



2023 STATE POLICY REVIEW:

Strengthening Workforces Through
Immigrant and Refugee Inclusion





Letter from Our Senior Director of U.S. Policy

In the last few years, states and local communities have led the way in welcoming and integrating immigrants and refugees, ensuring safety, security, and opportunity for our newest Americans and developing policies and programs that deliver mutual benefit to the communities that welcome them. This vital work has prepared the way for the crossroads at which we now find ourselves.

There are more forcibly displaced individuals and families today than at any other point in history, as political instability, identity-based violence, economic devastation, and climate change threaten the lives of people in countries as diverse as Sudan, Ukraine, and Venezuela. At the same time, the number of people living in places like India and sub-Saharan Africa soars, and opportunity becomes harder to find. **People are on the move, eager to build better futures for themselves and their families.**

Yet here in the U.S., cities like Detroit and states like Maine face depopulation and an aging workforce. Major employers and small businesses from Denver to New York clamor for workers. Our nation's economy has long been powered by immigrants: More than 40 percent of Fortune 500 companies were started by an immigrant or the children of immigrants, and waves of previous immigration patterns brought necessary workers to key American industries – mining, transportation, and agriculture, as examples. **Yet for many newcomers, finding opportunity and family-sustaining wages is hard. Often, international education and experience go unrecognized, and newcomers struggle to access services and supports that could help.**

Here at WES, in the midst of growing global challenges, we focus on building opportunity. With partners, we work to support economic inclusion. We focus on breaking down barriers that keep newcomers from fully contributing to the communities that welcome them. In the attached report, you will find examples of how we work with states to create policies of inclusion.

We're proud of the progress made in 2023, but we know that there is much work left to be done. In 2024, we remain committed to working alongside our partners to foster welcoming and inclusive communities. We hope that the report helps to acknowledge the hard work that so many states and local communities lead, and that the examples it features – along with our regularly updated U.S. Policy Map – help to inform and catalyze new efforts by policymakers across the nation.

In partnership,

A handwritten signature in blue ink, appearing to read 'Kit Taintor', with a long horizontal stroke extending to the right.

Kit Taintor
Senior Director, U.S. Policy
World Education Services

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THE CURRENT LANDSCAPE OF ECONOMIC INCLUSION

Workforce shortages are deepening across the United States, impacting every industry including essential sectors like education and health care. The U.S. will face a shortage of 37,800 to 124,000 physicians by 2034, and **more than one-fifth of all nurses** in 2020 planned to retire over the following five years. Nursing program enrollment — comprising primarily U.S.-born and -educated talent — is insufficient to offset those losses. Critical staffing gaps affect schools, hospitals, nursing homes, and other key institutions; many businesses and entities face shortages in multiple areas.

Immigrants and people who have experienced forced displacement — many of whom already have education, experience, and credentials from other countries — often arrive in the U.S. with skills and training in in-demand fields. Yet systemic barriers prevent these qualified workers from contributing fully to the workforce. Such barriers to economic mobility include:

- Limited recognition of credentials earned in other countries
- Onerous or unnecessarily restrictive licensure requirements
- Costs associated with licensure
- Accessibility of career resources and services, including guidance on state licensure processes
- Cost of education

Targeted state policy reforms can help lower these barriers and ensure pathways to good quality jobs and education. This report will review examples of state-level policy reforms enacted in 2023 that have advanced more equitable educational and workforce opportunities. It will also outline inclusive measures that state policymakers can promote during 2024 state legislative sessions and beyond.



Skill underutilization has consequences for our nation's economic vitality: According to the Migration Policy Institute, underemployment results in approximately **\$40 billion in forgone wages and \$10 billion in unrealized taxes annually.**



Systemic barriers to licensure prevent many competent and qualified immigrants and refugees from practicing their careers in the U.S. Many of these barriers are unnecessarily burdensome and restrictive, presenting obstacles that bring no meaningful benefit to the public, and can be reduced or removed without compromising standards of practice. Mitigating measures can take the form of policies that lower specific barriers or policies that create alternative pathways to licensure.

