

Community Choices

Public Policy Education Program

Module Six

Migration's Impact on the Community's Human Resources

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Module

Migration's Impact on the Community's Human Resources

Objectives

After completing the workshop, participants will be able to do the following:

- ◆ Understand migration trends in terms of quantity and quality;
- ◆ Compare migration trends across metro and nonmetro areas of the U.S. and by region;
- ◆ Examine migration trends in the South;
- ◆ Understand factors affecting migration decisions;
- ◆ Identify policy options regarding migration patterns.

Preparation

- ◆ Read all the materials in the module. Become familiar with the comments of the overview paper and overhead masters.
- ◆ Collect data for your state, county, or community to complement those already included in the module for use in your presentation and in the activities. Use the overview paper, overhead masters, and datasheets as a guide to identify the items of information that you might obtain. Including locality-specific data will increase interest and involvement by participants.
- ◆ Make sure that the proper equipment (for example, an overhead projector) and materials are ready for the workshop.

Procedures and Timeline

- ◆ Introduce topic using transparencies of the module's purpose and introduction (about 5 minutes).
- ◆ Conduct activity #1. The activity explores who moves into and out of cities and how that affects human resources (25-30 minutes).
- ◆ Using Power Point, discuss how participants can assess local migration patterns in greater detail and with precision; refer to overview paper. Make the point that assessing local migration patterns is like collecting clues to solve a murder mystery.
- ◆ Introduce migration terminology and discuss national and state migration trends using Power Point. Ask, "What are we talking about when we say migration?" Make the point that knowing information about national and state trends is important for developing a better understanding of local migration. Involve participants by asking them to define various terms and to interpret information from graphs of migration trends.
- ◆ Using transparencies, discuss why people move. Make the point that people move for both economic and quality of life reasons. Refer to background readings for added detail.
- ◆ Discuss the consequences for human resources in the light of certain migration patterns. Make the point that immigration of older persons can have both positive and negative effects on human resources and the quality of life in a community. Also note that the impact of a brain drain is limited in the short term but negative over the long term.
- ◆ Conduct activity #2 using the worksheet. The activity asks participants to examine their community's migration trends and changes in human resources, and then to brainstorm about policy options that can influence migration in and out of participants' communities (30 minutes).



Materials Needed

- ◆ Microsoft Power Point.
- ◆ Copies of Migration's Impact on the Community's Human Resources module.
- ◆ Copies of Activity # 1 and Activity #2 sheets.

Going Further... Things for Participants to Do

- ◆ Develop a draft factsheet of state and local migration trends and associated changes in human resources. Then refine, publish, and distribute the migration factsheet to leaders and interested citizens in the community.
- ◆ Organize and conduct town meetings to discuss the impact of migration on the community and what can be done to reduce negative impacts and increase positive impacts.
- ◆ Learn more about how state and federal policies, such as those relating to education, economic development, and other areas, affect migration patterns.

Migration's Impact on the Community's Human Resources

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Introduction

If there is a constant in the life of American communities, it is that people move into and out of them. Some communities grow, some lose population, and some remain the same size, except that the faces change. This movement of people in and out of a community can change both the size and quality of the human resource base of that community. People who move carry their schooling, skills, and experience with them from their former community to their new place of residence. What this means for any particular community depends on who is moving in and out.

This module examines recent patterns of migration to provide a better understanding of how migration has influenced the human resource base of communities. In addition, this module helps participants identify some (but certainly not all) of the policy options that can influence the effects of migration on a community's human resources.

A Starting Point: Defining Migration


Migration refers to the movement of people (with regard to their usual place of residence) into and out of a geographic area. The area may be a town, city, county, state, or nation. Comparison of people moving in and out is often made between two types of counties: metropolitan and non-metropolitan^a(metro and nonmetro, respectively).

Inmigration is the flow of people into an area, while outmigration is the flow of people out of an area. Net migration refers to the number of people who move in minus the number who move out. Net migration is positive when immigrants outnumber outmigrants. Conversely, net migration is negative when immigrants are fewer than outmigrants.

So far we have only talked about how many people are moving in or out (the quantity), but we also want to know what kind of people are moving. The characteristics (or quality) of people who move are, in many ways, more important than the number of people who move. Indicators of the quality of migrants include educational attainment (years of schooling, degrees, and certification), labor force status, employment status, occupational category (for example, white collar workers), income, and poverty status [6].

Knowing the educational attainment, employment status, and income of people who move can tell us whether a community's human resource base

“Knowing the educational attainment, employment status, and income of people who move can tell us whether a community's human resource base is being strengthened or weakened.”



is being strengthened or weakened. If many people who are highly educated or employed as professionals move out of a community, this drains human resources that are available to fuel the local economy and run the local government. On the other hand, if people who are well educated or hold white collar jobs move into a community, the human resource base is enhanced.

