- How can the state use it success in attracting high-skill workers to the Research Triangle and Charlotte areas to leverage in-migrants to the rest of the state, especially rural and micropolitan areas that may be losing their best and brightest talent?

8. **Migration of new workers continued at near pre-recession levels, even among low-skilled workers, despite the limited availability of jobs.**

   Recent Census data suggests that in-migration continues at the same rapid pace as before the recession. Data also suggest that in-migration is bifurcated, with a substantial group of new low-skilled workers complemented by a large number of high-skilled in-migrants. The continued in-migration of low-skilled workers appears to be widely spread across the state and many are taking lower-skill work, particularly in rural/micropolitan areas.

   Policy responses to **help manage worker in-migration amid the limited availability of jobs in the short-term** should consider the following questions:

   - Should the state consider alternative approaches to in-migrant attraction that focus on pro-actively attracting entrepreneurs or individuals who already have STEM-skills to the state or to certain regions of the state?
   - Should the state consider preferential policies designed to encourage migration in industries with in-demand jobs or skill shortages?
   - How do we ensure that low-skilled workers in rural and micropolitan areas gain access to education and training opportunities near their homes or job sites?

9. **Lower-skilled workers accounted for most of the unemployed and required significantly greater social services during the recession.**

   While not a new phenomenon, the unemployment rate among individuals with a baccalaureate degree was less than half the overall unemployment rate during the recession while individuals without a high school degree were twice as likely to be unemployed. Furthermore, the average earnings for a university graduate was about $1.5 million greater (over a 30 year career) than a high school dropout. This difference increased by nearly 50 percent since 2007. For lower-skilled workers, opportunities are far fewer and the wage gap with higher-skilled workers is growing even wider. Help for these vital workers will frequently require significant investment of time in education as well as access to opportunities for training and credentialing.

   Policy responses to **ensure greater employment stability with post-secondary education and adaptable skills** should consider the following questions:

   - How can the state help students and workers better plan for careers and understand the direct correlation between education and economic success for so many?
   - How can the state best reach out to lower-skilled workers and jobseekers to help increase access to opportunities for training and acquiring credentials?