2023 STATE POLICY REFORMS

In the face of ongoing and growing need, state policymakers have increasingly recognized the essential role of immigrant and refugee workers and have passed measures that promote workforce equity and inclusion.

In 2023, policy reforms in the 15 states discussed in this report have:

- Established commissions or committees to study barriers to workforce inclusion and recommend next steps
- Created new state offices to centralize and coordinate policies and programming related to New Americans
- Expanded equitable access to higher education for refugees and individuals who have experienced forced migration

These reforms offer promising models for other states seeking to promote inclusive workforces and communities.



To effectively advocate change at the state level, World Education Services (WES) works with a broad network of partners and coalitions. **IMPRINT** is a national coalition of service providers, advocates, and educational institutions across the U.S. that are committed to advancing public policies and programs that ensure equitable access to opportunity for immigrants and those who have experienced forced migration. Many of the state-level advances highlighted in this report were driven by IMPRINT Coalition members and can be found on the [WES U.S. Policy Tracker](#).

States That Enacted Immigrant and Refugee Inclusion Policies in 2023



Expanding Access to Occupational Licensure
AL, DE, ID, IL, MD, ME, MI, TN, UT, VA, WA



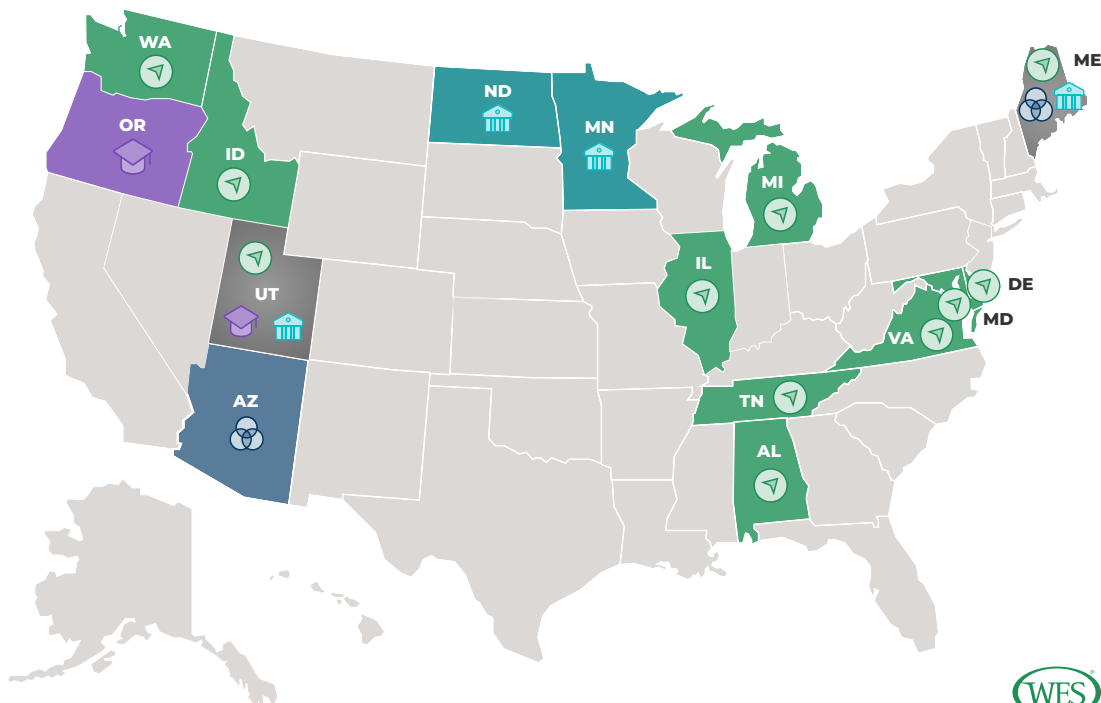
Establishing Pathways to Workforce Inclusion
AZ, ME



Establishing State Offices of New Americans:
ME, MN, ND, UT



Expanding Higher Education Access to Forcibly Displaced Individuals
OR, UT



EXPANDING ACCESS TO OCCUPATIONAL LICENSURE

In 2023, the following states passed legislation and implemented policies to increase recognition of international credentials and expand access to occupational licensure, bolstering their workforce capacity while maintaining the highest occupational standards for public well-being.