Migration Patterns

America is a land of movers. People move from city to city, small town to small town, and to and from cities and small towns. During the last 50 years, the dominant migration trend has been the net outmigration of people from nonmetro counties (small towns and the rural countryside) to metro counties (cities and suburbs). This outmigration, which has included many of the youngest and most highly educated, has been due, in no small part, to the lack of quality rural jobs and better opportunities in larger urban areas [6].

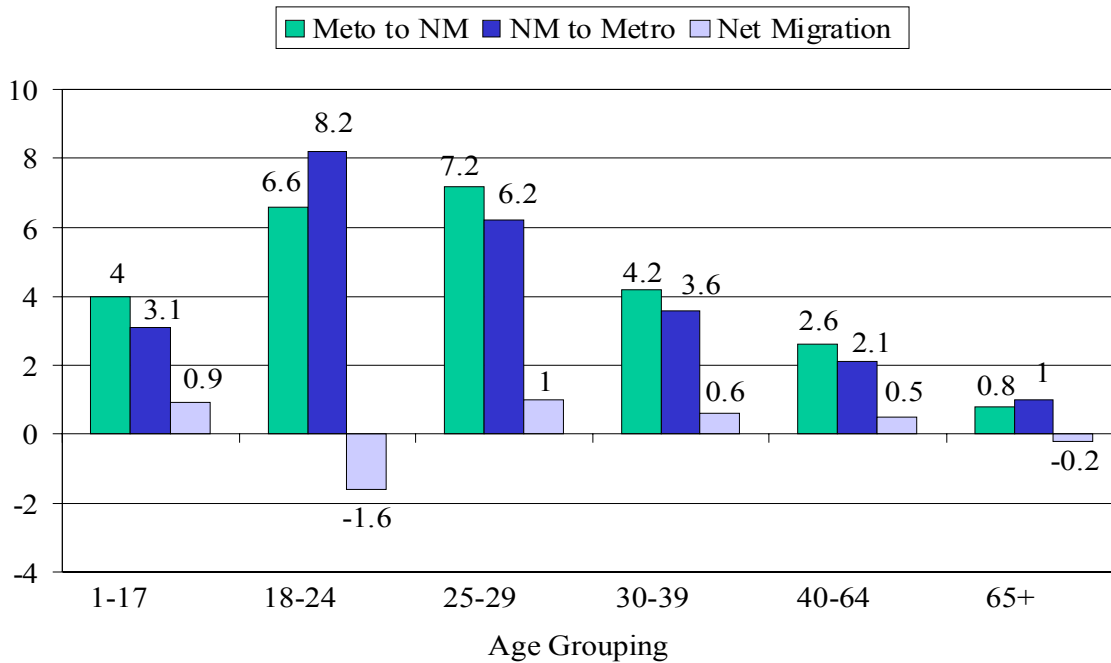
Although nonmetro net outmigration is characteristic of the nation as a whole, not all counties are losing people. While many nonmetro counties in the Midwest and Northeast lost population through outmigration during the 1980s and 1990s, others gained, especially coastal counties and areas with a 30 or more miles commute to a city (demographers call these ex-urban areas). In addition, rural counties with high levels of immigration of retirement age persons were one of the fastest growing rural counties in America [4,10]. Areas with tourism and recreational opportunities also benefited from immigration (both rural and urban counties) [4].

A Rural Brain Drain?

In many nonmetro areas over the past several decades, the typical trend has been the loss of the areas' best and brightest to the metro centers of the nation. Recent statistics seem to provide a more upbeat assessment regarding the success nonmetro areas have enjoyed with regard to their capacity to keep or attract individuals with good human capital attributes.

According to Cromartie (1), over the March 1997 to March 1999 time period, about 3.3 million people moved out of nonmetro areas of the U.S., while some 3.9 million move to the country's nonmetro areas. Despite this reasonably healthy gain in population, not all age categories realized gains over the two year period. For example, nonmetro areas experienced an average annual loss of 1.6 percent of its 18-24 year old population as a result of net migration. In particular, about 8.2 percent moved from nonmetro to metro areas, while 6.6 percent moved from metro to nonmetro areas of the U.S. on an annual basis between 1997 and 1999. However, expansion occurred in nearly all other age categories, including those under 18 years of age, and persons 25-29, 30-39, and 40-64 years of age (see Figure 1).

