the United States.

- o Credentialing organizations are biased against outside credentials.

- o Foreign credentials are misunderstood.

- o Language and cultural barriers complicate matters.

- Why here?

  - o The Shenandoah Valley is an attractive place to professionals and families.

  - o Commonwealth regulates many occupations.

  - o State member associations regulate fields of practice.

  - o National member associations regulate fields of practice.

  - o A Virginia process may not match the Maryland or the French or Chinese process.

  - o Virginia has 10+% of America's immigrant professionals.

  - o Rural Virginia has 80% of the state's immigrant professionals.

  - o 20-84% of immigrant professionals are un- or mal-employed because foreign credentials are not recognized.

  - o Shenandoah Valley had over 7,430 immigrant professionals in 2010.

  - o Harrisonburg area had over 1,734 immigrant professionals in 2010.

Another document that exists is a journal keep by an IPCC steering committee member during the fall of 2013. This journal contains entries documenting decisions and actions in volunteer leadership of the IPCC. In the initial entry, the leader reflects a little on past activities. The writer states perceived necessity in the following words (emphasis added):

Since 2007 my employment has involved me deeply in the English as a second language training

of adult immigrants in the Harrisonburg area. For a few years I was teaching the most novice

proficiency level and was not very aware of the education and professional backgrounds of my

adult students except to note when literacy levels and native languages were quite low. I was very

aware of the literacy issue because it adversely impacted second-language development.

However, in about 2009 or 2010 I was moved to teaching advanced level classes and I quickly

learned that my students who had a foreign university degree are being told they needed to start

their education all over by obtaining a GED certificate. *This revolting injustice prompted me to*

search for answers.

Of the twenty members that make up the IPCC, five are immigrants. These

participants report a perceived necessity that is distinct. In conversations with these

individuals, it becomes clear that their identity is wrapped up in their professional

training and aspirations. Along with the inner desire to provide well for their families,

these individuals are intensely motivated to find and disseminate information that will

empower their inner necessity to be true to their established identity as professionals and

capable caretakers. In interviews with the ITP that heads IPCC's sister organization, the

Professional Voices for Opportunity Network (PVO), the leader says they desperately

want to return to practice law and help people. The involuntary de-professionalization

that occurs upon crossing state and national borders is compared to being forced out of

your skin. This removal of identity creates an unpleasant disequilibrium. In addition to

the personal pain as motivator, the PVO leader acts because of an information inequality

that persists across members of society. A compassion for others in the same predicament

moves the PVO leader to expend time and money to disseminate all potentially helpful

information to ITPs in spite of an already busy personal, family, church, and work

schedule. Mention of this thirst for facilitating information is a good segue into the next construct because this has to do with the opportunities sought as a result of the perceived necessity.

"Opportunities" in Activist Entrepreneurship

What do activist entrepreneurs indicate are essential factors for acting on behalf of the marginalized?

The first interviewee at Site One, the community college administrator, emphatically cited partnerships as a mix of opportunities that facilitate acting on the President's vision of helping New Americans obtain the career skills and pathways they need. Because the community college is somewhat restricted by its state mandate to provide broad, traditional post-secondary products, efforts to serve ITP's unique needs is "inevitably spread out." Desirable opportunities are found in willing community college, K12, business, and nonprofit partners. Having the right knowledge to serve ITPs is also seen as an opportunity and the interviewee cited the Community College Consortium on Immigrant Education (Casner-Lotto, 2011) in addition to IMPRINT as key in this regard.

The nonprofit program coordinator at Site One also identified partners as crucial opportunities. This is part of how the interviewee conveyed the idea:

> We need so much. The program really takes a community in terms of funding partners, getting people to come in and volunteer both current professionals and retirees, hiring partners, companies to hire graduates, we need champions on so many levels, we need funding champions, we need so many friends. It takes a lot to make the program successful.

There was a second part to the second interviewee's list of opportunities. This interviewee looks for impact to make her sacrifice worthwhile. The idea is conveyed in the following words:

We have an ongoing conversation that you give up a lot when you work in the nonprofit world.

We live in society too, so we fight for every stapler we have. We don't have a lot of resources. We

don't make as much as we would if we worked at a Capital One, or wherever, but at the end of the

day I think it's just working with the people that go through our program and seeing them say "oh

my gosh, this has really made a difference." If we weren't being successful, I think I would go

somewhere else. It's the impact that we're having on everyone that makes all the other sacrifices

worthwhile. That's what I need is to be an impactful, successful program. That makes it

worthwhile to me. I think to a certain extent being out there in the community and getting others

excited keeps me going too. You talk to businesses and they do need a talent pipeline and they are

struggling with so many things and it's just exciting to get out there and spread the message and to

be the bridge. We need to be honest about the impact that we're making and I think that's what I

need to keep the spark alive.

A second administrator at the aforementioned community college, interviewee

number three at Site One, also spoke of partners. This interviewee spoke of acting on the

internal perceived necessity and persisting in it being facilitated by community-based

organizations that have the knowledge, skills, abilities, attitudes, and time to sustain a

group relationship. The interviewee scans the environment for likely partners, the right

opening, the ear of the right people, and the key for how to move those people to act. The

interviewee looks for community and social network access points to build awareness, to

build community organizations, to put the community college into poorly served

communities. The interviewee looks for visionary leaders willing to take risk, move

quickly, and prioritize the disadvantaged.

At Site Two in rural Western Virginia, the predominant opportunity to facilitate

acting on the above mentioned social justice outrage was knowledge. The participants in

the IPCC spoke at every formal meeting and informal encounter of the need to know of best practices, what services other members contribute, and what correct information to share with ITPs. Meetings were increased in frequency from yearly to quarterly and then to every other month in order to network and share. Members eagerly want to know what others are doing so a patchwork of best practices can be pieced together with each one knowing the flow of connections in between. The activities listed in the IPCC logic model are consistent with this thirst for knowledge as the facilitator of acting for social change.

As cited above in the section of perceived necessities, the founder felt the same outrage that other IPCC participants felt. In the search for information and in initial conversations with peers and colleagues, it became painfully obvious that no one could solve the ITP issue alone. The reason the founder called the first IPCC meeting in May of 2012 was because they were scanning their environment for opportunities that would facilitate acting on inner outrage. From a journal entry, the founder states, "In 2012 I gauged interest and need among seven local agencies and I perceived a respectable level of moral support." In another entry, the founder states it this way:

> I contacted the leaders of the area organizations thinking that their willingness to get together would be limited. I emailed them some data from my experience and my interest in the issue. I communicated that successful things were being done elsewhere that we could emulate and I set up a meeting where I offered some free food or drink at a local coffee house. To my pleasant surprise seven interested parties attended and were very supportive of my policy brief and interest in the issue. This meeting at the coffeehouse became our first annual meeting and it occurred in May 2012. It was obvious that this type of meeting and collaboration was needed and would continue. Thus was the birth of the IPCC.

In conversations between the IPCC founder and the head of the PVO, opportunities were seen in having information that would aid successful organizing. Conversations touched on looking for ways to form relationships, create a common identity, and share impactful information. As the founder examined their inner self, looking for the requisite KSAs to act on the sensed outrage, they wondered if they had "the right stuff." The founder faltered for a while as can be seen in this September 2013 reflection:

> I knew another meeting should take place in late 2012 or early 2013 and that was my intention. But, as all good intentions go, I never quite seemed to get it on my schedule and priority list. This bothered me because I was continuing to have clients with wonderful skills come to me yearning for information and with emotion in their eyes when I could give them a method and hope for returning to their careers no matter how difficult the path seemed.