Three states passed legislation regarding limited or provisional licensure pathways for international medical graduates (IMGs); two include pathways to full licensure.

IDAHO:

- **SB 1094** requires the medical board to permit temporary registration of eligible IMGs who are “forcibly displaced persons,” provided they agree to practice in a physician shortage area and meet additional requirements.

ILLINOIS:

- **SB 1298** allows for the establishment of rules that will create a limited license with supervision for IMGs. The rules are also required to include a permanent pathway to full licensure.

TENNESSEE:

- **SB 1451** creates a temporary medical license for IMGs with a pathway to full licensure.

Two states passed legislation allowing for the professional licensure of individuals who hold equivalent credentials from other countries.

MICHIGAN:

- **SB 161** addresses critical teacher shortages in Michigan by allowing the superintendent of public instruction to issue a teaching certificate to eligible immigrants and refugees who hold teaching credentials from another country.
- **SB 162** permits eligible immigrants and refugees who hold a school counselor license from another country to receive a license to practice their profession in Michigan.

UTAH:

- **SB 35** allows certain state agencies, including those that oversee education, agriculture, health and human services, transportation, and environmental quality, to issue licenses and certificates by endorsement to eligible internationally educated and trained workers.

Five states passed legislation reducing licensing obstacles and barriers to practice across a range of professions.

DELAWARE:

- **SS 1** states that any resident is eligible to apply for occupational licensure regardless of immigration status or possession of a Social Security number.

ILLINOIS:

- **HB 2948** creates the Office of the Ombudsman for International Applicants, with a full-time licensing liaison to help internationally trained applicants navigate the education requirements for licensure. The liaison will provide information and answer applicants' questions as well as provide resources and information to organizations assisting internationally trained immigrants and refugees applying for licensure.

MAINE:

- **LD 1169** converts the Foreign Credentialing and Skills Recognition Revolving Loan Program to a grant program, eliminating the requirement for recipients to repay funds. It also increases the maximum amount of funding that an individual may receive. The **program** remains otherwise unchanged, providing financial assistance to eligible immigrants to help cover qualifying career readiness expenses, such as credential evaluation, translation, or exam fees.

MARYLAND:

- **HB 454** and **SB 187** remove proof of immigration status, a Social Security number, or an individual taxpayer identification number as a requirement for licensure from a health occupations board.

MICHIGAN:

- **HB 5783** appropriated \$5 million in funding for an eligible non-profit organization focused on immigrant inclusion. The funds are to be used to establish workforce development programs, including outreach, training and education, job placement, and licensing and credentialing.

Two states passed legislation focused on reducing barriers to licensure for IMGs.

ALABAMA:

- **SB 155** reduces the duration of medical residency required for IMG licensure from three years to two, bringing IMG residency requirements closer to parity with U.S. medical graduates in the state.

WASHINGTON:

- **SB 5394** eliminates a barrier to practice affecting IMGs working under limited licenses in Washington state. The amendment removes an onerous insurance requirement for physicians supervising IMGs under a practice agreement. This reduces the financial burden of entering into such practice agreements for supervising physicians, although they remain responsible for the medical actions of any IMGs under their supervision.

Two states reduced barriers to licensure affecting internationally trained nurses.

MARYLAND:

- Administrative **rule changes** approved additional English-language proficiency exam options for nursing licensure, giving nursing license applicants greater choice about how to demonstrate their English-language skills.

VIRGINIA:

- HB 2211** addresses Virginia’s critical nursing shortage by making licensing more accessible for immigrant and refugee nurses. See State Highlight below.

