

***State-Level Initiatives to Address
Brain Waste Among Highly
Educated Immigrants and Refugees:
Special Focus on Nurses,
Engineers, and Teachers***

**MPI, National Center on Immigrant Integration Policy
May 14, 2014**



Presenters



Moderator: Margie McHugh
Director, MPI's National Center on
Immigrant Integration Policy

WITH SPEAKERS

- **Jeanne Batalova**, Senior Policy Analyst, Migration Policy Institute
- **Fanny Lopez**, Immigrant Integration Policy Fellow, Illinois Coalition for Immigrant and Refugee Rights
- **Roxana Norouzi**, Education Policy Manager, OneAmerica
- **Jeffrey Gross**, Director, New Americans Integration Institute, Massachusetts Immigrant and Refugee Advocacy Coalition



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MPI National Center on Immigrant Integration Policy

Primary Areas of Work:

- ***Education and Training:***
 - ***Early Childhood***
 - ***K-16***
 - ***Adult Education and Workforce Development***
- ***Language Access and Other Benefits***
- ***Governance of Integration Policy***

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Context for Current Brain Waste Work

- *MPI research on U.S. and International qualification recognition issues*
- *Visibility via E Pluribus Unum Prizes program*
- *Turn toward states as a key locus for action*
- *Focus on key professions to better understand needs and change strategies*



Presenter



Jeanne Batalova

Senior Policy Analyst & Manager of the MPI Data Hub
Migration Policy Institute

Dr. Batalova's areas of expertise include the impacts of immigrants on society and labor markets; social and economic mobility of first- and second-generation youth and young adults; and the policies and practices regulating immigration and integration of highly skilled workers and foreign students in the United States and other countries.

Dr. Batalova co-authored *Up for Grabs: The Gains and Prospects of First- and Second-Generation Young Adults* and *Uneven Progress: The Employment Pathways of Skilled Immigrants in the United States*. She earned her PhD in sociology, with a specialization in demography, from the University of California-Irvine; an MBA from Roosevelt University; and bachelor of the arts in economics from the Academy of Economic Studies, Chisinau, Moldova.



Quantifying Brain Waste

The Migration Policy Institute report *Uneven Progress* drew on Census data to **systematically document** skilled immigrant issues at the national and state levels.





College-Educated Workforce

**Adults 25 and Older in U.S. Civilian Labor Force (2010-2012)
with at least a Bachelor's degree:**

Total: 45 million

Born abroad: 7.2 million

16% of all college-educated (vs. 10% in 1990)

Of the foreign born: 52% are foreign educated



Source: Migration Policy Institute tabulations of the U.S. Census Bureau's 2010-2012 American Community Survey (ACS).



Not Wanted?

Brain waste: College-educated adults are either employed in **low-skilled** jobs or are **unemployed**

Brain waste impact is significant: More than 1.6 million or 23% of college-educated immigrants and refugees