The founder expressed a mental model that would facilitate acting. In a December 2013 journal entry they wrote:

> The coalition would be a living system within a living system, not a machine. So, "directing" is not my role so much as "strategically disturbing." Chaos cannot be controlled from the top and professionals, such as the coalition members, can self-manage. This means that I follow a living systems theoretical approach rather than machine dynamics. Therefore, as humans self-organize there are three imperatives that I must facilitate: identity, information, and relationships. I provided logo, glossy brochure, and meetings in order to facilitate a common sense-making process. I brought existing and novel information and research to the members in training presentations, resource materials, and electronic communications in order to facilitate intelligent, synchronized behavior. I provided meeting time for networking, training activities with small group activities requiring interaction, and introductions to new professionals in order to facilitate

pathways for coordinated action. I see myself as the intelligent or strategic instigator acting as the

Change Agent that carefully helps others collaborate to achieve more than he alone can do.

The founder eventually landed upon the work of Butterfoss and Francisco (2004) and

DeSantis (2010). These works on coalition theory and how nonprofits advocate for

marginalized clients provided critical knowledge opportunities that facilitated action.

In meetings the IPCC discussed how constructs of the Community Coalition

Action Theory were opportunities needed in order to act and create change. In the

formation stage of the CCAT, a lead agency provides initiatory leadership by drawing in

diverse members from a community context with an invitation that sparks interest.

Processes include communication, decision-making, task focus, and cohesion. Structures

are put in place and leadership is chosen. In the case of the IPCC, the founder was the

leader at first. They were known in the community, credible, and legitimate. They used

their understanding of the issue to invite organizations that would likely touch the lives of

immigrant professionals. To do so, they developed a glossy brochure and logo graphics to

communicate a sense of professional identity and legitimacy to participation in the

proposed coalition (see Figure 3 below as an example). Additionally, these marketing

aids served to educate and motivate through effective communication of new knowledge,

a moving need and sense of hope. Group cohesion (a process) was aided by having an

identity as a coalition with a mission, a brochure with member names and organizations

displayed prominently, and networking opportunities in meetings. The founder involved

all participants in the decision-making process including allowing members to self-

nominate to participate on the Steering Committee (the structure) and other work groups.

The coalition and its Steering Committee were task focused (another process) on learning

best practices, building relationships, adding new members, gaining perspective, and

discovering resources. The leaders worked to communicate the issue-related information

that would most likely bring new knowledge, skills, abilities, and attitudes to the

members.
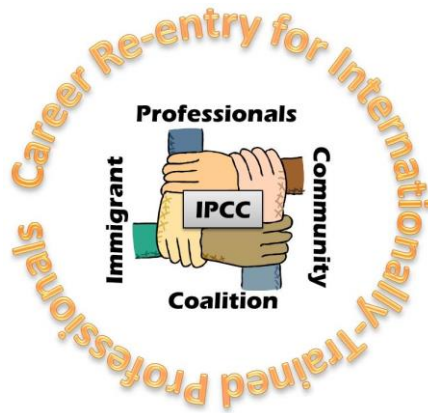
Figure 3. IPCC logo

The leaders of the coalition were aware of being in the formation stage in the

coalition's lifecycle when looking for opportunities. They knew that in coalition building,

first come the human resources in the form of members, the activity of tasks, and the

participating in activities. In this level of coalition development they asked themselves:

Did we get members from diverse entities: government, for-profit, and nonprofit? Did we

ask members to follow through on something such as come to a meeting? Once

convened, did members engage with one another and the issue at hand?

The leaders then focused on relationships, knowledge and training, and effective

practices. Here they asked themselves: Are the members edified by and satisfied with

participation in the coalition and its members? Are new partnerships developing between

members? Are members learning? Are members adopting and creating new behaviors

that have been purposefully and carefully chosen?

The leaders are working presently on the final draft of their logic model. In it they

are attempting to create a shared language and vision of a new possible reality as an

opportunity to facilitate shared action. They are asking themselves several questions. How well do members understand the mission of the coalition? Is there agreement on the social impact to be sought and the short-, medium-, and long-term steps to get there? Is there buy-in?

Opportunities were both within the founding activist entrepreneur and in the external environment. In sum, the leaders of the IPCC had to have the KSAs that would facilitate acting on the necessity that multiple people perceived. In the mindset of the founder, included in these KSAs are a leader identity, understanding of human organizing, communication skills, and facility with collaborative leadership models such as coalitions. Ultimately, the community had to have the right people to make something happen.

"Needs" in Activist Entrepreneurship

What do activist entrepreneurs indicate are foundational social conditions requiring action on behalf of the marginalized?

Foundational social needs were expressed simply and capably in Site One. Society needs education. It needs compassion. "As a society, we need everybody to thrive," said interviewee two, adding the idea that to do this we need living wages. People need opportunity. The wealth gap in America is neither just nor is it fair.

Site Two data indicate the same thoughts as Site One, but with some nuanced distinctions. The IPCC brochure and quotes by IPCC members in local newspaper coverage of an IPCC meeting indicate foundational concepts in human resource development and regional economic development as fundamental societal needs. The belief is that maximizing human potential and fully leveraging intellectual capital for regional economic prosperity are societal needs. The social impact statement of the IPCC

logic model seems to communicate the idea that society needs socioeconomic immigrant integration in order to have enduring cohesion and prosperity. Thus, immigrant integration, including ITP integration, is believed to yield healthy societal results.

An examination of the IPCC founder's writings yielded one more foundational social need that must exist in order for entrepreneurs to act on behalf of marginalized populations: that leader and leadership development training exist and that it include social change capacity building. Here is the relevant excerpt from Lambert (2013a):

> In order to become this Change Agent, I and others like me, must be facilitated in our leader development. It is not a natural, but an informed state. Social change is the ultimate goal of the Social Change Model of leader and leadership development (Ruder, Blank, Hale, Nienow, & Rollins, 2007; Komives & Wagner, 2009). In order for me to be the Change Agent, my individual values must be developed. I need a significant degree of consciousness of myself. I need the change initiative I am working for to be congruent with my personal mission, vision, and values. I need to tap my inner energies for substantial intrinsic motivation to persevere across barriers and time. Additionally, my understanding of group values must be developed. I need to value collaboration and be skilled in facilitation techniques. I need to understand the need for common purpose in teams and have team-building skills. I need to value civility while not fearing controversy, yet I must be able to model and facilitate a communication style that empowers collaboration in tough times and heated debates. Third, my societal values must be developed. I need to be helped to holistically and altruistically see my community and fellow citizens in a way that may not be too different from the military teaching its recruits to look beyond personal differences and "see the green" in order to be dedicated to the work, success and safety of the group. While much of my moral psychology may be innate, information can help me to become the leader that communities need (Haidt, 2012). (pp. 9-10)

Virginia's Response to the ITP Issue

Broadly speaking, where does Virginia have ITPs and where do they get

appropriate services?

The 2011 American Community Survey (ACS) of the U.S. Census contains information indicating Virginia had 284,179 ITPs of working age. About twenty-percent of these ITPs reside in the eight largest cities of the state listed in Table 3 below. Two of these municipalities are large metropolitan areas that encompass the working areas of those interviewed from Site One. According to IMPRINT, these localities are known to provide appropriate services for ITPs. In the rural congressional district encompassing Site Two, there were 7,824 ITPs of working age in 2011 according the ACS. In the largest city of just under 50,000 inhabitants where the IPCC is centered, there were no data on ITPs. However, this city, along with three neighboring towns, comprises a micropolitan statistical area in ACS data. In this jurisdiction there were 1,734 ITPs of working age out of a total population of 71,798 in 2011. About eighty-percent of Virginia's ITPs live in such areas throughout the state.