Figure 1. Average Annual Percentage of Metro/Nonmetro Residents who Moved, by Age, 1997-99



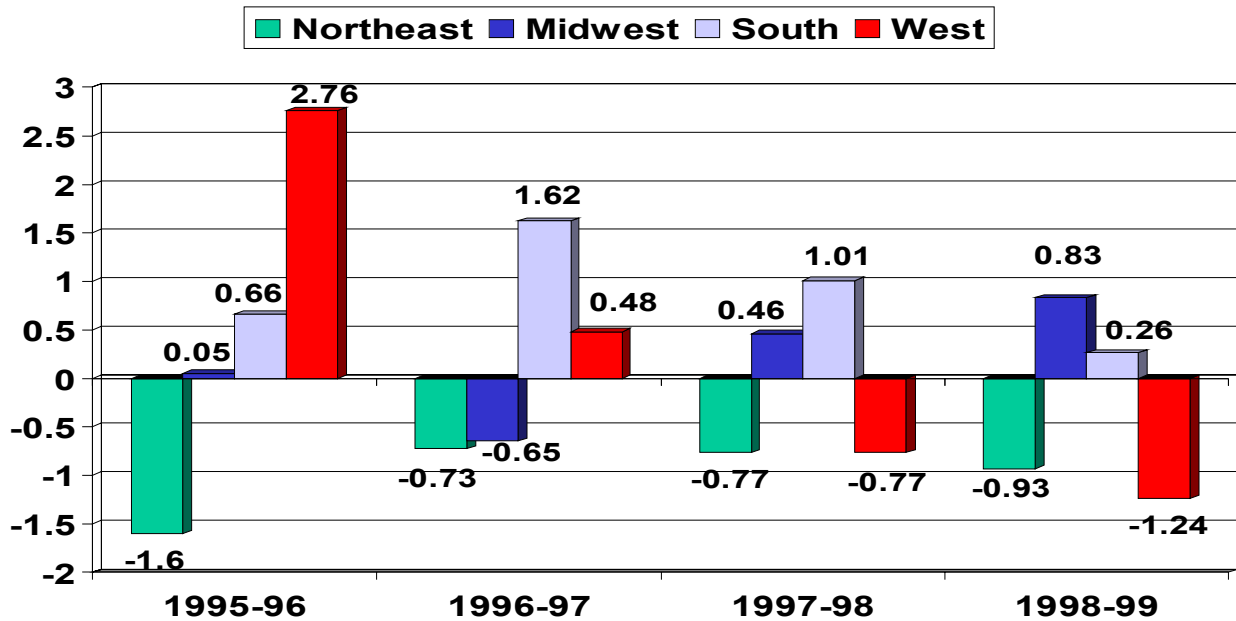
Source: John B. Cromartie, Rural Conditions and Trends, Volume 11(2). 2000.

While on an overall basis, nonmetro areas experienced population growth, such growth did not occur on a uniform basis across all regions of the United States.

As Figure 2 reveals, nonmetro areas of the Northeast continued to experience a loss in its population base as a result of net migration. The Midwest region, while suffering losses in its nonmetro population during the 1995-97 period, experienced a significant population rebound after 1997. While showing remarkable growth during the 1995-96 time period, nonmetro net migration deteriorated in the West. By 1998-99, the West was experiencing the greatest decline in its rate of population decline due to net migration than was the case in any other region of the country. Finally, the South proved to be the only region that realized a net gain in its nonmetro population over the course of the 1995-99 period of time.

What is particularly important to nonmetro areas is the extent to which they may have experienced improvements in the educational credentials of their population. A more educated workforce offers nonmetro areas a better chance of capturing quality employers that can offer workers decent wages. On an annual basis (over the 1997-99 period), nonmetro areas were able to limit the outmigration of its best educated to metro areas of the country (see Figure 3). In fact, nonmetro areas attracted a slightly larger proportion of college educated persons than they loss due to outmigration to metro areas. However, the difference proved to be very small (a + 0.2 annual rate of gain for nonmetro areas). Although not sizable, these figures suggest that nonmetro areas were able to hold their own in terms of retaining a larger share of the best educated residents.

Figure 2. Nonmetro net migration by region, 1995-99



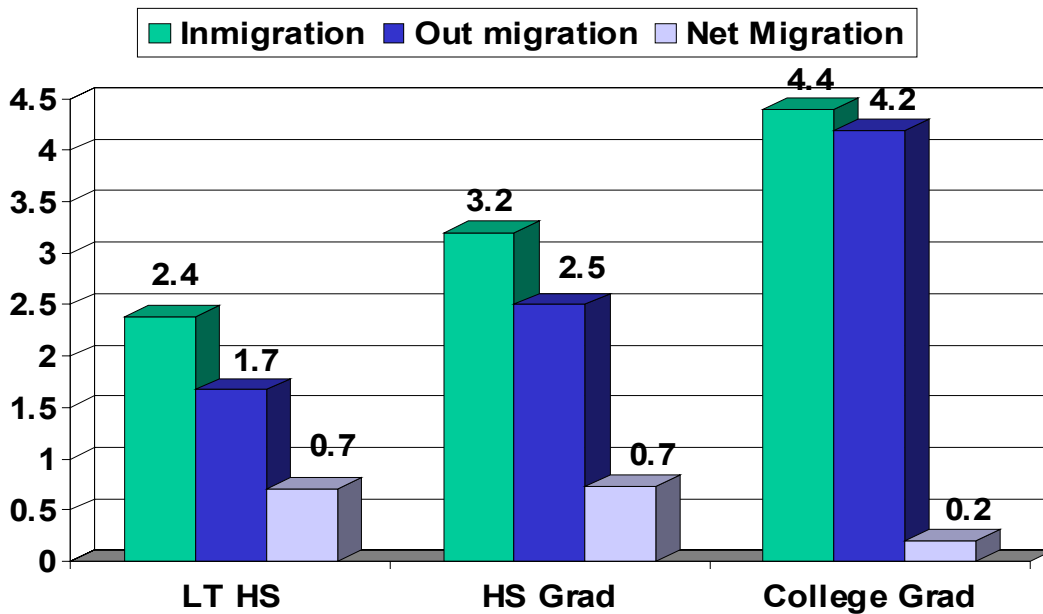
Source: John B. Cromartie, *Rural Conditions and Trends*, Volume 11(2), 2000