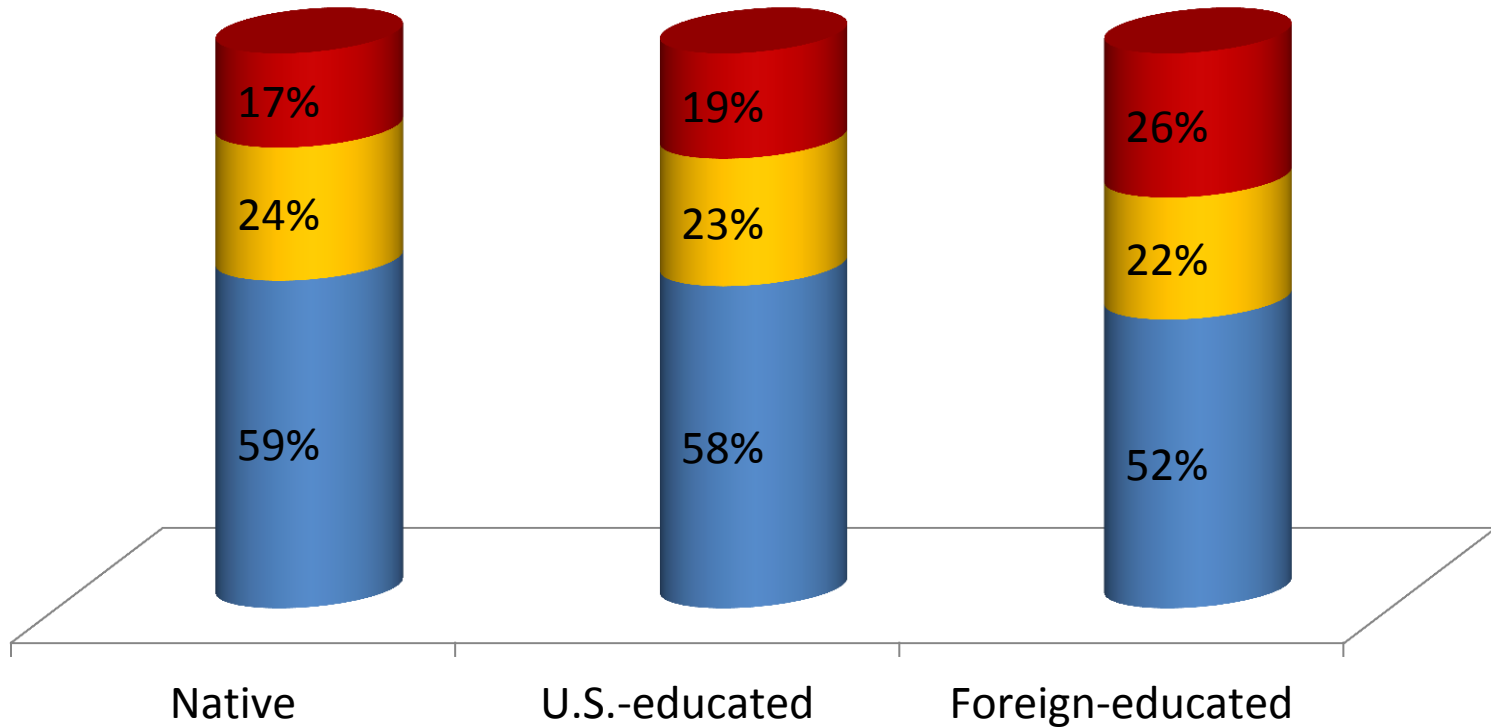
Additionally, **another 1.6 million** college-educated immigrants work in **medium-skilled jobs**

→ 3.2 million or 46% of college-educated immigrants work in jobs that do not require