In Site One, ITPs do not receive services for their unique needs in a single place. There is no one-stop-shop to fulfill their needs. ITP services are provided through a type of scaling. This is where one limited organization cannot do everything alone, but can participate in a spectrum of services through the strengths of several collaborating organizations. Site One's cross-sector partnership of eight organizations is a collaborative network with a central director of community-based organizations and outreach programs at the college. It is a web of independent actors that coordinate certain aspects of their service provision. Leaders of the eight members meet twice yearly to coordinate. Beginning with one local nonprofit in 2005, the community college approached strong

organizations with the idea of mapping college curriculum to some of the nonprofit programming and using college-qualified teachers, college course materials, and college registration processes. The intent was to bring education to needy communities and develop the workforce across all subgroups of society, not just ITPs. As it functions now, the Director's office at the community college facilitates student course registration and student-college-organization information flow. This cross-sector partnership affords the community greater access to college credits, helpful content knowledge, and gives the nonprofits value-added educational programming as part of their wrap-around human services. The community-based organizations already had programs for family and career needs such as healthcare, counseling, food assistance, utility assistance, skills training, English training, legal assistance, and more. Over 1,000 students are enrolled annually in the community-based college courses yielding over 7,000 credits. About 200 additional students are enrolled with a non-credit option because these students already hold a four-year degree. Some of this 200 are likely ITPs.

ITPs are served in four of the eight partner organizations. The mix of services offered across these four partners covers all the best practices promoted by IMPRINT. In one organization ITPs can receive five different levels of English as a second language instruction, tuition assistance, referral to credential evaluation providers, and a broad array of associate-level courses. At another organization, ITPs receive career counseling, tuition assistance, case management of their career and educational goals, mentoring and internships, soft skills and business English training, credential evaluation, and complementary family services for health, financial, and legal needs. At the remaining two organizations, ITPs can get information technology English and technology training, mentoring, apprenticeships, internships, and more.

At Site Two the services are less evolved in part because the community has just begun to tap the IMPRINT information it needs to modify existing services to conform to best practices. For example, ITPs can study English at a nonprofit, various churches, a government program housed at a university, the adult education program of the local K12 school system, the community college, and an intensive English program at a private university intended for international students and their academic needs. There are gaps in between the level, intensity, and content of the English training that one provider offers and that of another provider. Very little field-specific English is provided, especially at a professional's level of need. There are complaints from ITPs in the community that general English courses neither cover the right material nor are sufficiently intense. Credential evaluation is not provided and referral is just now beginning. The only apprenticeships offered are those available to matriculated students of the local vocational technical schools run by the public school systems. Some career coaching is beginning to occur in nonprofits and at the local community college. While case management for family services has been a part of the practices at some organizations, the type of career and educational case management needed by ITPs is not taking place as of yet. Some soft skills training is provided at a nonprofit, a government school, and a new self-help group of ITPs. All of these serves are just now being informed by IMPRINT practices. In sum, best practices are not fully in place.

Nonetheless, the community is facing the ITP issue on two fronts. There is the IPCC with about twenty participating organizations. This is a cross-sector partnership in a community coalition format where organizations touching the lives of ITPs send representatives to quarterly informational and networking meetings in order to learn and connect. A volunteer steering committee composed of organization representatives

prepares the content of the meetings while alternating organizations in the coalition host each event at their location. This alternation of venues affords each member opportunity to learn about their colleagues' work related to ITPs. Participants come from an immigrant organization, a migrant worker program, numerous English providers, a refugee resettlement office, two public school divisions, the local community college, the local literacy nonprofit, a technology council, a health education program, a business training nonprofit, a university intensive English program, a nonprofit hospital, a temp agency, an advocacy nonprofit, an ITP self-help group, and a chapter of the American Association of University Women.

Next, there is the PVO Network. This ITP self-help group meets two or three times a month in various locations in two communities. One community group meets exclusively in a nonprofit. The other community group alternates meeting locations between a church, a nonprofit, and a community center. In addition to mutual moral support, content of meetings focuses on group identity development, ITP advocacy, relaying of career re-entry information, networking, business communication skills, and job searching. This organization uses contacts at various IPCC members' places of work in order to recruit ITPs to attend PVO meetings.

What are salient commonalities and differences between rural and urban activist entrepreneurship on behalf of ITPs?

The urban entrepreneurial approach is different than the rural. In the urban location there are leaders of eight community-based organizations engaging each other around curriculum alignment and providing a full spectrum of services. While the partnership has existed since 2005, the member organizations have existed anywhere from ninety to thirteen years. Workforce and community development is the passion of

these activist entrepreneurs and their established organizations have a history of cradle to grave services. Serving ITPs was a natural fit for these organizations because they had already responded to community needs in ways that ITPs also benefit. Small pieces, such as the recent addition of credential evaluation, have been added over time. This evolution over time is benefitting ITPs.

By contrast, the rural area continues to discover its needs. Services that exist in the urban site have not yet been conceived in the rural site. One of the first opportunities the IPCC members spoke of regarding their mutual development was financial resources. Helping ITPs means doing new things and that requires money. Whereas in the urban site, adapting existing services to ITP needs was not so demanding because the spectrum of services was more robust. The purpose of the twenty IPCC participants working to update programs through information sharing is the eventual alignment of community services so that a complete spectrum exists. For the ITP population at least, there are gaps for the time being. The partnerships in these two sites are at different stages in their life cycles as well are the member organizations.

Common to both sets of activist entrepreneurs is the perceived necessity. In both sites there is an outrage based on the perceived necessity to aid a marginalized population. Leaders in both sites expressed the lack of fairness was not acceptable and they felt they had to act on behalf of ITPs. There is compassion in both communities for what the ITPs have and continue to endure. In both locations, leaders see exciting potential in ITPs and are moved by the suffering and the hard work. All these leaders see opportunity in teaming up in cross-sector partnerships in providing a full spectrum of services. Having the right knowledge in addition to these partners is seen as an opportunity to fine tune the spectrum of services so that it meets the needs of a broad

landscape of diverse peoples. Knowledge about the unique needs of ITPs is an opportunity to nuance services with sophisticated characteristics unseen by the layperson's eye. Activist entrepreneurship in both locations is founded upon leaders' perspective of social justice and on a vision of what a fair and thriving community looks like.

Quantitative Results

Research Question One

What is Virginia's threshold number of ITPs and mal-employed ITPs required for agency entry into the market? Is it sufficiently large so as to leave substantial numbers of mal-employed ITPs un-served and untapped?

Analysis of census data via the IPUMS micro data reveals the number of ITPs of working age in eight Virginia cities. IMPRINT indicates appropriate services are offered in two of those cities. The top two cities in ITP population have ITP services. In Table 3 we see that Virginia Beach with 9,082 does not offer appropriate services while Alexandria with 10,481 does. Cities with appropriate services account for 30,902 or 53.27 percent of the 58,009 total ITPs in these eight cities. The number of ITPs in these eight cities is only 20.41 percent of Virginia's 284,179 ITPs. This means that about 80 percent of Virginia's ITPs are out in rural areas and small cities with general populations under 100,000.

Virginia's threshold number of ITPs required for agency entry into the market is about 10,000. The two cities above threshold for ITPs hold their place for mal-employed ITPs as well. As can be seen in Table 3 below, the top two cities in number of ITPs under the overall average new college graduate salary have appropriate services. The remaining do not, so Virginia's threshold for mal-employed ITPs before services are offered is

about 5,000 ITPs. In similar fashion, when using the more strict proxy variable defining

the salary at less than $21,000 and at the poverty line, the threshold is at about 2,400 mal-

employed ITPs. A dashed line has been drawn into the table to facilitate the reader

understanding the location of the threshold. If this threshold is indicative of where

Virginia's activist entrepreneurs see sufficient opportunity to provide appropriate services

to ITPs, then it represents a divergence from the qualitative data that indicates activist

entrepreneurs in Site Two are willing to act for much smaller numbers if facilitated by

knowledge and partnerships.

