AEL Advisory Committee Meeting

Wednesday, September 23, 2020

TWC Welcome

- TWC Comment
- AEL State Information

Information and Updates

- Pandemic Updates from Members

Committee Discussion – Topic: Serving Special Populations

There will be time after each presentation for questions. Following all presentations – dedicated time for further discussion.

Opportunity Youth (Age 16-22) – A Partnership for Youth Solutions: Marie Anaya, Wendy Arellano and Lucio Glenn

Partnership for Success

- Strategic Alliance – education & recruitment
- Valuable Connections – retention & follow up
- Community Support – empowered youth
- Improved Outcomes – progress for youth
- Policy Changes - expanded eligibility

Youth Solutions Team

- Wendy Arellano
- Marie Anaya
- Diana Cavasos

- Nancy Cortez
- Lucio Glenn
- Christina Hernandez
- Patsy Ramirez
- Adrian Torres

Follow Up & Flexible Support to Students

- Talk to students frequently
- Follow through with everything
- Let them know you care
- Try multiple solutions to every problem
- Never give up on them

Communication

- WSB with State
- WSB with AEL
- AEL Career Navigators with Teachers
- WSB Career Navigators, WSB Employment Resource Services, AEL Career Navigators & AEL Teachers with Students

Foundational & Career Development Sessions

- Building Community
- Life Skills
- Employability Skills

Challenges & Opportunities

"A learning curve is essential to growth"

Lessons Learned

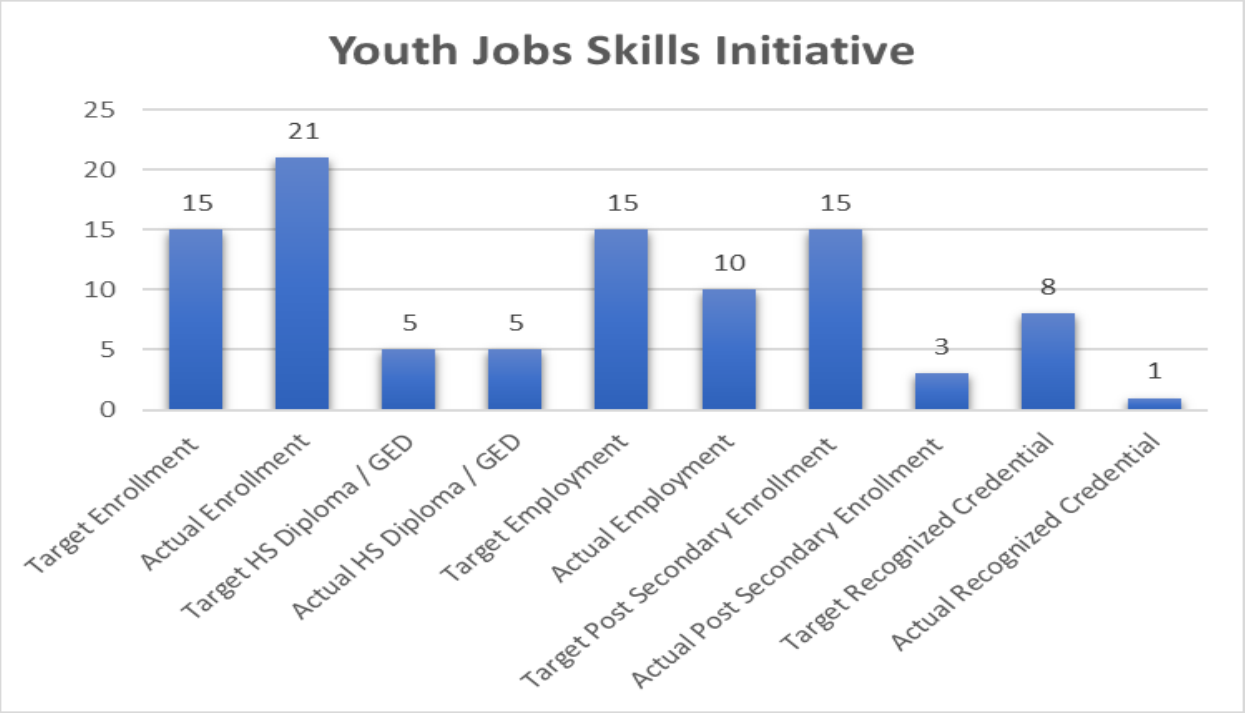
- Student Experiences and Barriers

- Work, School and Life
- Adulthood Transition
- COVID-19 and Remote Learning

Post-Secondary Success

- Pharmacy Technician (The University of Texas at El Paso School of Pharmacy)
- Welding (Western Tech)
- Dental Assistant
- Informational Technology