At the same time, net migration of “high school only” or “less than high school” educated persons was considerably higher in nonmetro versus metro areas of the country between 1997-99. This indicates that nonmetro areas were expanding their pool of less educated residents at a faster pace than were metro areas of the U.S. on an annual basis over the 1997-99 time period. Particularly problematic for many nonmetro areas is the fact that many of these individuals may lack the training and skills needed to compete for better paying jobs. As such, they will either end up securing lower-end, poor paying jobs, or they will find themselves unemployed for extended periods of time.

Migration Trends in the South

The South grew by nearly 15 million people during the 1990s (see *Migration Datasheet: Census South table on “Population Change for States in the South,”* 1980-2000). Nearly 68 percent of that growth was concentrated in the states of Florida, Georgia, North Carolina and Texas. Every state in the South, with the exception of the District of Columbia, experienced a population expansion during the decade of the 1990s. Overall, the region grew by 17.3 percent from 1990 to 2000, while the West expanded at a slightly faster pace 19.7 percent. However, the numerical change in the population was substantially higher in the South than in the West (14.8 million people in the South vs. 10.4 million in the West). As for the Northeast and Midwest regions of the country, their percentage growth in population was far less sizable than those of the South or West (5.5 percent and 7.9 percent, respectively).

Figure 3. Average annual rates to nonmetro areas, by education, 1997-99



Source: John B. Cromartie, Rural Conditions and Trends, Volume 11(2), 2000

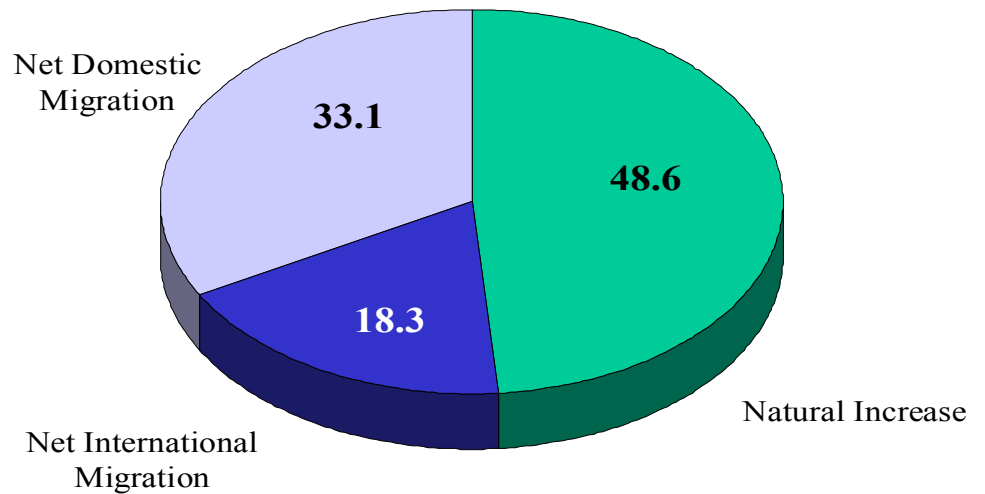
Overall, population growth varied widely between the states in the South. For example, Georgia’s population grew a healthy 26.4 percent during the 1990s, followed by Florida at 23.5 percent. At the other end of the spectrum, growth was negligible in West Virginia over the 1990-2000 period (0.8 percent) and less than 6 percent in Louisiana (8). One of the most startling statistics emerging from the 2000 Census, however, was the rapid growth that occurred in the region’s Hispanic population. While numbering nearly 6.8 million people in 1990, the Hispanic population grew to nearly 11.6 million persons by 2000, an increase of almost 42 percent. The African American population of the South also experienced a sizable expansion over the decade of the 1990s. Approximately 15.8 million African Americans lived in the South in 1990. By 2000, the figure had grown to almost 19 million individuals (about a 20 percent growth over a period of ten years). So, what the decade of the 1990s brought to the South was an expanding population that had become increasingly more diversified with regard to race and ethnic background.