Table 3

Number of ITPs in Virginia's Eight Largest Cities

City	ITPs	ITPs Under New College Graduate Salary	ITPs Mal-employed	ITP Services Offered
Arlington	20,421	9,500	4,508	Yes
Alexandria	10,481	5,684	2,519	Yes
Virginia Beach	9,082	4,519	2,337	No
Norfolk	5,356	3,381	2,133	No
Chesapeake	4,412	1,466	605	No
Newport News	3,297	2,029	1,192	No
Hampton	2,788	1,280	506	No
Richmond	2,172	1,075	869	No

Note: The dashed line represents the threshold for ITP-specific services in Virginia.

The data on these eight Virginia cities can be organized by general population to

give another picture. Interestingly, the cities identified by IMPRINT as having

appropriate services are not the most populous cities in the state, though among the top

eight. Note Table 4 below. The three most populous cities do not offer ITP services.

In sum, substantial numbers of mal-employed ITPs go un-served and untapped. Overall, 253,277 of Virginia's 284,179 ITPs (89%) do not have access to culturally- and developmentally-appropriate career re-entry services. When answering the question of the mal-employed ITPs specifically, 128,606 of Virginia's ITPs earn less per year than the typical new college graduate and 113,422 (88%) do not have access to appropriate services. In the strictest of mal-employment terms, 78,608 of Virginia's ITPs earn less than $21,000 per year and 71,581 (91%) do not have access to appropriate services. By way of contrast in order to gain a final perspective, Virginia's ratio of ITP's to total general population professionals earning less than the typical new college graduate is 1.24 and ITPs to total general population professionals earning less than $21,000 is 1.40. Put in terms of percentages, there is a 24 percent and a 40 percent difference respectively in these figures for ITPs than for the general population.

Table 4

Total General Population in Virginia's Eight Largest Cities

City	Total General Population	ITP Services Offered
Virginia Beach	442,063	No
Chesapeake	244,876	No
Norfolk	242,847	No
Arlington	216,347	Yes
Richmond	205,810	No
Newport News	179,789	No
Alexandria	144,261	Yes
Hampton	135,543	No

Research Question Two

How impactful is a rural cross-sector partnership in its emergent phase?

From the IPCC internal evaluation instrument results shared here, the reader can gauge the impact of the cross-sector partnership. The coalition is seen by the IPCC leaders as an opportunity and a tool. As such, the leaders were interested in measuring its

effectiveness in facilitating their perceived necessity. The items on the evaluation which

was administered in October and November of 2013 can be seen in Appendix B. The

intent of the instrument was to inform the coalition leaders if the collaboration was

having its desired impact: attitudinal, knowledge, and behavioral change. Ten of nineteen

coalition participants receiving the instrument returned the evaluation for a response rate

of 52.6 percent. The instrument contains three sections. From the background section of

the instrument, we learn that member organizations have been serving or recruiting ITPs

anywhere from zero to 38 years. The mean was 16.7 years (median = 15, mode = 15, SD

= 11.9). The services and opportunities provided to ITPs by the organizations were

examined visually and grouped thematically as follows:

- English as a second language training (N = 6)

- US civics training (N = 1)

- Citizenship training and test preparation (N = 2)

- GED test preparation training (N = 1)

- Job search services (N = 1)

- Employment training (N = 3)

- Resettlement services (N = 1)

- Support services or referral to support services (N = 5)

- Business attire for interviews and professional work (N = 1)

- Computer and technology training (N = 1)

- Skills assessment (N = 1)

- Tuition assistance (N = 1)

- Information (N = 1)

The reasons for the members attending IPCC meetings were examined and grouped

thematically as follows:

- To get ideas (N = 2)

- To get information (N = 4)

- To learn of resources (N = 2)

- To collaborate (N = 1)

- To network (N = 4)

- To fulfill a supervisor's request (N = 1)

When asked to describe the mission of the IPCC in their own words, member's responses

grouped around the following themes:

- To aid ITPs in their job search (N = 2)

- To explain the ITP career re-entry path or process (N = 3)

- To promote a vision of ITP career re-entry (N = 1)

- To share information on the ITP issue (N = 4)

- To provide networking opportunities (N = 4)

- To increase agency effectiveness on the ITP issue (N = 1)

- To promote immigrant integration (N = 2)

The number of ITPs involved, aided, or recruited by members in the twelve to eighteen

months prior to evaluation completion ranged from zero to 300 with an mean of 55

(median = 17, mode = 0, SD = 92). The mean response to the item inquiring as to how

long the member had known about the coalition was 3.2 which, being interpreted on the

scale provided exclusively for the item, would be a few to several months, but less than a

year. Last, the final background item reveals that coalition members come from all three

sectors of society: for-profit (N = 1), nonprofit (N = 5), and government (N = 4).

The second section of the IPCC evaluation instrument contains eighteen statements followed by a seven-point Likert scale ranging from strongly disagree to strongly agree (coded one to seven). All but two of the mean responses exceed 4.5 and many have a SD of less than one (see Table 5 below).

Table 5

Descriptive Statistics for Coalition Evaluation Responses - Disposition

Item Number	Descriptive Statistics			
	Mean	Median	Mode	SD
D1	6.6***	7.0	7.0	0.5
D2	6.7***	7.0	7.0	0.5
D3	5.4***	6.0	6.0	1.8
D4	6.0***	6.0	6.0	0.7
D5	4.3**	4.0	4.0	1.7
D6	5.6***	6.0	6.0	0.9
D7	5.6***	5.0	5.0	1.0
D8	3.9**	4.0	4.0	2.2
D9	4.9***	5.0	7.0	2.0
D10	5.4***	6.0	7.0	1.9
D11	6.6***	7.0	7.0	0.7
D12	6.7***	7.0	7.0	0.5
D13	6.7***	7.0	7.0	0.5
D14	6.4***	7.0	7.0	0.7
D15	6.6***	7.0	7.0	0.5
D16	6.0***	7.0	7.0	1.3
D17	6.4***	7.0	7.0	0.7
D18	6.1***	6.0	7.0	1.1

* connotes a mean response in the disagree range (from zero to 3.4)

** connotes a mean response in the neutral range (from 3.5 to 4.4)

*** connotes a mean response in the agree range (from 4.5 to 7.0)

The third and final section of the evaluation instrument is intended to be a retrospective pre-test or then-now assessment measuring impact over the course of the respondent's participation. This section establishes the time frame upon which to reflect the impact IPCC has had on the respondent and then gives fifteen statements. Respondents marked a scale ranging from zero (no change) to nine (great change). We

learn that coalition participants self-report a high degree of change as a result of IPCC

involvement in the following areas (see Table 6 below): amount of time spent thinking

about ITPs, the way they think about ITPs, the support their organizations now offer

ITPs, their knowledge of the unique needs of ITPs, their inclusion of ITP information in

their organization's professional development, their understanding of the ITP issue, their

collaboration with other IPCC participants, their attitudes toward other IPCC participants,

their professional relationships with IPCC participants, their relationships and

connections to ITPs, and their skill to serve ITPs. Respondents reported moderate change

in the following areas: time spent involving or helping ITPs, implementing new processes

or policies on behalf of ITPs, the data collected on ITPs at their organizations, and the

level or amount of communication they have with other IPCC participants. Mean

responses did not fall below 4.5. For a more thorough understanding of the coalition and

a treatment of its evaluation, see Lambert (2013a, 2013b).