State Highlight: Virginia

According to the American Immigration Council, **registered nurses were the most in-demand health care career in Virginia from 2017 to 2021**. During that time, health care job openings in the state requiring bilingual skills increased nearly 40 percent. Furthermore, the Virginia Employment Commission predicts that by 2028 **the state’s nursing shortages will reach nearly 10,000 workers** — 7,746 registered nurses and 2,550 licensed practical nurses.

HB 2211 addresses Virginia’s nursing workforce shortage by making licensing more accessible for immigrant and refugee nurses. The new law eliminates the requirement that internationally educated nurses must take the Commission on Graduates of Foreign Nursing Schools (GCFNS) nursing licensure examination. It also stipulates that internationally educated nurses seeking licensure in Virginia will be allowed to choose from multiple options for fulfilling the English language proficiency exam and credential evaluation requirements.

Virginia Delegate Kathy Tran, the primary sponsor of HB 2211 and a longtime WES partner, recognizes that internationally trained nurses offer in-demand skills, multilingual abilities, and cultural competence that can help address critical workforce gaps and ensure a more diverse and responsive health workforce. With Tran’s leadership, HB2211 unanimously passed through the state’s House of Delegates and Senate before being signed into law in March 2023.

Church World Service (CWS), a national advocacy organization and IMPRINT Coalition member, was also **instrumental in the development and passage of Virginia’s legislation**. “Virginia is home to many refugees and immigrants with health care-related credentials that are urgently needed in the Commonwealth, yet systemic barriers to licensure often prevent them from fully utilizing their education and skills,” said Nuha E. Muntasser, policy and advocacy coordinator for CWS. “HB 2211 is vital for ensuring more equitable career pathways for internationally trained nurses and marks progress toward fair economic mobility. This new law will benefit all Virginians by promoting a talented, qualified, and diverse workforce to help address Virginia’s health care provider shortages.”

PATHWAYS TO WORKFORCE INCLUSION

Two states passed legislation commissioning studies to identify and mitigate the barriers impeding the workforce inclusion of immigrants and refugees.

ARIZONA:

- **SB 1563** created a bipartisan, joint legislative study committee to identify ways to increase workforce access for immigrants and refugees in the state. The New American Talent Study Committee will examine barriers to workforce entry as well as best practices to create an inclusive workforce.

MAINE:

- **LD 937** established the Commission Regarding Foreign-Trained Physicians Living in Maine. See State Highlight below.



State Highlight: Maine

As of December 2022, Maine had **82** geographic areas, population groups, and facilities that were federally designated as primary care Health Professional Shortage Areas. At the same time, Maine is home to nearly 50,000 immigrants, **according to data** from IMPRINT Coalition member American Immigration Council.

Immigrants make up less than 3 percent of Maine’s population. And yet, between 2015 and 2019, immigrants accounted for approximately 16 percent of the state’s physician workforce. Recognizing that Maine is home to even more IMGs who have not yet been able to obtain re-licensure, Maine passed LD 937 in 2023, establishing the Commission Regarding Foreign-Trained Physicians Living in Maine.

In an online forum, “Fulfilling Potential: Foreign-Trained Physicians A Pathway Forward for Maine,” Maine Representative Kristen Cloutier, the bill’s primary sponsor, stated that the goals of the commission were “to explore a wide range of options for how to best utilize the unique skills, training, and talents of foreign-trained physicians who wish to live and practice in Maine; to increase the health care workforce cultural competency; and to address our workforce shortages.”

Other partners who pushed for the bill included Maine Immigrants’ Rights Coalition. Calling for passage, the coalition’s executive director Mufalo Chitam noted the need for a collaborative approach to driving progress. “Immigrants come to Maine believing in themselves and their abilities and skills,” she said. “Let us work together from a place of respect and mutual appreciation of those skills and abilities regardless of where they come from.”