college education or are unemployed.



Foreign-Educated Immigrants Are Hit Harder

■ High skilled ■ Medium skilled ■ Low skilled/Unemployed



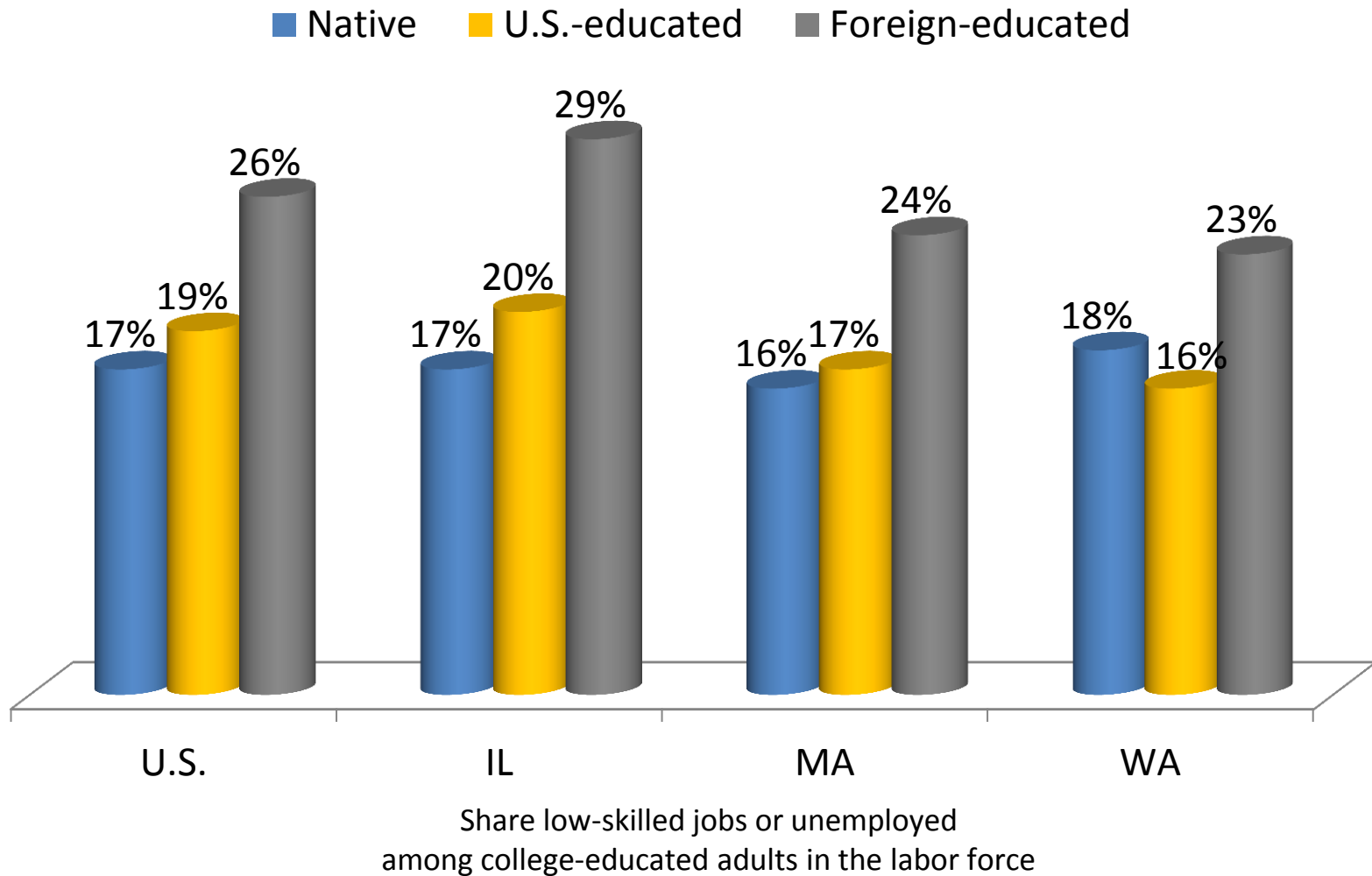
College-educated adults by job skill level