Outcomes



Next Steps

- Grant Extension
- Post-Secondary Focus
- Employment Follow Up

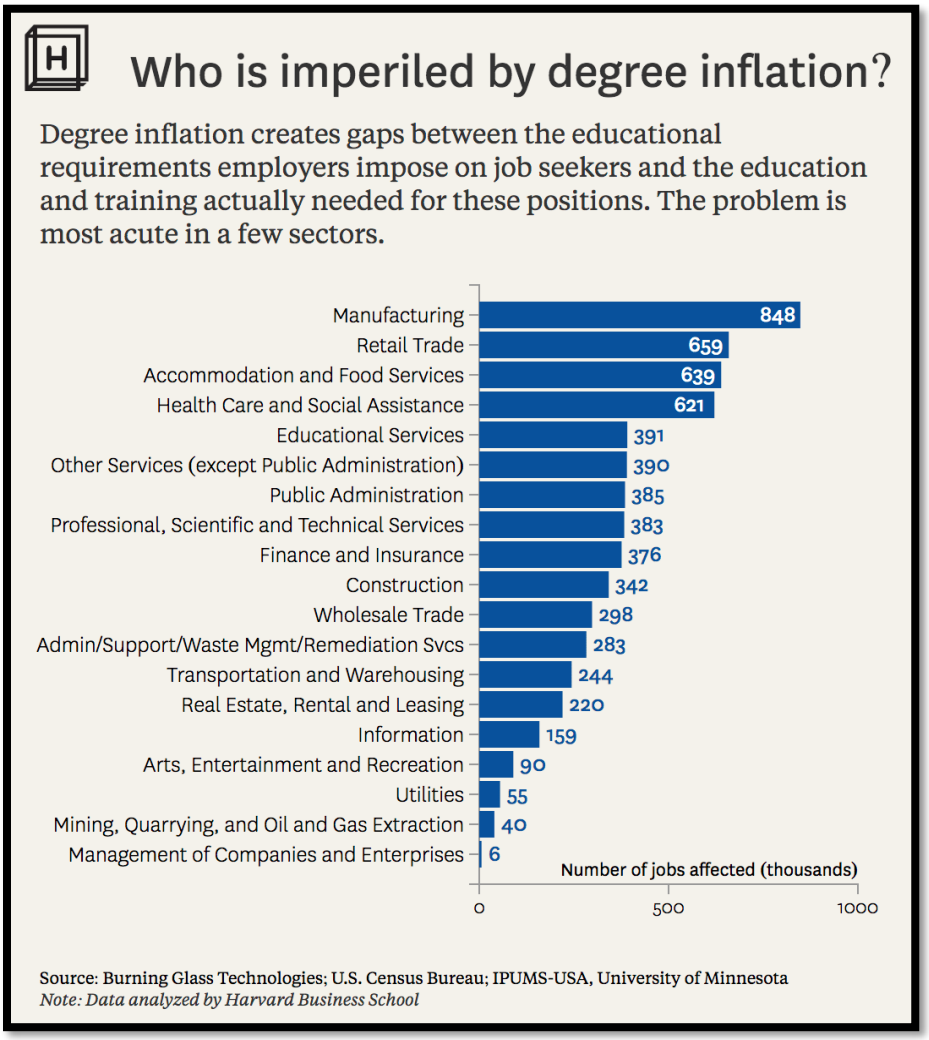
- Recognized Credential Focus

International Individuals Working in Texas – Serving our Communities to Better Serve our State: Diana Contreras

Foundation Questions

- Why do internally trained professionals with secondary degrees outside the us seem to be unemployed or underemployed?
- What can we do to accommodate this situation?
- Who needs to be involved?
- Next steps?

The Gaps Between Degreed and Non-Degreed in The Workforce



Why Are Internationally Trained Professionals Under Employed with Secondary Degrees?

- Not understanding the complexity of what needs to happen for employers to hire individuals or keep them employed
    - Company requirements
    - Company's legal limits
- The time it takes to assist with process for work visas, student visas
- Homeland Security Bureaucracy
    - H-B visa

        - -I-129 Form
    - Training plan for STEM (optional practical training –opt)- school program post education
        - -I-983 form

What Can We Do to Assist?

We have to assist employers with the process.