The Commission ultimately released a report featuring recommendations to expand IMGs’ pathways to practice in Maine. Commission members note that the recommendations are just the first step in an ongoing process. “The Commission is an important development toward creating meaningful career pathways for foreign-trained physicians and a more inclusive economy, but it will take continued and persistent advocacy to make consequential change in Maine,” said Sally Sutton, a policy specialist at NMRC.

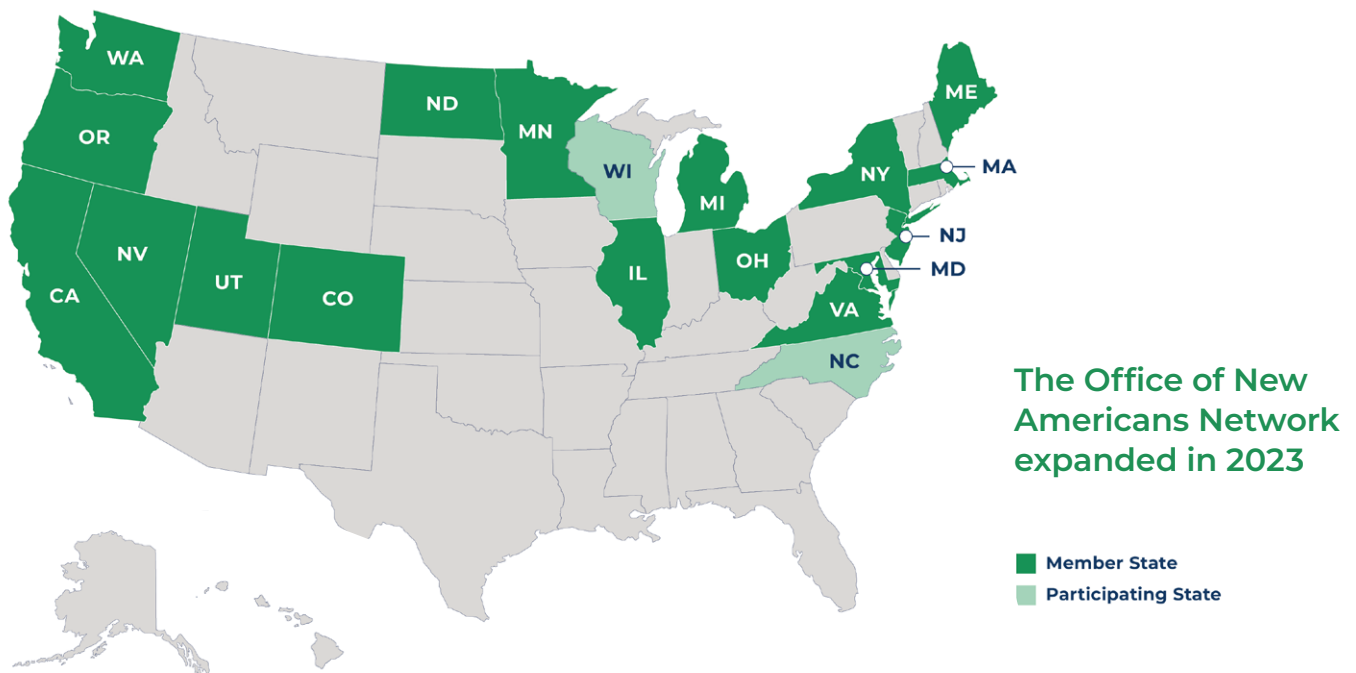


ESTABLISHING STATE OFFICES OF NEW AMERICANS

While immigrants and refugees contribute valuable education and experience to local workforces, many states lack an effective way to foster state-level, cross-sector immigrant and refugee inclusion initiatives. State offices can serve as a central hub to facilitate the coordination of services, outreach to service providers, and development of policies aimed at promoting social, cultural, and economic inclusion.