Notes: High-skilled jobs require at least a four-year bachelor's degree plus a substantial amount of work-related skills, knowledge, or experience; Medium-skilled jobs typically require that workers have trained in vocational schools, have related on-the-job experience, or hold an associate's degree; Low-skilled jobs require only moderate on-the-job training or less.

Source: Migration Policy Institute tabulations of 2010-2012 ACS.



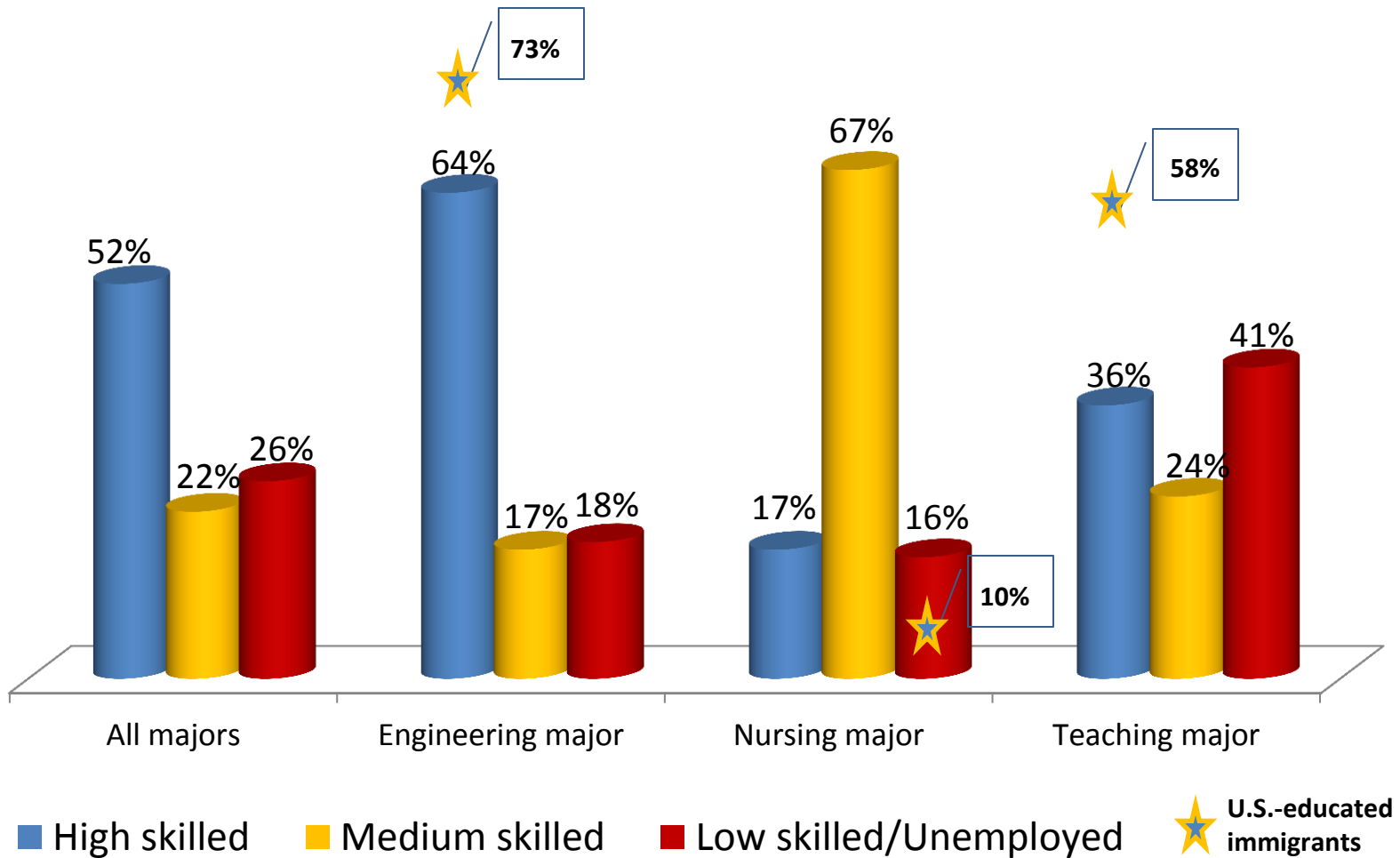
Foreign-Educated Immigrants Are Hit Harder in IL, MA, and WA