As noted earlier, population changes in every state can be affected by migration patterns. In Figure 4, we show the factors that were associated with the expansion of the South’s population over the 1990-99 time period. Over 48 percent of the region’s growth over the 1990-99 period was associated with natural increase — the difference in the number of births minus the number of deaths occurring in the South between these two periods of time (1990 and 1999). At the same time, over 51 percent of the South’s population expansion was linked to net migration, both internationally and



domestically. Net international migration represents the difference between migration to the South from an area outside the United States and migration from the South to an area outside the United States. It represented 18.3 percent of the region’s growth during the 1990s. Net domestic migration is the difference between domestic in-migration to the South and domestic out-migration from the South over the 1990-99 time period. Over one-third of the South’s population expansion during the decade of the 1990s was linked to net domestic migration.

Figure 4. Components of Population Change in the South, 1990-99



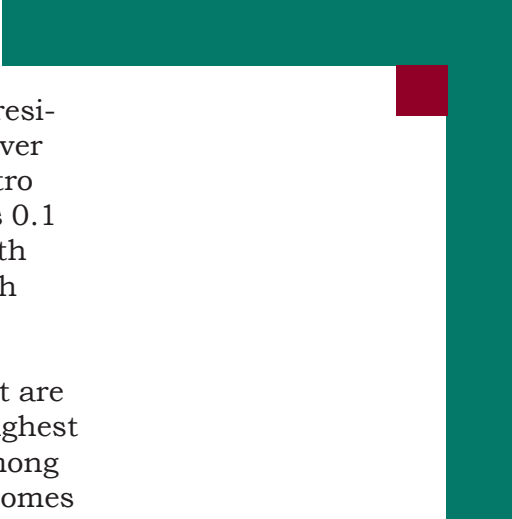
Source: Population Estimates Program, Population Division, U.S. Census Bureau

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Human Resource Flows in the Rural South

During the period of the 1980s, many areas of the South experienced net declines in its human resources, losing some of its best and brightest to other regions of the country. This was especially evident among those 20-29 years of age and persons with higher levels of education. And in no place was the outflow of young and educated persons more evident than in the nonmetro areas of the South.

Now, just over a decade later, a renewed hope has emerged in the rural South. Recent data reveal that the nonmetro South has improved its track record with regard to retaining or attracting people with good human resource credentials. In fact, a recent study by Nord and Cromartie (7) notes that the nonmetro areas of the region experienced a positive net gain in its prime working age population (26-30 and 31-40 years of age) as a product of migration. As Table 1 reveals, the average net migration to the nonmetro South over the 1995-97 period was positive across all age categories (an annual rate of 1.4). Expansion was particularly pronounced among those under 18 years of age, the 26-30 and 41-64 age categories.



Gains were further uncovered in the proportion of the nonmetro residents with some college, or with a bachelor's degree or higher. Over the 1995-97 span of time, the net migration rate into the nonmetro South averaged 0.8 per year (0.7 net domestic migration rate plus 0.1 international migration rate). The figure stood at 0.6 for those with some college education and 1.6 for individuals with a terminal high school degree.

On the other side of the coin, growth did occur in some areas that are not entirely positive for the nonmetro South. For example, the highest net migration rates into nonmetro areas of the South occurred among those with incomes below the poverty line and persons whose incomes placed them just slightly above the official poverty line (7). At the upper tier of the income ladder, nonmetro areas suffered a small net loss in the number of persons with the high income levels (i.e., those with incomes four times above the poverty line).

While the 1990s has brought positive shifts in the human resource base of many rural areas of the South, it is hard to predict what the future will hold. Will its human resources show improvement as was the case over the decade of the 1990s, or will the outflow the area's best and brightest begin anew as was the case in the 1970s and 1980s? What is certain is that without a commitment to attracting or creating good jobs that demand workers with decent educations or skills, and that offer workers attractive salaries/wages, nonmetro areas of the South will be hard pressed to retain and attract people with higher educational levels. The continued acceleration of quality jobs in the metro areas of the region may prove simply too attractive for well-educated rural Southerners.

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Consequences of Migration

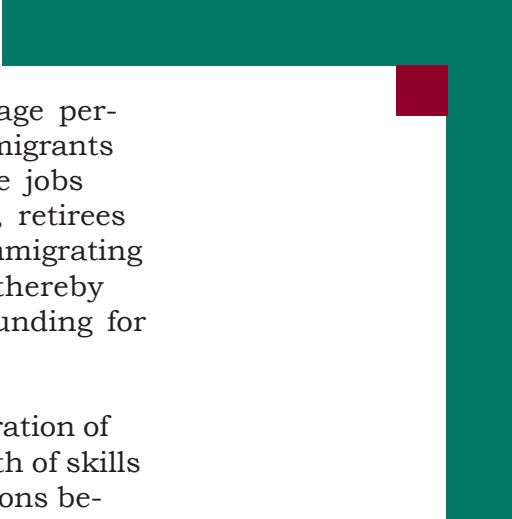
For communities with net outmigration, especially brain drain, the prospects for a vibrant economy do not appear bright. Outmigration reduces the base for economic growth. Moreover, a brain drain deprives the community of many of the individuals who have the potential to make the greatest difference for creating growth in the local economy.