Together with the American Immigration Council, WES hosts a growing Office of New Americans (ONA) State Network to support the work of existing ONAs and immigration policy staff in 19 states across the country. The ONA state network provides state policy leaders an opportunity to come together to share best practices in immigrant integration and act as a critical anchor to help immigrants fully integrate into their new communities. In addition to supporting the work of existing state offices and immigration policy staff, the ONA state network extends peer-to-peer mentoring, coaching, and research to officials from other states exploring the possibility of establishing a state-level Office of New Americans, a task force, or a dedicated staff position on immigrant integration issues.

In 2023, WES worked directly with advocates and policymakers in several states to support the development of plans for ONAs. Four states joined the ONA Network after passing consequential policy reforms.




New Members of the ONA network include Maine, Minnesota, Utah, and North Dakota.


MAINE:

-  Maine Governor Janet Mills signed an [executive order](#) directing the Governor's Office of Policy Innovation and the Future (GOPIF) to write a plan by January 2024 for the creation of an ONA. The order requested that GOPIF work in collaboration with a variety of stakeholders, including state agencies, local governments, educational institutions, non-profit organizations, employers, and immigrant communities themselves, to develop an ONA that will promote economic inclusion of immigrants and refugees and help address Maine's workforce shortages.


MINNESOTA:

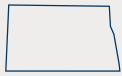
-  [SF 3035](#) established an ONA to implement programs, provide policy recommendations, and establish a strategy to advance the economic mobility and inclusion of immigrants and refugees. The legislation calls for the ONA to improve immigrant and refugee access to resources and services and establishes an Interdepartmental Coordinating Council on Immigrant and Refugee Affairs to foster collaboration between the ONA and state agencies, departments, and ethnic councils.

UTAH:

-  [SB 153](#) modified the former Utah Immigration Assistance Center to create the Utah Center for Immigration and Integration with newly defined roles within the Governor's Office of Economic Opportunity. The center is tasked with collaborating with agencies across the state to establish programs, policies, and partnerships to promote workforce opportunities for immigrants and refugees. In addition, the legislation requires that the center create a task force to review policies related to immigrant and refugee inclusion in Utah and make recommendations on how to improve them.

NORTH DAKOTA:

-  [SB 2142](#): In North Dakota, the enactment of [SB 2142](#) established an office of immigration within the state's Department of Commerce to support economic integration of the [more than 36,800 immigrants and refugees](#) who live in the state. See State Highlight: North Dakota on the following page.



State Highlight: North Dakota

Almost 5 percent of North Dakota’s residents — and nearly 7 percent of the state’s workers — are immigrants or refugees. 8,200 of North Dakota’s immigrants and refugees hold a bachelor’s degree or higher, yet nearly 25 percent of these individuals are underemployed or unemployed.

At the same time, **severe workforce shortages** are impacting North Dakota’s economic growth. The state has more than **13,000 vacant job positions**, according to Job Service North Dakota, an agency tasked with providing services for employers, workers, and job seekers. Yet for every 100 of these job openings, **there are only 30 available workers**.

In North Dakota, the enactment of **SB 2142** established an Office of Immigration within the state’s Department of Commerce to support economic integration of the more than **36,800 immigrants and refugees** who live in the state.

The new statewide Office of Immigration will seek to address labor shortages by promoting economic opportunities for immigrants and refugees in order to attract and retain global talent. SB 2142 requires that the office establish a pilot program to support businesses and communities in recruiting, employing, and integrating immigrants and refugees. The office will also work with state agencies to develop programs that provide essential workforce services and will make recommendations to the government on how best to promote inclusion.

“North Dakota is committed to pursuing a comprehensive strategy to address our state’s workforce challenges,” said Janna Pastir, deputy director of the state Commerce Department’s Workforce Development Division. “This office will serve as a liaison between state agencies, the governor’s office, and the legislative body in order to advance the economic inclusion of immigrants and refugees. We are committed to finding ways to best support global talent, employers, and communities in North Dakota.”