Source: Migration Policy Institute tabulations of 2010-2012 ACS.



Foreign-Educated Immigrants: Differences by Degree Major*



Note: Degree major information was asked only regarding respondents' Bachelor's degrees.
Source: Migration Policy Institute tabulations of 2010-2012 ACS.



Presenter



Fanny Lopez

Immigrant Integration Policy Fellow

Illinois Coalition for Immigrant and Refugee Rights (ICIRR)

At the Illinois Coalition for Immigrant and Refugee Rights (ICIRR), Ms. Lopez designs and directs research projects on existing immigration programs and new initiatives, both legislative and administrative, for the Illinois Immigrant Integration Institute (I-4). She has conducted a number of research projects to analyze how immigration policies affect our communities, including her undergraduate honors thesis on the reproductive health care experiences of undocumented Latinas in the Chicago metropolitan area. Ms. Lopez earned a Master in Public Policy from the University of Chicago's Harris School of Public Policy and a bachelor's degree with honors in Sociology from Dominican University.

BARRIERS TO PROFESSIONAL RELICENSING FOR FOREIGN- EDUCATED NURSES AND ENGINEERS IN ILLINOIS

Fanny Lopez

Immigrant Integration Policy Fellow



ICIRR

ILLINOIS COALITION
FOR IMMIGRANT AND
REFUGEE RIGHTS

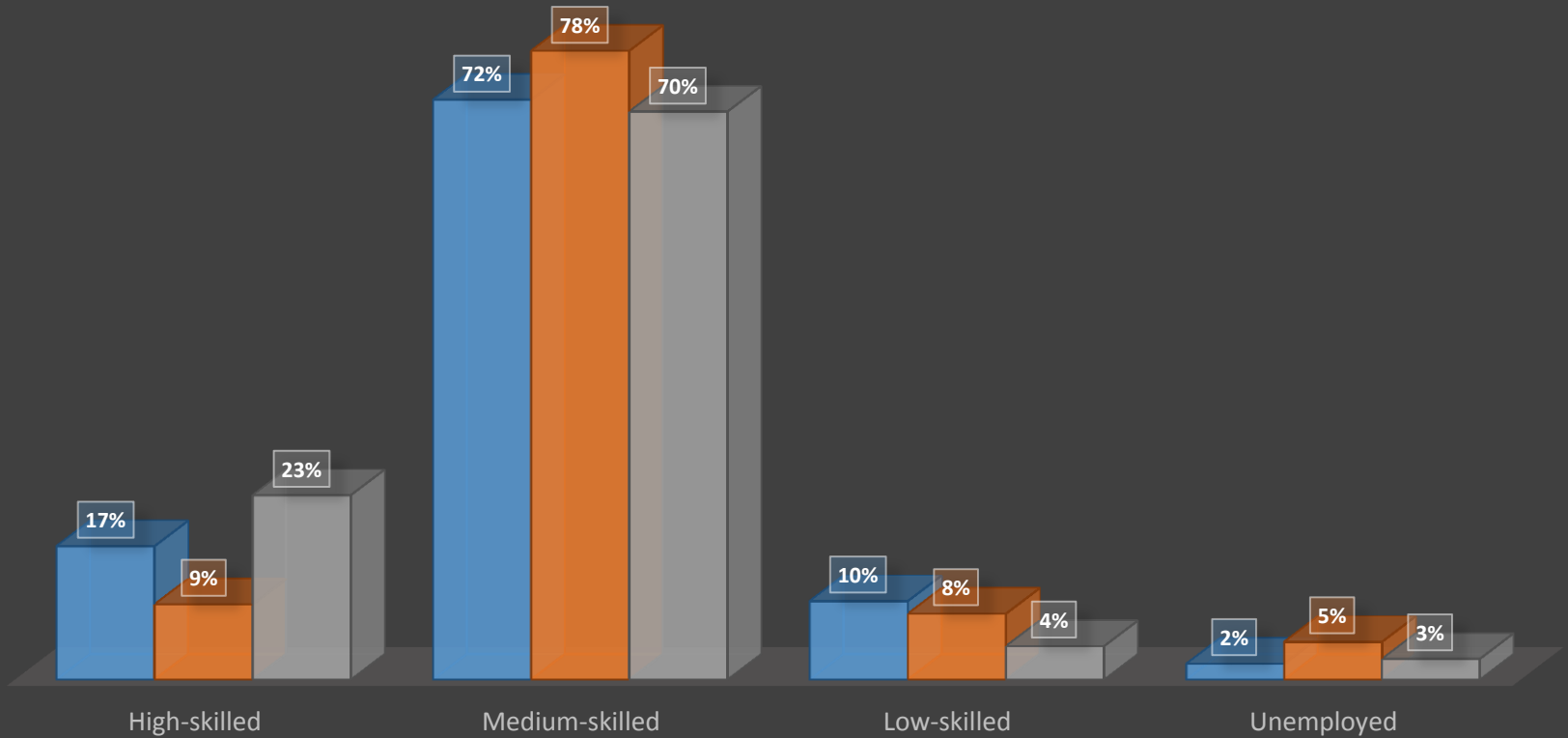
Part I. Foreign-Educated Nurses

The Need for Bilingual and Bicultural Nurses in Illinois

- Illinois is home to approximately 1.8 million immigrants, or 14% of the state's population
- More than 1.1 million Illinois residents are Limited English Proficient (LEP)
- Spanish is the most prevalent non-English language spoken in Illinois
- Only 1.7 percent of the Registered Nurses (RNs) in Illinois indicated being "Spanish, Hispanic, or Latino"

PERSONS IN ILLINOIS WITH A BACHELOR'S DEGREE IN NURSING BY JOB SKILL

■ Foreign-Educated Immigrants ■ U.S.-Educated Immigrants ■ U.S.-Born



Source: ICIRR and MPI Analysis of 2010-2012 ACS data.

Barriers to Professional Licensing

- Educational Requirements for professional licensing:
 - 14-year education requirement (soon to be reduced to 13 years)
- The Illinois professional licensing system is complex and difficult to navigate:
 - Unclear timeframes for how long English language test results (TOEFL or IELTS) and credential evaluation (CES) remain valid for the licensing exam application
 - Customer service representatives are unprepared to assist foreign-educated immigrant nurses

Recommendations

- ICIRR recommends that the Illinois Department of Financial and Professional Regulation (IDFPR) and the Illinois Board of Nursing:
 - Ensure that new 13-year education policy is accepted and fully implemented
 - Create Ombudsman position to serve as advocate and spokesperson for foreign-educated immigrant nurses.
 - Make their website more user friendly
 - Include resources available at Upwardly Global and the Chicago Bilingual Nurse Consortium
 - Train customer service representatives to improve cultural competency