Table 6

Descriptive Statistics for Coalition Evaluation Responses - Impact

Item Number	Descriptive Statistics			
	Mean	Median	Mode	SD
I1	6.5***	6.0	6.0	2.2
I2	5.7**	5.5	5.0	3.0
I3	4.9**	4.5	3.0	2.8
I4	5.6**	5.0	9.0	3.4
I5	6.9***	6.5	9.0	2.1
I6	4.7**	4.0	9.0	3.8
I7	5.1**	6.0	6.0	3.4
I8	4.6**	4.5	6.0	3.5
I9	7.0***	6.5	6.0	1.5
I10	5.6**	6.0	6.0	3.0
I11	4.9**	4.5	9.0	3.2
I12	6.7***	7.5	9.0	2.7
I13	5.9**	7.0	9.0	3.3
I14	5.6**	6.0	6.0	2.6
I15	6.1***	5.0	5.0	2.4

Descriptive Statistics

* connotes low level of change (a mean response ranging from zero to 3.0)

** connotes moderate level of change (a mean response ranging from 3.1 to 6.0)

*** connotes high level of change (a mean response ranging from 6.1 to 9.0)

Summary

This chapter has reviewed the available data vis-à-vis the research questions. Qualitative interview, participant observation and document data have described the necessity that activist entrepreneurs feel in their work for marginalized peoples, ITPs in particular. Also included are the internal and external environmental opportunities that these leaders identify as facilitating their inner drive. Next, the broad social needs underpinning the opportunities and necessities were identified. Last, both qualitative and quantitative data were used to describe Virginia's response to the ITP issue across two sites; one rural and one urban.

This chapter has also utilized census and evaluation data to quantitatively describe Virginia's response. A threshold for service entry at Site One has been established across three ITP variables. A snapshot of the impact of a coalition in its formation stage at Site Two has been explicated.

The next chapter moves beyond mere sharing of data in description and calculation. Interpretation of these is the first part of the chapter. Then, practical applications will be discussed. Also, limitations of the present study will be covered and, with all these things in mind, directions for future research will be proposed.

CHAPTER 5 Discussion

In late January of 2014, while the present study was beginning in earnest, National Public Radio (James, 2014, January 26) and the *Nonprofit Quarterly* (Cohen, 2014, January 28) were reporting on a state governor wanting to lure 50,000 technically skilled immigrants to revitalize a moribund city. Rick Cohen starts his *Nonprofit Quarterly* blog thus:

> Governor Rick Snyder (R-MI) has an interesting proposal for the revival of Detroit. He wants to attract 50,000 "skilled immigrants" to Detroit over the next five years (5,000 in the first year, 15,000 in the fifth). "They're job generators for Americans," Snyder told NPR. "So this could be a huge economic boom to help accelerate, jumpstart the comeback of Detroit." (para. 1)

What Governor Snyder apparently does not know is that using the latest American Community Survey data of the US Census Bureau, anyone can see that Michigan had 166,295 highly-skilled (4-year college degree or higher) immigrants (naturalized and non-citizens) of work age (25-64) already residing in its borders. One can also see from the same data that 55,888 (33.61%) of these are mal-employed with annual income ranging from $0-$21,000 (below the national poverty line). Bringing new immigrants from abroad with H1b visas in these numbers would take an act of the US Congress and the state appears to already have what the honorable Governor is proposing. Instead he could develop the intellectual capital already within his borders. This story must be told.

People remember things based on stories. Case studies are deep descriptions of contexts and patterns. In the researcher's opinion, one might also go so far as to say that cases are carefully designed stories for academic and research purposes. The present study has intrinsic value, as was stated in previous chapters, but it also tells a story with practical and academic implications. This dissertation research displays how Gawell's

activist entrepreneurship terminology provides a theoretical lens for mixed methods

research oriented toward understanding the interplay of perceived necessities,

opportunities and needs in in cross-sector partnerships that are working for social justice.

The previous chapters have stated the problem, explained the relevant literature and the

specific theoretical lens, described the methodology, and delivered appropriate data. In

this final chapter, an analysis is offered with practical and academic implications. Next,

the limitations will be given in light of the limited resources available for the present

study. This section on limitations segues to the final section covering proposed directions

for future research.

Analysis and Implications

Results of research can mean many things to many people and perhaps something

different for each one. The present study was approached from a pracademic perspective

by boldly taking on a social justice topic, massaging the frustrations of field work into

usable data, digging deep into journal articles, and applying a cerebral theory to a very

real-life phenomenon. At this point, however, there is a need for meticulous description

that warrants a bifurcation. First, implications for practitioners will be discussed, and

then, implications for academicians will be covered.

        What does this study mean for the Practitioner?

This study revealed the happenstance of two independent and distinct

communities both utilizing cross-sector partnership models to serve a marginalized

population. One observation of the IPCC members was that there was excitement among

many about the nature of a coalition, its processes, and its evaluation. This implies a

certain lack of familiarity with the form and with skills to use the form effectively. In the

case of the rural site, the IPCC was especially critical because there were gaps in service

and in practitioner knowledge not present in the urban site, Site One. In this sense, the less developed a community's immigrant integration and workforce development services are the more coalition-building skills will be paramount. Coalitions, in the case of the rural site, may empower a community to scale up its service offerings through partnerships, knowledge sharing, and action learning. Coalitions create time and space for networking, breaking down barriers, creating new culture, and reducing the negatives of competition. If practitioners know how to facilitate coalition structures and processes, they may positively impact their effectiveness and magnify the social impact of their programs. This skill of coalition-building and management would be a productive asset for practitioners. Knowledge gained through a community of practitioners can be exploited as a business opportunity when taken back to the home agency's operations. IPCC evaluation data indicate that participation in the coalition impacts attitudes and behaviors.

In both communities in this study, gaps in service were uncovered through interaction with clients and fellow practitioners. Knowledge gleaned from both clients and practitioners revealed gaps in service and these were seen by leaders as business opportunities. Finding a gap and filling it may mean more paying clients, a bargaining chip with donors, or a justification in a grant application. It was interesting to observe the nonprofit members of the IPCC and their initial reactions to ITP information disseminated through the coalition. These leaders were looking for value-added services to get paying customers in the door and funders' attention. Their initial response to the new knowledge included a keen interest in self-survival.

There are implications for professional development and leader preparation in the results of the present study. Beyond the call for social workers to be better informed of

the unique career re-entry needs of ITPs through professional development cited in

Chapter Two, there are indications that practitioners need training on coalition

management and that coalitions can be sources of training. In Site One, there was a leader

looking out to community agencies that had the right mindset to collaborate. Being

trained to recognize these opportunities and collaborate has led to valuable new products

being added to the service repertoire at seven nonprofits. In Site Two, the IPCC is being

used as a tool for action learning to develop the leaders to understand not only the ITP

issue, but also to understand the value and nature of a cross-sector coalition.

Silos and barriers abound. This phenomenon is observed in the community

colleges at both sites. In Site One, the interviewer observed part of the expressions of the

need for partnerships to arise from frustrations. These frustrations were voiced as

systematic and political. On one hand, the college system is bureaucratic,

departmentalized, and slow to conform to a community's pressing needs. On another

hand, there is disagreement with elected officials in local governments on the issue of

placing new services in education-poor communities where access has long-standing

limitations or in education-rich communities where constituents are most vocal. In Site

Two, the interviewer observed conversations to be very slow to evolve and collaboration

relegated to the distant future. College staff for career coaching are in one building,

workforce development are in another, and English as a second language are in yet

another. Each area is verbally receptive to ideas, but then only one will attend a coalition

meeting.

The barriers are also visible in between agencies. In Site One, the collaborative is

dependent upon community nonprofits conforming programs and staffing to the demands

of the college's requirements for curriculum alignment and staff having appropriate

graduate-level training. This requires a certain mindset along with substantial time, financial, and intellectual capital resources. At Site Two, the researcher observed throughout the formation stage of the IPCC a degree of cultural unawareness and even turf protection. No one knew much, if anything, of what the other was doing. There was, initially, an atmosphere of competition and of slowness to self-disclose. Each agency wanted to get IPCC info and run home to build a proprietary solution. With time, this is dissolving and in its place each understands the scope of the situation will allow each agency to differentiate according to their strengths and thrive in their niche. Yet, at the same time, each is coming to see the need for referral of clients to other agencies in order to garner a full spectrum of services. Deep down it is the client that matters more than the individual agencies. For these referrals to occur, each IPCC participant is expressing emphatically the need to understand each of the other participants and their offerings. It appears to the researcher that this interest is a genuine service mentality and not for selfish copying of ideas.