David McGranahan, Linda Ghelfi [6] and other human capital researchers urge caution in stating the effect of the brain drain on local economic development. They point out that research does not support the view that education (or human capital development) is the only factor influencing job creation and economic development in a community; they are also influenced by the restructuring of the global and national economy. On the other hand, research shows that education and training have a strong influence on an individual's job opportunities and future income.

Table 1. Characteristics of migrants to and from the nonmetro South (Annual Average 1995-97)

Characteristic	Domestic immigration rate	Domestic outmigration rate	Net domestic migration rate	International immigration rate
	<i>In percent</i>			
Overall	4.2	2.8	1.4	0.1
Age				
1-17 years old	5.3	2.7	2.6	0.2
18-25	6.6	5.9	0.7	0.3
26-30	8.2	5.6	2.6	0.
31-40	4.3	3.9	0.5	0.2
41-64	2.6	1.3	1.3	0.1
65 +	1.3	0.9	0.4	--
Education				
1q(25 + years old)				
Less than H.S.	2.4	1.5	0.9	0.1
HS graduate	3.5	2.0	1.5	0.1
Some college	3.7	3.1	0.6	--
Bachelor's +	4.8	4.1	0.7	0.1
Income				
Below poverty line	5.3	3.8	1.5	0.3
1-2 times poverty line	5.0	2.4	2.6	0.2
2-3 times poverty line	3.7	2.4	1.3	--
3-4 times poverty line	3.2	2.1	1.2	--
Above 4 times poverty line	2.9	3.2	-0.3	0.1
Race/Ethnicity				
White, non-Hispanic	4.3	2.9	1.4	--
Black	3.0	2.3	0.7	--
Hispanic	6.5	2.3	4.2	1.2

Source: Mark Nord and John Cromartie, Southern Rural Sociology, Volume 16, 2000.



The consequences of net immigration of primarily retirement-age persons can be mixed. On the one hand, the presence of older migrants can increase demand for goods and services, which can create jobs and bring income into these communities. In many respects, retirees can add much to the local economy [7]. At the same time, immigrating retirees can have different values than long-term residents, thereby increasing conflict in addressing community issues such as funding for public education [10].

Older immigrants may offset human resource losses from outmigration of young adults in some ways. Many older immigrants bring a wealth of skills and experience to their communities. Moreover, many older persons become very involved in their communities through volunteering or part-time employment. But a smaller proportion of older immigrants are employed full-time than younger immigrants. If older immigrants are employed, the length of time that they participate in the labor force is limited. Long-term economic growth might be more modest than when highly educated or skilled young adults participate in the labor force for many years.

Reasons Why People Move


Research indicates that people move for a variety of reasons. The two dominant factors are quality of life and economics, but the reasons change during different stages of the life cycle. Much of the rural brain drain is attributed to the lack of job opportunities for well-educated people in nonmetro counties, especially in the management, professional, and technical fields [8]. Likewise, opportunities for advancement usually involve changing jobs from one company to another, which requires a residential change in nonmetro areas more frequently than it does in metro areas [8].

Although single young adults have few constraints to keep them from pursuing job opportunities in urban areas, others face serious obstacles. Middle-aged persons with families, as well as home or business owners, are somewhat constrained in moving. Cutting one's roots, selling a home, or liquidating a business can make the moving process more costly. Once people have settled, the economic or quality of life benefits of a move must be significantly higher than the costs for a move to occur.

Among older persons, non-economic considerations play a larger role in migration decisions. Many of these people are financially secure, so factors such as climate, family, recreation, environment, small town/big city preferences, and so on, play a larger role. It should be no surprise, then, that many Southern states have attracted so many older persons who are in search of warm climate and sunny beaches.

Assessing Local Migration Patterns

Unfortunately, there is no easy way to find out what the migration trends



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are for individual communities. Data from the U.S. Bureau of the Census provides some insight about migration trends. Community or county-level data can be obtained from the Census of Population. And while data from the Current Population Survey’s Demographic Profile are useful for national and regional studies, this information is too sparse for use at the substate level. Where does this leave us?