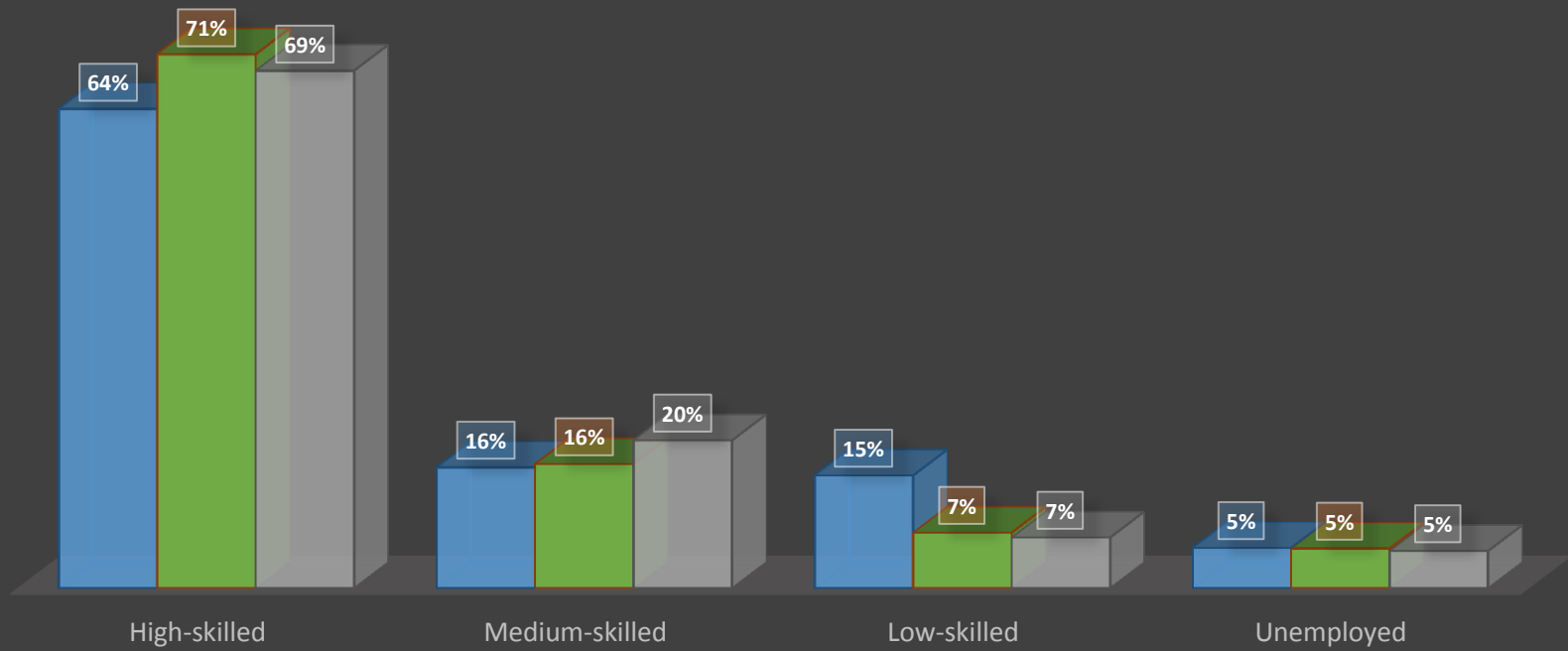
Part II. Foreign-Educated Engineers

The Need for Engineers in Illinois

- Illinois needs more engineers--particularly civil engineers--given that its transportation and water infrastructure is severely in need of upgrades and repairs
- By 2020, Engineering occupations in Illinois will grow by 8.9 percent and Civil Engineering will experience the largest change with an increase of 17 percent
- Talented foreign-educated immigrant engineers and their skills will be essential as demand grows due to an expected major push for rebuilding the infrastructure of Illinois

PERSONS WITH BACHELOR'S DEGREE IN ENGINEERING/ENGINEERING TECHNOLOGIES BY JOB SKILL

■ Foreign-Educated Immigrants ■ U.S.-Educated Immigrants ■ U.S.-Born



Source: ICIRR and MPI Analysis of 2010-2012 ACS data.

Barriers to Professional Licensing

- Lack of recognized professional experience
 - Unlikely that foreign-educated immigrant engineers worked under a U.S.-licensed engineer abroad
 - Unable to obtain proof of employment, especially for refugees and asylees
 - Unable to obtain employment in engineering because they need U.S. work experience to qualify for a job – chicken vs. egg problem

Recommendations

- ICIRR recommends the following:
 - The Illinois Department of Financial and Professional Regulation should adjust the Fundamentals of Engineering (FE) exam work experience prerequisites to increase access and retain professionals in Illinois
 - Diverse stakeholders, such as state agencies, the private sector, and non-profit organizations should collaborate to strategize and advocate for employer partnerships that could create internship opportunities for foreign-educated engineers seeking employment in the engineering field

THANK YOU!

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ICIRR

ILLINOIS COALITION
FOR IMMIGRANT AND
REFUGEE RIGHTS



Presenter



Roxana Norouzi

Education Policy Manager, OneAmerica

Ms. Norouzi has over 10 years of experience in advocacy and social justice work with immigrant and refugee populations. Currently, she provides guidance around education policy for OneAmerica, Washington State's largest immigrant rights organization, where she leads improvements in English language learner education for the Road Map Project—a collective action cradle to career initiative and works on immigrant integration policy at the local, state, and federal level.

She is the current board president of the Seattle Globalist, serves on the Children's Alliance Board of Directors, and in 2013 was appointed to the City of Seattle's Immigrant and Refugee Commission. She is fluent in Farsi (Persian) and her experience as a first generation American informs her passion and commitment to justice and immigrant rights.