Employers are allowed to employee secondary degreed international individuals. The issue is there is a time limit for individuals through schooling. They have 1-3 years to continue, using a student visa. Once the visa is expired the employer must sign documents for Homeland Security -STEM-OPT, I-129 or H-1B.

What is the issue with this. There is wording in the document which requires the employer to give notice to homeland security if the student or individual leaves the workforce or the training plans changes to where he/she is not meeting the training progression plan.

Documents

I-129 is the form for the H-1B. The H-1B is a type of visa international employees fill out to work.

- The H-1B program applies to employers seeking to hire nonimmigrant aliens as workers in specialty occupations or as fashion models of distinguished merit and ability. A specialty occupation is one that requires the application of a body of highly specialized knowledge and the attainment of at least a bachelor's degree or its equivalent. The intent of the H-1B provisions is to help employers who cannot otherwise obtain needed business skills and abilities from the U.S. workforce by authorizing the temporary employment of qualified

individuals who are not otherwise authorized to work in the United States.

- The law establishes certain standards in order to protect similarly employed U.S. workers from being adversely affected by the employment of the nonimmigrant workers, as well as to protect the H-1B nonimmigrant workers. Employers must attest to the Department of Labor that they will pay wages to the H-1B nonimmigrant workers that are at least equal to the actual wage paid by the employer to other workers with similar experience and qualifications for the job in question, or the prevailing wage for the occupation in the area of intended employment – whichever is greater.

US DEPARTMENT OF LABOR, Wage and Hour Division, H-1B Program; www.google.com H-1B visa requirements

Documents

STEM OPT- is usually for students going into an internship or employment program through the school. Once the student visa is expired, employers agree to continue the program through the STEM-OPT program.

The STEM-OPT extension is a 24-month period of temporary training that directly relates to an F-1 student's program of study in an approved STEM field. On May 10, 2016, this extension effectively replaced the previous 17-month stem opt extension.

Eligible F-1 students with STEM degrees who finish their program of study and participate in an initial period of regular post-completion OPT (often for 12 months) have the option to apply for a stem opt extension. Students may not apply for STEM-OPT extensions during the 60-day grace period following an initial period of regular post-completion opt.

STEM-OPT students and their employers are subject to the terms and conditions of the 24-month STEM-OPT extension regulations, the Form I-983

instructions and the completed form I-983, effective as of the employment start date requested for the associated stem opt period, as indicated on the form I-983.

Who Needs to Be Involved?

State of Texas

- Set a new program for internally trained individuals or students to be able to work through a program so that the STEM OPT, H-1B, or I-129 can be held through a statutory agency
- Pending all background checks, regulatory checks, and fundamental requirements

Education System

- Continue to partner with Secondary Education Foundation to hold students with student visas until the student can go into a statutory program awaiting a work visa or green card.

Employers/Partners

- Agree to employ the individual based satisfactory work requirements while the state hold cooperation for the necessary paperwork.
- Partners- TCALL, Texas A&M to help set up this program

Next Steps

- Determine if there is a State Agency in which this program can be vetted?
- Determine if there needs to be fees paid to be in the program: processing fee, annual renewal and review of the individual for work performance.
- Establish State criteria based on current requirements of the STEM OPT, I-129, or H-1B to meet Federal requirements.

    - Fill out application, meet document requirements, interview process, screening process, application fees, community service, etc.
- If we can establish this program, get it in front of employers.

Serving Internationally Trained Professionals in Career Pathways: Professional Development Project Plan: Elizabeth Moya

TRAIN PD under TX A&M is grant-funded by the TWC to provide professional development to the AEL providers across the great state of Texas. We work very closely with TWC and for the past 18 months, we have worked together to address those individuals who come to live and work in Texas and possess a post-secondary degree from another country outside the U.S and are ELLs. Last year, TWC applied to be a part of what is known as the SIIP Project which stands for the Skilled Immigrant Integration Project under World Education Services. This year-long partnership allowed us to learn the various possibilities in how we can engage our AEL stakeholders to support these skilled professionals. But first, we needed to do some ground work and determine where we were… to know where we were headed. So, we developed objectives outlining the Texas service delivery model for serving internationally trained professional ELLs.

Texas Adult Education & Literacy

Career Pathways: Serving Internationally Trained Professional English Language Learners

Today I will speak to the academic and workforce potential waiting to be used.

- talk about English Language Learners who are Internationally Trained Professionals who are in our AEL programs
- specialized services definitely support our goals to provide a full spectrum of services
- frame these services as career pathways "Intensive Services."