The office is starting by conducting independent research to inform the development of a statewide strategy to welcome immigrants and refugees to North Dakota, as well as learning from similar offices in other states through the ONA Network.

EXPANDING HIGHER EDUCATION ACCESS TO FORCIBLY DISPLACED INDIVIDUALS

NOTE: Most of this report discusses legislation or regulatory reforms that passed in 2023. However, such wins often come about after incremental progress that begins with one or two legislators or state leaders recognizing a need and promoting it over the course of several legislative sessions. To illustrate that progression, this section will also include legislation that has not yet passed, but that shows an increasing number of policymakers recognizing the need to ensure that the expanding population of forcibly displaced people in the U.S. have ready pathways to higher education.


Worldwide, refugees are disproportionately underrepresented in post-secondary education, with access currently available to only 7 percent of the world's refugees. While this is a notable increase from 1 percent in 2019, it is still substantially below the global average of **40 percent post-secondary education enrollment for non-refugees**. Current refugee enrollment in higher education is also a long way from UNHCR's **15by30 target**, the agency's goal of achieving 15 percent enrollment of refugee learners in higher education by 2030. While other categories of displaced people are not numerically tracked in the same way, they do generally face **similar challenges**.

There is no comprehensive, publicly available data on the **numbers of refugees** or other displaced people enrolled in post-secondary education in the U.S.; but as of 2022, there were **363,059 refugees and 1,798,792 asylum seekers** in the U.S. These individuals **face unique barriers to accessing post-secondary education**, such as lack of funds because of long wait times for work authorization, time limitations on temporary immigration statuses, and ineligibility for residency status. State policy solutions can help address the urgent need for these populations to have equitable access to higher education. Prior to 2023, legislation allowing eligible refugee and forcibly displaced students to access in-state tuition rates passed in the following states: **California, Colorado, Iowa, Maine, Minnesota, Nevada, New York, Ohio, Oregon, Vermont, Virginia, Washington,** and **Wisconsin**.


In 2023, several states considered legislation to expand in-state tuition rates to refugees and other forcibly displaced individuals. Focus on this issue is especially important given that some of the most critical workforce shortages in the U.S., such as those in **teaching, engineering,** and the **health care sector**, are in professions that require a post-secondary degree. Equitable access to higher education for immigrants and refugees can help alleviate these workforce shortages. Even for those who already hold degrees from other countries, pursuing additional education in the U.S. can be crucial to ensuring inclusion in the workforce. Indeed, although internationally educated immigrants and refugees experience **higher levels of underemployment** than those educated in the U.S., **completing additional U.S.-based education** has been shown to significantly boost their career success across several metrics.

In 2023, two states — Oregon and Utah — enacted legislation to expand in-state tuition rates to refugees and other forcibly displaced individuals.

OREGON:

-  **SB 272** extends in-state tuition rates to undergraduate and graduate students at the Oregon Health and Science University. The bill expands on an **existing law** in Oregon, which already made certain individuals — including refugees, special immigrant visa (SIV) holders, and individuals granted humanitarian parole, asylum, conditional permanent residency, or temporary protected status (TPS) — eligible for in-state tuition rates.

UTAH:

-  **HB 102** expands on existing provisions granting permanent residents access to in-state tuition. See State Highlight: Utah below.

Three other states considered legislation to expand in-state tuition rates to refugees and other forcibly displaced individuals.

GEORGIA:

In its 2023 legislative session, Georgia’s legislature reintroduced a bill that would have extended in-state tuition rates to refugees and SIV holders and humanitarian parolees effective immediately upon resettlement in the state. While this bill did not pass, its reintroduction demonstrates commitment and momentum to increase access to higher education for forcibly displaced individuals.

KANSAS AND MAINE:

The Kansas legislature introduced a bill that would have extended in-state tuition rates to refugees and SIV holders. Maine considered a proposal that would have extended existing provisions for in-state tuition rates to eligible refugees, asylees, and asylum seekers at the University of Maine System, the Maine Community College System, and the Maine Maritime Academy.