Skills Pay Bills: How Immigrant Professionals Strengthen Washington State



Roxana Norouzi
Education Policy Manager



Washington's Workforce Needs

Currently, there are 25,000 unfilled jobs as a result of the skills gap.

Between 2008 and 2018, over 1 million jobs will become available both from new positions and vacancies due to retirement.

Nearly 67% of these jobs will require postsecondary education.

By 2018, 163,000 jobs in education and 165,000 jobs in healthcare will require some type of postsecondary degree.

Brain Waste in Washington

85,000, over half of college-educated immigrants, obtained their education abroad.

Among the foreign-born, 23% of those educated abroad are estimated to be in low-skilled jobs or unemployed.

Immigrants educated in the U.S. are more likely to be employed in high-skilled jobs than those with foreign credentials (58% vs 63%).

Immigrants represent 13% of WA's population, yet they account for 16% of the college-educated civilian labor force.

Foreign Educated Nurses in WA

2,800 foreign born,
foreign education
nurses in WA.

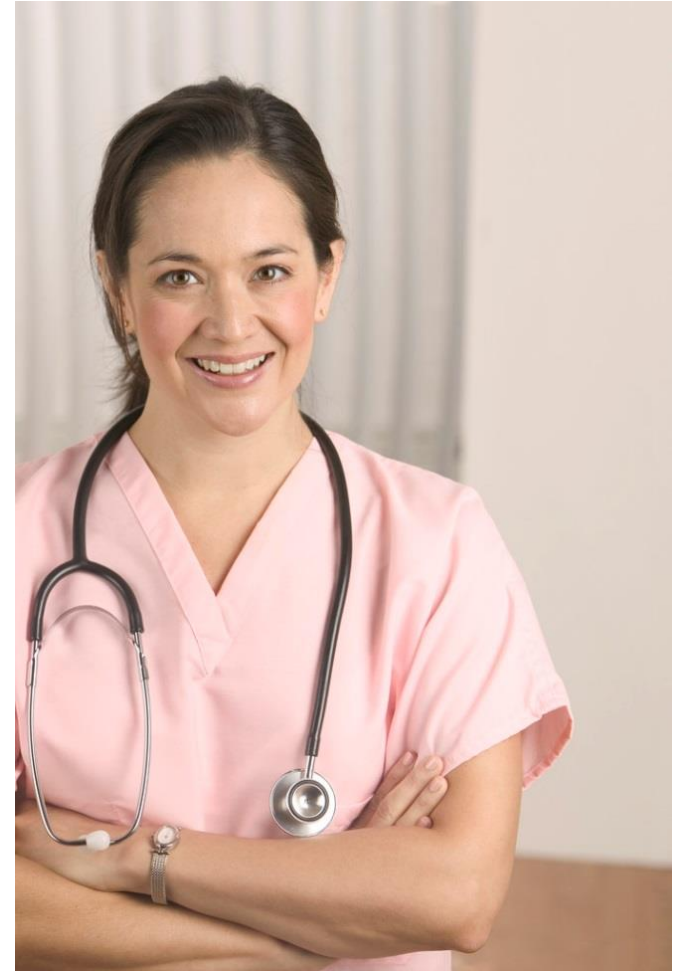
Foreign-educated
immigrants with a
nursing BA are four
times more likely to
have a low-skilled
job (18%) than their
U.S.-born
counterparts (4%).

Only 14% work in
high-skilled
positions
(compared to 22%
of native-born
college-graduates
with a nursing
degree).

Barriers to Entering Nursing Field

TOEFL requirement prevents many nurses who pass NCLEX from getting license

Lack of academic options for fulfilling missing coursework/ credits



Emphasis on Education Sector

Nearly half of English language learners (ELL) never make it to high school graduation



One-quarter of all students will be categorized as ELL by 2025

Why ?

OneAmerica's strategic relationships and advocacy/organizing around education.

Growing opportunity gap and commitment to improving outcomes.

Matching teachers with linguistic and cultural needs of student demographic.

Foreign Educated Teachers in WA



Foreign-educated teachers show greatest disparities of under-employment compared to nurses and engineers.

32% of foreign educated teachers have low-skilled jobs, making them almost three times more likely to be underemployed compared to US-born teachers.

69% of U.S.-born individuals with teaching degrees are employed in high-skilled jobs compared to only 34% of foreign-educated immigrants.