The Back Story

Our Train PD AEL office submitted an application to WES and Upwardly Global both major international organizations who provide resources for supporting Skilled Immigrants particularly as they seek to use their credentials of value earned in their home country in the U.S. labor market.

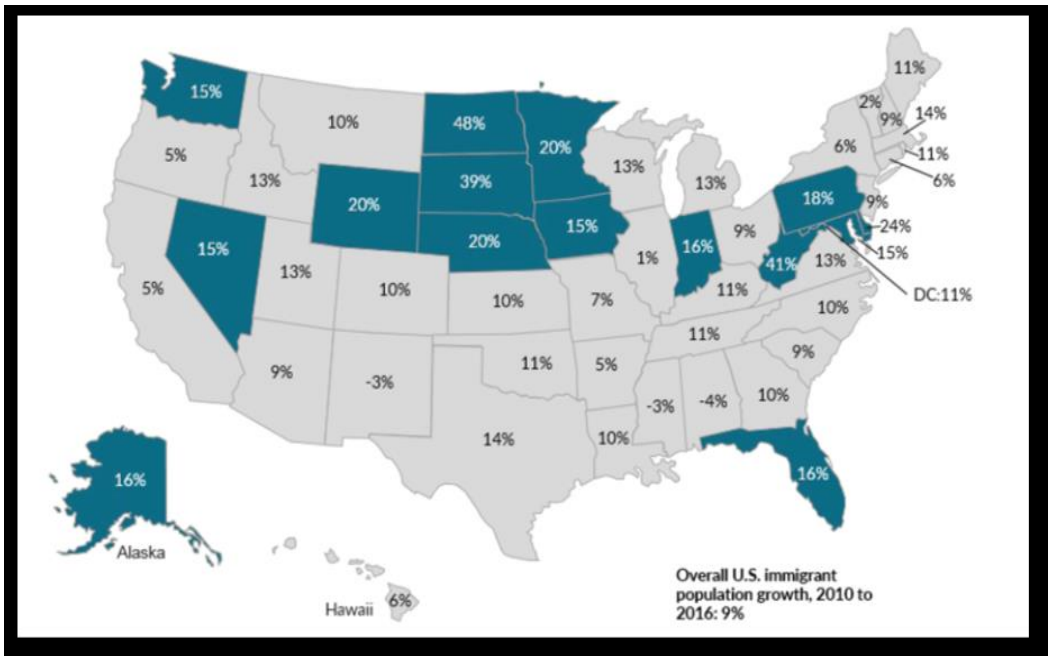
We applied for this specialized Technical Assistance which provided us with an opportunity to look deeper at these service models and connect with other communities across the country and see how other types of agencies were working with these individuals. We certainly felt like we had everything to gain if the TA would enhance our service models for providers across the state.

Services to Internationally Trained Professionals U.S. Impact

Brain Waste… "…either unemployed or have jobs that are significantly below their education and skill levels"