This idea of a full spectrum of services across multiple partners is an interesting one. In the present study, the researcher observed an urban bias for rich, full offerings. In Site One, the maturity of the community organizations and their program offerings was in stark contrast to the observations made in Site Two. It is unclear to the researcher if the differences are purely evolutionary and a matter of lifecycles and established funding streams or more an issue of knowledge and moral imagination. The present research implies that practitioners can and want to do more when given the knowledge, time, and resources. The issues of living wage jobs and workforce development are present at both sites in this study. There is excitement at Site Two to learn about the programs, techniques, and funding streams at Site One. The implication here is that dissemination of

practices across geographical divides is not going well for practitioners and that

leadership and tools such as coalitions are needed.

There are implications for the entire nonprofit sector herein. The present study

disclosed the inner fuel of practitioners: perceived necessity. This may be the very fuel

that fires the daily furnace of the sector. If this were so, it behooves all practitioners and

trainers to fan the flames. Interviewees stated plainly that their continued energies are

fully dependent upon positive program results and feeling successful. These are business

opportunities for fulfillment of the missions of these professionals and their

organizations. These sources of inner fuel are seen as necessary components of their

compensation packages. Narrow, self-serving missions and services are unfulfilling and

disenchant the activist entrepreneur that may be the life blood of the sector.

Fanning the flames of intrinsic motivators also implies the need to see, understand

and develop the capacity to motivate not only oneself but also to motivate others.

Observations and documents from Site Two point to an interest in and need for leader

and leadership development. Leader development requires the individual be in touch with

their personal values, personality, and behaviors before then engaging others more

successfully as a result. Leadership development requires that organizations and sectors

have development systems that purposefully educate for continuous improvement and

competitive relevance. The applicability of the Social Change Model of leader

development taught in many American undergraduate institutions, the Collective

Leadership framework utilized in many American grassroots organizations, and the

theories of relational, adaptive, and authentic leadership published in research journals is

clear, at least in the mind of this researcher. One common thread among these leader

development frames is the treatment of the importance of tapping the inner self and

matching it with job and sector. Then, these frames treat the skills of collaboration and team-building. The utilization of these leader development tools seems not only relevant, but essential to the effectiveness and longevity of staff, organizations, and sectors of society.

In sum, if the practitioner/citizen/potential activist entrepreneur perceives a necessity, they will likely need two things: something to keep the inner spark alive and some collection of people to help. Without the spark, the entrepreneur will falter. The drive to act and surpass obstacles will be insufficient. Without others, the entrepreneur will fail. Partners bring KSAs, processes, financial resources, systems, and more partners. Helping one marginalized population (the poor and underemployed) in Site One of the present study greatly facilitated helping another (ITPs) by slightly modifying the existing spectrum of services across many agencies throughout the community. Visionary leaders with an inner spark are making it happen in collaboration with others. Feeling outrage over a social injustice inflicted upon immigrants in Site Two prompted connecting with other like-minded souls across many agencies throughout the community. Opportunities were found in these partners and in their agencies and being able to successfully identify and collaborate are paramount to successful social impact.

What does this study mean for the Academician?

ITPs are a population needing more study. More is known about ITPs in Canada than in any other region, based on the literature review. Geographic coverage, however, is not the only area where greater breadth of research is needed. This population could be approached from multiple perspectives such as economics, sociology, social work, language acquisition, entrepreneurship, migration, social justice, psychology, history, public policy, and so much more. The present study not only indicates the limited

coverage of the population in terms of few studies and scant perspectives, but also the intrinsic worth of contributing to the understanding of a marginalized population.

The subjects and documents in this study indicate gaps in access, information and leadership. The work of academicians was purposefully sought out in approaching the ITP issue at Site Two. Research journal literature on coalition theory and marginalized populations led to the creation of the IPCC and the PVO. The present study implies academicians are aiding practitioners in operationalizing problems and evaluating impact. It must be noted, however, that few practitioners have access to research journals. In the case of coalition theory being discussed in practical literature, it was found almost exclusively in health promotion publications. This was out of reach to all but two of the IPCC members. The success of the IPCC and the presence of cross-sector partnerships in both study sites may warrant additional attention by researchers. The academicians that research collaborative forms and leadership should consider the course content of university human service programs. In addition to management skills in accounting, human resources, fundraising, and volunteer coordination, there should be training in diverse collaborative forms, their evaluation and the idiosyncrasies of each. Beyond management competencies lays a rich field of leadership that must also be covered in academic programs. An obvious value to the IPCC at Site Two was the space for sense-making among practitioners wondering if they really were "leaders" and what this meant to them and to the community that needs their help. If activist entrepreneurs and future human services practitioners do not receive help seeing themselves as leaders and understanding the connections between human development and leader development, academics are failing to contribute sufficiently to ameliorate society's pressing conundrums.

Activist Entrepreneurs, until now only elucidated through Gawell's research, are a population in need of study. Clearly, they are different from traditional business entrepreneurs in their inner thinking and motivation. The ones in this study want and expect different things in return for their labors. The opportunities that serve their endeavors are different and so their eyes are attuned to alternate frequencies of perception. Perhaps if the activist entrepreneurs understood themselves and those like them more deeply and completely, they would become more productive, more effective, more motivated, and more persevering.

Seemingly there are connections between personality traits, activist entrepreneurism, and the civil sector. Academicians could do much to illuminate these commonalities. The business sector's marketplace success creates disequilibrium, the government promotes equality, the nonprofit sector fills gaps, and the activist entrepreneur senses the gaps and the injustices. Pressure builds, the incensed soul seeks out compatriots, and a forceful voice is sometimes born. Some voices may be louder or more attractive than others. Gawell's work originates in Sweden and is limited to case studies. One must ask what activist entrepreneurship looks like in multiple places and in multiple circumstances in order to fully describe it. It would be helpful to know to what extent nonprofit market entry is dependent upon the presence of an activist entrepreneur. The present study implies that it is paramount, though clearly facilitated, as Gawell proposes, by multiple opportunities internal and external to the activist entrepreneur. Also of interest is the extent to which leadership skills versus management skills determine the activist entrepreneur's self-efficacy, persistence, and ultimate success at social impact.

The present study implies hope in Virginia's civil society and polity. The Community Based Programs of Site One and the IPCC/PVO of Site Two are each like a

melting pot of simmering stew. Each bubble in those culinary concoctions is different and dynamic. Nonetheless, the "civil soup" is getting people fed, figuratively and literally speaking. Implications here are that there is healthy collective action, negotiation, and struggle. Cross-sector partnership leaders are social architects of relational networks with defined spaces, norms, and behaviors. These partnerships are the strategic manifestations of social, economic and political energies of activist entrepreneurs and their like-minded peers. This social engagement across agencies and sectors is deeply personal for activist entrepreneurs and is fueled by what they have seen, heard, and experienced.

In sum, academicians are needed to engage in the areas directly or tangentially covered in the present study. Academicians can see herein not only various areas of potential research, but also catch a vision of what is happening out among the street-level bureaucrats and practitioners. Hopefully the present study directs professors to examine their human services course content. Contained within the pages of this dissertation is thick description of perspectives, people, and processes at work in a complex environment soon to be the workplace of today's undergraduates.

Limitations

As with Gawell's case study on activist entrepreneurship, the present work has been a case study as well. This type of study must take place because it offers inherent worth in its illuminating description and thought provocation. Yet, it leaves the reader thirsting for more regarding the activist entrepreneur, the ITP population, and what may exist beyond the two sites in the study. This can be done through the expansion of data collection by casting a wider net and using different methodologies. At the very least, nonetheless, it can be done by reapplication of the same methodology to other communities across the nation.