State Highlight: Utah

The efforts to enact HB 102 into law started in 2022 when a similar version of a tuition reform bill was introduced but did not pass. In May of 2023, Governor Cox signed into law HB 102, marking the signing of the most inclusive in-state tuition legislation in the U.S. to date. HB 102 expands existing provisions granting permanent residents access to in-state tuition. It amends the law to also include people who hold special immigrant visas, individuals who have applied for permanent resident status, and individuals who have been granted or applied for refugee status, asylum, humanitarian parole, or temporary protected status (TPS).

The enactment of HB 102 is a true testament to the power of coalition. Several organizations, including IMPRINT Coalition members International Rescue Committee, Refugee Advocacy Lab, and One Refugee, played a leading role in advocating the passage of HB 102.

Raymon Burton, executive director of One Refugee was a key advocate of the expansion of the bill language to include humanitarian parolees, TPS holders, and asylum seekers. “Now that HB 102 has passed, its impact is already being felt in Utah, where One Refugee has been able to enroll 29 students in college who are currently in the asylum process or have received humanitarian parole or temporary protected status,” said Burton. “In addition to accessing a college education, this law also means that these students now qualify for One Refugee services so that we can support them through their bachelor’s degree.”

“Reducing barriers to higher education for students who have experienced forced displacement is a key priority for the Lab,” said Kate Brick, director of the Refugee Advocacy Lab. “Part of what made this year’s efforts successful, from the passage of landmark legislation in Utah, to unprecedented bipartisan support in Georgia for bills that provide in-state tuition to refugees, special immigrant visas, and all humanitarian parolees and efforts to reduce barriers to the workforce, is the fact that people who will be directly impacted by the new legislation are front and center. There is more work to do — including getting Georgia’s legislation across the finish line next year — and essential to those efforts will be continuing to ensure that students themselves are at the table to powerfully articulate why reducing these barriers is so critical to their lives, their academic journeys, and their futures.”

MODEL POLICIES THAT OFFER A WAY FORWARD IN 2024

As 2024 state legislative sessions begin in the U.S., policymakers have an opportunity to address employment gaps by further advancing workforce equity. Policies that eliminate systemic barriers to economic and career mobility for immigrants and refugees are vital to addressing deepening labor shortages and harnessing the talent of the nation's newcomers, and contributing to our collective prosperity. WES urges states to prioritize the development of accessible academic, career, and professional pathways for these populations, including those that arrive as international students and those that arrive as a consequence of persecution, violence, and instability in their home countries. The following state policy reforms from 2023 provide a roadmap for other states seeking to build robust workforces through immigrant and refugee inclusion:

- Amend state occupational licensing laws to allow for recognition of international credentials
- Reduce logistical and financial barriers to licensure
- Establish state ONAs to improve coordination and efficiency of program planning and service delivery, and to advance more inclusive policies and programs
- Promote tuition equity by expanding access to in-state tuition and financial assistance to refugees and displaced students

The policy reforms and advocacy efforts reviewed in this report can serve as models for lawmakers and advocates in states across the U.S. WES calls on all states to enact policy reforms advancing immigrant and refugee economic and career mobility as part of their policy strategies for mitigating workforce shortages and reinvigorating local economies.

ABOUT WES

World Education Services is a non-profit social enterprise that supports the educational, economic, and social inclusion of immigrants, refugees, and international students. For 50 years, WES has set the standard for international academic credential evaluation, supporting millions of people as they seek to achieve their academic and professional goals. Through decades of experience as a leader in global education, WES has developed a wide range of tools to pursue social impact at scale. From evaluating academic credentials to shaping policy, designing programs, and providing philanthropic funding, we partner with a diverse set of organizations, leaders, and networks to uplift individuals and drive systems change. Together with its partners, WES enables people to learn, work, and thrive in new places.

For more information on our policy advocacy work, including relevant developments from across the field, and highlights of programs, policies, and practices, please [contact us](#).