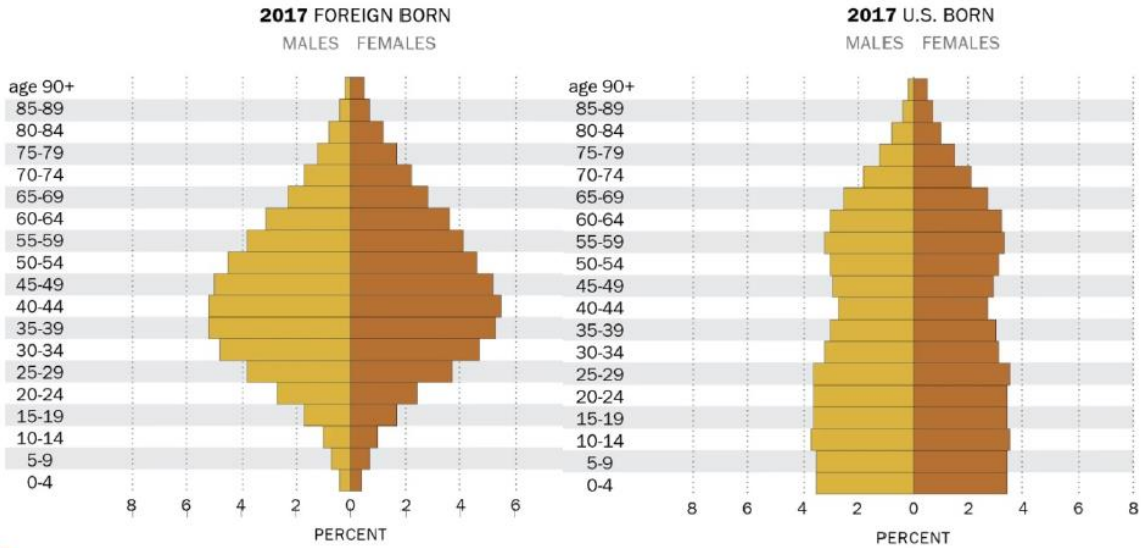
States by Migration Growth

2.5 billion lost in tax revenue for Texas



2.5 billion lost in tax revenue for Texas.

Immigrants and the labor force



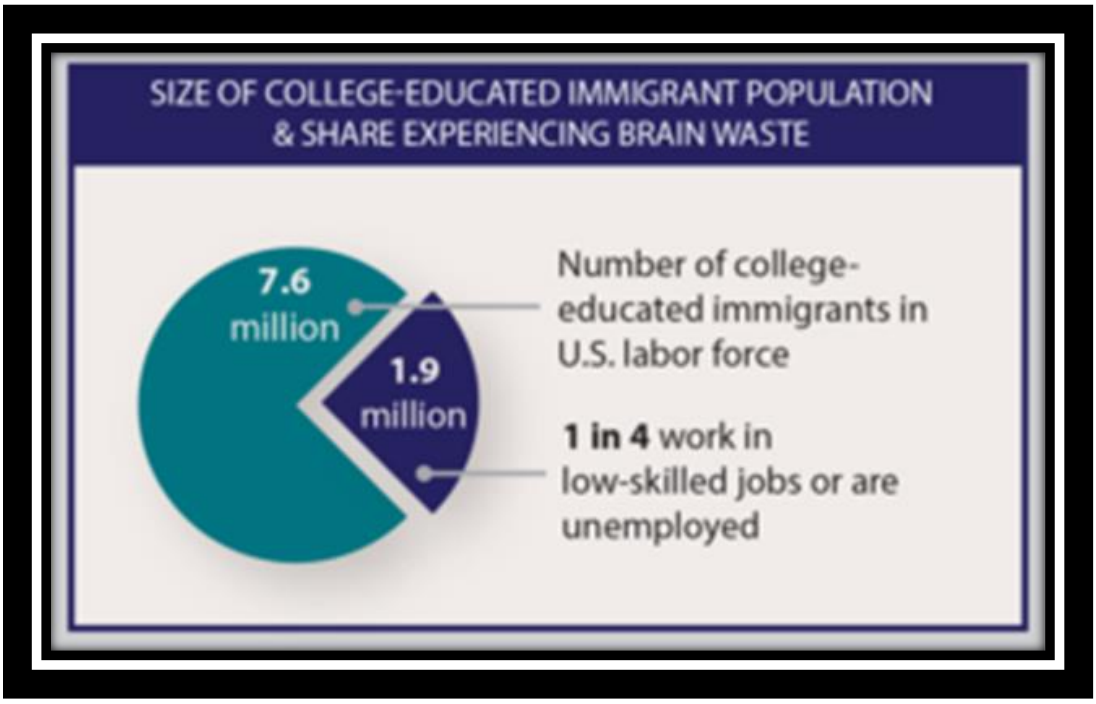
Cost of Underemployment of Highly Skilled Immigrants in the U.S.