Qualitatively speaking, it would be very interesting to see what other localities are doing. It is uncertain how detailed IMPRINT's knowledge is of the vast states and cities of the United States. Good things may be happening for the ITP population, even in Virginia, that are unknown to the national coalition advocating for ITPs and to the author of the present study.

Additionally, it would be interesting to know what activist entrepreneurs are doing outside of the ITP context. This study's narrowly focused context was limited not only on geography, but on human service content as well. Certainly this is thought-provoking, but leads to many more questions. Little is revealed here about the phenomenon of becoming an activist entrepreneur and practicing activist entrepreneurship, whether it is within the ITP context or elsewhere. Because so few subjects were interviewed in this study, much work remains in order to fully understand the theory, the phenomenon, and the ethnography of activist entrepreneurs.

From a quantitative perspective, it would be very interesting to have more data than only on Virginia or only on eight cities within a particular state. Additional data would allow for inferential statistics to reveal greater depth and breadth of understanding. Questions formulated in the early planning stages of the present study could not be followed up because of limited time, data, and resources. Unapproached herein, for example, are establishing a relationship, even a predictive relationship, between the number of ITPs and the presence of appropriate services. It would be interesting to know which of the ITP variables is the most discriminating in the prediction of appropriate services being offered. Is it being ITP alone or is it salary, mal-employment, unemployment, English language proficiency level, place of birth, place of foreign degree, or place of residence that best predicts services being offered? How much do

each of these variables lend to the current state of affairs? Many questions remain

unasked and unanswered.

One final limitation remains unsaid. In the creation of variables representing

various characteristics of the ITP population, proxy variables were used. Application of

filters in a micro data query is not as precise as a researcher would like. Results do not

equal an actual person that has been identified face-to-face by a researcher. When using

IPUMS to find naturalized and noncitizens with a four year degree or higher who are

between the age of twenty-four and sixty-five and have annual salary of less than $21,000

does not absolutely guarantee they are a mal-employed ITP. Among those numbers, for

instance, there could be an individual caring for a child or adult family member as a

choice instead of working. Perhaps they may otherwise be employed at a very respectable

salary. Fortunately, there is opportunity for more research.

Directions for Future Research

In light of the present study, there are several directions the researcher or others

could go next. The focus of a case study is the development of a description and an

analysis of a case. Additional qualitative techniques would serve to enlighten the activist

entrepreneur experience and process. What is the essence of the activist entrepreneur

experience? This question would be the focus of a phenomenological study of several

individuals that have lived the experience of activist entrepreneurship. What is the

activist entrepreneurship process? How do activist entrepreneurs interact while working?

These are questions answered in a grounded theory design that generates a theory

resulting from field interviews of twenty to sixty individuals.

Such qualitative methods would also serve to reveal interesting data about cross-

sector partnerships in human service delivery. For example, when activist entrepreneurs

are engaged in partnerships and coalitions such as in the present study, there is much to be learned about these interactions. The communications, processes, attitudes, impact, identities, among other things, are all very interesting. Having a theory for how these partnerships work in the service of a marginalized population would be very informative. Distilling the essence of the participation would be revealing as well. Again, grounded theory and phenomenology would be methods that could be productively applied.

There is room in the literature on ITPs for more qualitative study as well. While grounded theory and case study methods have been applied, the present study has revealed a need to hear the stories of ITPs in order that the social justice issues might become more broadly communicated and understood. Narrative research and phenomenology would serve these needs well in addition to facilitating the perceived necessity felt by the activist entrepreneurs in this study to perpetuate their energy. In addition to these qualitative methods, the ITP issue must also be addressed with quantitative means as well.

The present study revealed the usefulness of the IPUMS micro data in describing ITPs and the geographic regions in which they are located. By adding data from many more states to the Virginia data in this study, a variety of variables with sufficient samples sizes can be obtained. Advanced statistical techniques, such as logistic regression, discriminant function analysis, and multiple regression, would be very potent tools in discovering predictive relationships, isolating the best predictors, and defining the intensity of relationships, to name a few. Even something as straight forward as investigating the relationship between the number of ITPs and the presence, or absence, of appropriate services would offer some indication of whether some segments of society are responding to the ITP issue because of their sheer number or perhaps for other

reasons. Perhaps the number of ITPs under the national poverty line for annual income is a more descriptive or predictive variable. Additionally, quantitatively assessing in economic terms the return on investment for bringing an ITP back to their pre-immigration profession would be of great value.

In similar fashion, closer examination of the opportunity construct in Gawell's model could result from adding data from many states and applying inferential statistics to establish and define relationships. Do any of the various ITP variables predict appropriate services being offered and what are the odds of having such services? This line of questioning implies knowing a lot more about ITP services across the United States. There is a great need for survey research to uncover from adult education programs in K12 public school systems, from community colleges, and from nonprofits and their diverse workforce development and wrap around services exactly where appropriate ITP services are being offered and to what extent they conform to best practices. There is little data indicating the effectiveness of the best practices or even if the mix of suggested services is complete. Which of the best practices is most impactful? Which is least impactful? These latter questions can be interestingly and productively approached either quantitatively or qualitatively.

Quantitative techniques could also be applied to trend data and policy initiatives. If country-wide aggregate city-level ITP data could be obtained across various administrations of the US Census and compared to various cultural, political, and legislative shifts, we could examine the impact. Would the introduction of the Immigration Reform and Control Act of 1986 or the Workforce Investment Act of 1998 signal changes in trends in ITP variables?

Summary

The broader research and practitioner communities did not know several things before this study. They did not know what the ITP issue looked like in Virginia. Nor did they know what it looked like through the lens of activist entrepreneurship. It was not known previously that two communities entirely independent from each other were both utilizing cross-sector partnerships as tools for addressing the ITP issue. Each approach was nuanced according to its community's status on the issue. The present study described a mature urban response and an emerging rural response. Present in both are activist entrepreneurs that do not hide their proverbial lights under a bushel, but instead harbor surprisingly similar flames. Leaders in both locations looked to peers for motivation, energy, and collaboration. The present study established a threshold for ITP market entry for the state, showed where many ITPs are located and revealed an important percentage for ITP dispersion across the state. Also unknown before this study were the perceived necessities, opportunities, and needs underlying community responses to the ITP issue. The uses for the data herein are myriad. These data could be parleyed into future research, advocacy, grant writing, strategic and program planning, conference presentations and government policy revisions.

In conclusion, Figure 4 below is offered as a representation of the activist entrepreneurship described in the present case study. The observed and interviewed leaders perceived a necessity to aid ITPs because they sensed a negative emotion in response to the unjust utilization of ITP skills. Additionally, leaders sensed a positive emotion regarding the potential that is innate in every human being. The leaders then choosing to act on these perceived necessities was facilitated by opportunities that they observed and selected from both their internal and external environments. Most critical

were capable partners and knowledge essential to aiding ITPs and running a partnership. Grounding all of the perceived necessities and facilitating opportunities were a foundation of a society needing justice, especially in the form of living wages for all its members. This model of entrepreneurship differs substantially from the commercial version that is composed of needing to make money for stakeholders and seeing opportunity in customers willing to buy a product or service. The activist entrepreneurship model is also distinct from the social cause version of the commercial model where you see part of the stakeholders' money going to fund a charitable project. The present study offers a new mental model and new language for the ongoing discussion of ITPs and of activist entrepreneurship.