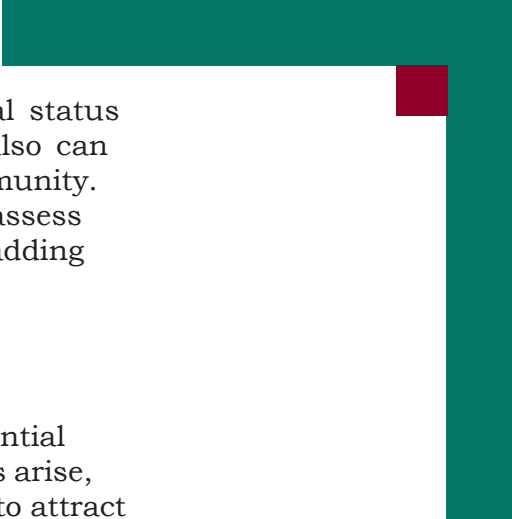
Assessing your community’s migration trends becomes somewhat like solving a murder mystery. You will need to proceed in two ways: 1) sift through available published data; and 2) integrate information and observations that knowledgeable, local people have about people who are coming and going.

One place to start is by reviewing population data that are available through your state’s data center or public universities. You can easily get information about current population, population change, net migration, and so on. If you find that your city or county population is declining and your community has net outmigration, you have pretty good evidence not only that your human resource base is shrinking, but that you probably are losing many of your best and brightest young people. If you find that your community is growing as a result of net immigration (a common occurrence in certain states including Florida and Georgia), then you probably will want to find out if the attributes of newcomers compensate for those lost from people who leave.

Once you have reviewed the available data, you can fill in some of the remaining blanks by talking with people who are knowledgeable about people who move in or out of town. High school guidance counselors, principals and school board members should know the approximate number of students who leave to go to college or vocational school. You can ask questions like, “How many academic honor students are going to college?” and “Do they come back after college?”

You can also contact some of the larger businesses in your community to find out whom they have been hiring over the last few years. Questions you could ask might include, “What skills or educational background do you look for in new hires?” or “Do you recruit most of your new employees from out-of-town?” The answers provided by school officials and employers can help you assess whether your community has brain drain.

You might also talk with real estate agents to find out about the types of people who are moving into the community. Real estate and rental agents are among the first to come into contact with people who are planning to move or who are in the process of moving to your community. Because they deal face-to-face with newcomers, real estate or rental agents should be able to describe their clientele in some detail - young or old, or wealthy or of modest income. They may even be able to



make an assessment of the educational level and occupational status of the newcomers with whom they deal. Real estate agents also can help describe what types of people are moving out of the community. The information provided by real estate agents can help you assess whether your community has a brain gain and whether it is adding younger immigrants.


Policy Options

Given that migration, especially by young adults, can have substantial impact on a community's human resource base, several questions arise, such as "What can we do to keep people here?" "What can we do to attract new people to replace those who have left?" "Should we do anything to try to influence people moving in or out?"

These questions suggest that there is a range of policy options, which might include (but are not limited to) the following:

- Do nothing. An advantage is that no time or effort is expended. A disadvantage is that the community may continue to experience undesirable trends or miss opportunities to improve its human resource base.
- Shift the educational curriculum in the schools to better match the skills needed by the local labor market [6]. This policy would provide the local economy with a larger labor pool to use for expansion and make students more competitive in the local labor market. However, no one should expect that such a strategy will meet the needs of or benefit all students.
- Develop community programs to either retain "high resource" young adults in the community or to attract them back after they complete their education. Efforts to help young adults better appreciate their community and their "roots" may increase retention or return rates among those who are willing to trade income for quality of life considerations. Efforts to attract colleges graduates may have very limited success because of the small number of job opportunities requiring technical skills in nonmetro areas.
- Attract high resource immigrants, especially those young to middle-age, by marketing your community to specific groups of people to "sell" your community as a great place to live. Some communities are already marketing themselves to older persons, so targeting people with specific human resource attributes needed by your community also may succeed. People who work in jobs amenable to telecommuting might be good candidates for this strategy.
- Another way to attract immigrants might be to offer incentives for professionals in high demand who might not, otherwise, locate in your community. For example, some communities have resorted to

“Assessing your community’s migration trends thus becomes somewhat like solving a murder mystery.”



paying for medical school for a doctor in exchange for that doctor moving his/her practice to the community.

- Enhance the human capital of those who stay through job training programs, employer training programs, and adult education.
- Lobby for changes in state or federal policies that affect migration. State and federal policies have affected the movement of people over the years in numerous ways. For example, the Homestead Act was used to encourage people to move to many western states. Likewise, new incentives, such as tax deductions for people who move to nonmetro areas, or disincentives, such as higher fees in metro areas, could be offered to encourage the redistribution of human resources.

These are just a few of the many options from which a community can choose. Through a public policy process of identifying alternatives, assessing consequences, and making choices, your community can influence migration trends that impact its human resource base.