Barriers To Entering Teaching Profession



Transcript evaluation and degree/credential transfer

Conditional placements-keeping jobs while pursuing necessary gaps in skills/education

Addressing contextualized and professional level English support

Potential Pools



Para-educators and other classified staff in schools who have foreign degrees and want to teach in shortage areas (ELL & STEM).

Career changers or foreign born and educated individuals who want to move into teaching (engineers, doctors, nurses, accountants etc).

State Level Next Steps

State Para-
educator
Taskforce

Alternative
Route to
Teacher
Certification
for Career
Changers



Local Next Steps

Para-educator to Teacher Pipeline Pilot Project

- Local community colleges or teacher colleges to offer alternative routes to teacher certification for a cohort of bilingual para-educators with foreign degrees.

Education Based Welcome Back Center

- Highline Community College expansion & White Center network commitments

City of Seattle Office of Immigrant and Refugee Affairs

- City Welcome Back Center and higher level ESL classes

Thank You!

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Presenter



Jeffrey Gross

Director, New Americans Integration Institute
Massachusetts Immigrant and Refugee Advocacy
Coalition (MIRA)

Dr. Gross directs the New Americans Integration Institute, a recently launched MIRA initiative that works to strengthen social, civic and economic integration pathways for foreign born residents of Massachusetts.

Its current focus areas include: citizenship; immigrant entrepreneurship; workforce development policy; access to early education and care; access to higher education. Dr. Gross joined MIRA after a career that includes many years in academia and the high tech sector and extensive public policy research on workforce development and educational issues impacting Massachusetts' immigrant communities. He holds a PhD in medieval studies and linguistics from Harvard University, and a Master of Public Policy from the Heller School for Social Policy and Management at Brandeis University.

Creating a Massachusetts Pipeline for Immigrant Healthcare Professionals



Jeff Gross

Director, New Americans
Integration Institute

Massachusetts Immigrant and
Refugee Advocacy Coalition

MA Pipeline Project Goals

Strengthen state program and policy frameworks to improve recredentialing and career options for foreign-trained healthcare professionals in Massachusetts, to:

- Enhance economic integration of many “mal-employed” immigrant professionals
- Address gaps in primary care coverage in underserved areas
- Meet linguistic and cultural competency needs of increasingly diverse population

Context for State Action

- Healthcare is a dominant and growing sector of a skills-driven state economy
- A sector where immigrant professionals are already strongly represented
- Strong existing policy /program frameworks:
 - *Higher education initiatives*: Massachusetts Welcome Back Center (2005)
 - *State policy platforms*: The New Americans Agenda (2009)
 - *Career pathway programs*: Healthcare Workforce Partnership of Western MA (2010)
 - *Nonprofit initiatives*: MIRA's New Americans Integration Institute (2011)

Pipeline Project Components

- Labor Market Research
 - Quantitative and qualitative, community-based sources
- Resource Development
 - Online resources for professionals and stakeholders
- Stakeholder Training
 - Workshops for ESOL, workforce development providers, community colleges, and others
- Cross-sector Convening
 - Bringing together state, private sector, nonprofit, academic leaders and policy experts
- State-level Policy Advocacy
 - With executive agencies, professional/academic bodies

Challenges

- Balancing demands of multi-layered interdependent project agenda
- Leveraging evolving partner priorities
- Engaging diverse and unfamiliar stakeholder groups, esp. providers & professional bodies
- Building direct connections with immigrant professionals

Outcomes

Project created and built on cross-sector alliances that institutionalize awareness and drive system change:

- Labor market study and draft policy recommendations, with Boston City planning agency and community-based partners
- Web portal providing access to local and national resources on relicensing, educational options, training & research
- Regional stakeholder workshops held in collaboration with local/national nonprofits and public workforce bodies
- Symposium on high-skilled immigrant integration hosted with foundations, state agencies, academic institutions—featuring state-level initiatives and launching state task force
- State task force under executive agency leadership convened at Governor's request—driving input and buy-in from providers, educators, licensing boards, state agencies, community-based organizations, labor, and others

Ongoing Actions

- State task force will produce final report and recommendations in Fall 2014, focusing on:
 - More detailed/accessible professional relicensure information on licensing board and career center websites
 - Streamlined educational pathways
 - Immigrant assistance loan fund on NYC model
 - Expand Welcome Back Center to other professions, regions
 - “Immigrant professional integration” role at executive level
- MIRA is working with community-based and public sector partners to expand direct outreach to immigrant professionals
- MIRA is engaging with leading candidates in the MA Governor’s race to ensure commitment to these efforts under a new administration

Thank you!

Jeff Gross

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Question and Answer Session

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Thank You For Joining Us!

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