Figure 4. A representation of activist entrepreneurship for ITPs in Virginia

The author's most intriguing moments while working on this study were those spent listening to the leaders speak of their inner perceptions of injustice and how their life experiences led them to sense the deep feelings. There is intense energy, power and nobility in those innermost feelings of these individuals. They yearn to make the world a better place for all and they see value in the people that surround them. The Latin term

"Res est sacra miser" (a man in distress is a sacred object) seems to be good representation of these activist entrepreneurs' perspective. They invest in people. When these leaders hear a distant thunder they do not think of the dangerous lightening or damaging winds that the storm brings, but of the life-giving rain that is on its way. They risk exerting themselves in hope of having positive social impact. Ultimately, these entrepreneurs are not out to create a new product, program or organization, but new partnerships, processes and systems to meet more of humanity's pressing needs.

Appendices

Appendix A: Interview Protocol

Appendix B: Coalition Evaluation Instrument

Appendix A

Interview Protocol

1. What type of organization are you? (501c3, state government, for-profit, etc.)

2. Do you receive funding through the Workforce Investment Act? Yes? No? Unsure?

3. Do you receive funding through the State Board of Education?

4. Do you receive funding through the local government(s) such as city and/or county?

5. Do you receive funding through altruistic donors?

6. Do you receive funding through fees for service?

7. Is your service location best described as urban or rural?

8. What cities and counties do you serve or are required to serve?

9. What is the mission statement for your organization?

10. How many years has your organization existed?

11. Do you serve foreign-born, foreign-university-trained clients?

12. How many years has your organization been serving foreign-born, foreign-university-trained clients?

13. How many foreign-born, foreign-university-trained professionals do you serve each year?

14. What percent of your immigrant clients has a bachelor's degree or higher?

15. How did you get involved in the work that you do?

16. What services do you provide to foreign-born, foreign-university-trained professionals?

    a. Career re-entry advisement services (career coaching)?

    b. English language training?

        i. What levels?

    c. Credential evaluation of foreign college and university transcripts and diplomas?

        i. If not, do you refer clients to such providers?

    d. Field-specific English language training at a high advanced level (i.e. healthcare professions English, medical English, English for Engineers, legal careers English, English for K12 teachers, English for IT professionals, English for business professionals, etc.)?

    e. Education case management of the immigrant professional with specialized services for career re-entry?

    f. Mentorships, apprenticeships, internships, or volunteer positions for the immigrant professional?

    g. Training in soft skills, interviewing, resume writing, job searching, and licensure applications and testing?

    h. Financial aid?

17. Why does your organization serve foreign-born, foreign-university-trained professionals' unique career re-entry needs? Select as many as are applicable from the following:

    a. Because there are so many foreign-born, foreign-university-trained individuals in your location?

    b. Because there are other non-profit or for-profit organizations nearby that provide you with necessary resources?

        i. Please specify.

    c. Because you have the money to do it?

    d. Because the context, culture or economy of your location naturally calls for such to be done?

        i. Please explain.

    e. Because government policy requires or calls for such service?

    f. Because of a philanthropic or altruistic tradition in your location?

        i. Please specify.

    g. Because there are many immigrant-minded organizations in your location?

        i. Please specify.

    h. Because no one is meeting the needs of these individuals?

        i. Please specify indicators of needs not being met.

    i. Because someone or some group perceived the needs of immigrant professionals and opportunities arose that lent themselves to such service?

        i. Please characterize the nature of that someone or group as best you can.

    j. Because of another reason (please specify below)?

18. What primary source(s) of information and training have you tapped in order to become proficient at serving the unique career re-entry needs of foreign-born, foreign-university-trained professionals?

19. How many immigrant professionals does your organization need to help with advisement, language training, and credential evaluation in order for these services to be justified?

20. How would you describe or quantify the return on investment from aiding foreign-born, foreign-university-trained professionals as you do at your organization?

21. What advice do you have for others wanting to implement services in their area of the state or nation? Are there keys to success? Particular factors that need to be in place? Do I go it alone or do I bring in others? If bringing in others, how?

22. I'm going to ask you about your approach to helping a population such as the internationally trained immigrant professionals that are un- and under-employed. What is the spark deep down inside you that is the emotion or thought giving energy to your actions?

23. As you then scan outward from that inner spark to resources and opportunities that will facilitate you acting on your perceived necessity,

      a.   What are you looking for internally that will enable you to act and persist?

      b.   What are you looking for externally that will enable you to act and persist?

24. What is the basic, broad social need(s) that is at the root of the issue you work to solve?

Appendix B

Immigrant Professionals Community Coalition's
Development Evaluation Instrument

Background Information Section

B.1. How long has your organization been serving or recruiting to Immigrant Professionals (foreign-born, foreign-university-trained immigrants)?

B.2. What services or opportunities do you provide to Immigrant Professionals?

B.3. Why have you attended an Immigrant Professionals Community Coalition (IPCC) event?

B.4. Describe in your own words the mission of the IPCC.

B.5. Approximately how many immigrant professionals have you and your organization involved, aided, or recruited during the past 12-18 months?

B.6. How long have you known about the IPCC? (Mark only one circle ●)

A few days	A few weeks	A few months	About a year	Since the first meeting in May 2012
○	○	○	○	○

B.7. What type of organization do you represent and what is your mission statement?

Dispositions Section

DIRECTIONS: To what degree do you agree or disagree with each of the following? (Mark only one circle ● for each.)

D.1. A coalition format is an appropriate and likely successful method to collaborate on the issue of immigrant professionals.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.2. I know more about immigrant professionals' unique career re-entry needs as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.3. I identify immigrant professionals among my clientele as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.4. I educate immigrant professionals about credential evaluation as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.5. I have changed the English language training at my organization as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.6. I have changed the career advisement delivered at my organization as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.7. I have modified how I engage the community and my stakeholders for the sake of immigrant professionals as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.8. I have sought new funding sources as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.9. I have attempted new training or professional development programming as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.10. I have thought about how to better market my organization among immigrant professionals as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.11. I have had information to share in my organization, in my professional communication, or in my social communication as a result of my contact with IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.12. IPCC has been a valuable resource for me.

			Neither			

Strongly Disagree	Disagree	Mildly Disagree	Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.13. I will continue my involvement in IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.14. I am committed to the success of the IPCC mission.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.15. I am fully satisfied with the IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.16. I am willing to keep records and data that facilitate the work and success of the IPCC.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.17. The IPCC is necessary today in order for our community to best involve, aid, or recruit immigrant professionals.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

D.18. IPCC participants and I have a common vision of how to best involve, aid, or recruit immigrant professionals.

Strongly Disagree	Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Agree	Strongly Agree
○	○	○	○	○	○	○

Impact Section

DIRECTIONS: Since the first meeting in May of 2012, IPCC has endeavored to share web resources, information, and professional relationships to empower you, your organization, and the community to better serve and recruit immigrant professionals. Imagine yourself prior to your very first contact with IPCC. Since that time, you have likely had new thoughts, made new connections, and gained new knowledge and perspective. Now, compare your pre-first-contact self with yourself today as you address

these statements and mark how much you have changed as a result of IPCC. (Mark only one circle ● for each.)

I.1. The amount of time I spend thinking about immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.2. The way I think about immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.3. The amount of time I spend involving, aiding or recruiting immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.4. The support my organization offers immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.5. My knowledge of the unique needs of immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.6. New processes, systems, policies, or procedures my organization has implemented on behalf of immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.7. Professional development for my colleagues and subordinates at my organization includes information on immigrant professionals' unique needs.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.8. The data my organization collects on immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.9. My understanding of the immigrant professional issue.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.10. My collaboration with other IPCC participants.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.11. The level and/or amount of communication I have with other IPCC participants.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.12. My attitude toward other IPCC participants (i.e. greater esteem, more collaborative and less competitive, greater understanding or empathy, etc.).

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.13. My professional relationships with IPCC participants.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.14. My relationships with or connections to immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

I.15. My skill and that of my colleagues at my organization to involve, aid or recruit immigrant professionals.

No Change									Great Change
0	1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○	○

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