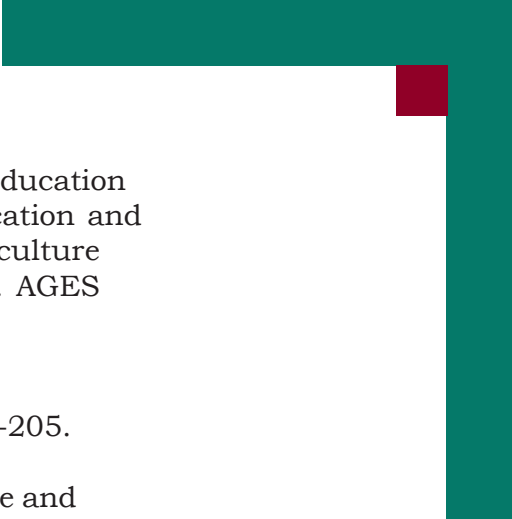
Concluding Remarks

Migration can have a profound impact on the human resource base in your community or county. Unfortunately, few people pay attention to who comes or goes in their community and what it means for their human resource base, let alone try to affect migration's role in changing human resources. This module has sought to provide information that you can use to more fully understand how migration impacts your community. With this knowledge, you can better study and select policy options that are likely to have positive impacts on your community.

*A metropolitan county is defined as a) a county with a central city of 50,000 or more residents, b) one of a pair of counties with 50,000 urban residents between them and a total population of at least 100,000, or c) a smaller county that is economically or socially integrated with an adjacent urban nucleus. All other counties are defined as nonmetropolitan. For purposes of this module, the use of the word "rural" was used to represent nonmetro areas of the South.

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Module Six Instructor's Guide

Migration's Impact on the Community's Human Resources

Small Group Activities





Identifying Your Community's Migration Pattern

Activity #1

Time: 25 to 30 minutes

Materials Needed

- ◆ Flip chart
- ◆ Markers
- ◆ Masking tape

Purpose

- ◆ To introduce the idea of migration's connection to local human resources and economic development by exploring the size and quality (characteristics) of flows of people moving in and out and to present a method for describing local migration patterns.

Procedures

- ◆ Introduce the activity.
- ◆ Get a volunteer to record information on the flip chart.
- ◆ Conduct Part 1 of the migration discussion patterns for one or more communities using the questions listed below (recommended 2 or 3 communities or counties).
- ◆ Record information about a community on the flip chart, then tape each sheet of paper (one per community or county) on the wall.
- ◆ Continue discussion (Part 2) by comparing participant's perceptions of human resource gains or losses for the community(ies).

Introduction (Sample Script)

To understand how migration relates to the human resource base in our community, I want you to think about what is happening in your community. Let's take a few minutes to talk about who's moving in and who's moving out and what difference it makes.

Discussion (Part 1)

- Q. How many people are moving into your community (or county)? Moving out?
- Q. What kind of people are moving in? (Probes: educational level, job skills, type of occupation, age, income or wealth, etc.)
- Q. Do immigrants contribute to the labor force? Why or why not?
- Q. What kind of people are moving out? (Probes: educational level, job skills, type of occupation, age, income or wealth, etc.)
- Q. Do outmigrants drain skills or expertise from the labor force? Why or why not?

Discussion (Part 2)

- Q. How do these communities (counties) compare with regard to what's happening to their human resources?

Identifying Your Community's Migration Pattern

Activity #2

Time: 35 to 40 minutes

Materials Needed

- ◆ Worksheet
- ◆ Pencils

Purpose

- ◆ To apply the public policy model to the topic of migration by exploring migration's effect on local human resources in terms of the size and characteristics of people moving in and out, identifying issues of concern that might result from specific migration patterns and identifying policy alternatives and consequences.

Procedures

- ◆ Introduce the activity and distribute copies of the worksheet.
- ◆ Divide participants into groups of 5-7 people.
- ◆ Distribute data that may help groups to assess migration patterns and/ or changes in human resources.
- ◆ Convene groups and have each group develop answers to the questions on the worksheet (20-25 minutes).
- ◆ After the groups have completed their responses on the worksheet, have a representative from each group present their findings to the reassembled group and answer questions from other participants.

Introduction (Sample Script)

Please break into groups of 5-7 people. Each group will apply the policy model that we discussed earlier. Remember, this model asks you to identify an issue of concern, in this case one that emerges from examination of the migration trends for a community or country. It also asks you to identify policy alternatives and consequences.

Use the worksheet to guide your thinking and to write down answers to the questions. Each group will need to select a community or county, preferably not one that we discussed in Activity #1. Each group also needs to select a reporter to present the group's findings.



Identifying Policy Options to Address Migration's Impact Worksheet

1. Identify the migration pattern of your selected county or community.
 - a. How many people are moving in? Moving out?
 - b. What are the characteristics of immigrants? Outmigrants?
 - c. How are local human resources affected?

2. Identify an issue of concern relating to human resources that is based on the county's migration trends.

3. Identify three or more alternative policies directly affecting migration to or from your community to address negative impacts, if any, or to reinforce positive impacts.

4. Selecting one alternative, identify benefits and costs (consequences). Who benefits, who pays?