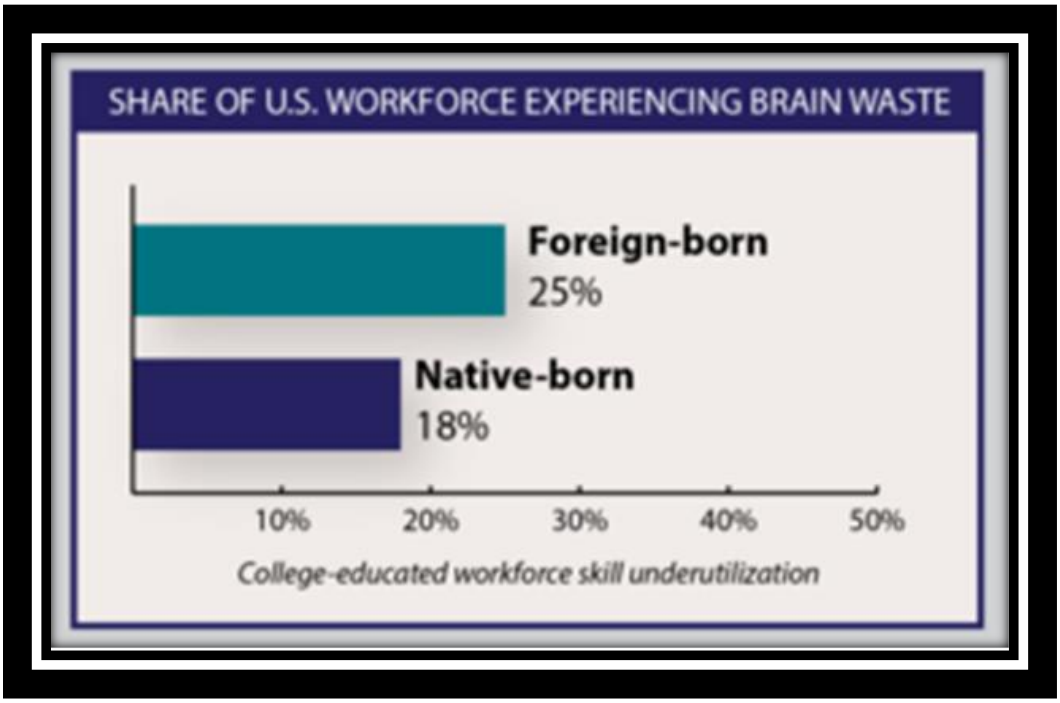
- $39/4 billion dollars of lost earnings, and $10.2 billion in lost taxes.

So, all of this means that reducing brain waste is good for the foreign trained professionals who are unable to work at their skill level due to unnecessary barriers and it is also good for the local economy because being employed at their level of skill means they release the low skill job for someone else that is better suited for that job and the local government can collect those forgone taxes. While basically the idea is this: reducing brain waste and making sure people are employed at the right level is three-fold:

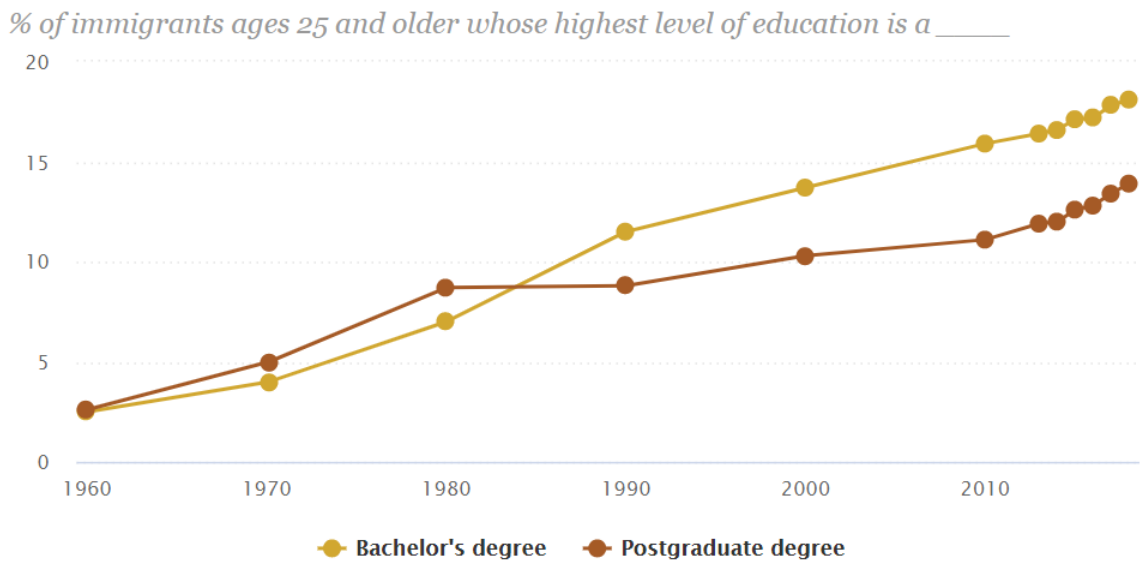
- the skilled immigrant is personally satisfied and in a better financial situation, because presumably their skill gets them a better paying job
- the local government collects higher taxes from that individual and the local economy benefits from their higher spending power
- they release a low skill job for someone who is better suited to do that job, and now this other person is benefitting from this new "vacancy" because presumable their spending power is increasing and in turn the local economy also benefits from this person's taxes and new higher spending power

The Cost of Brain Waste





Educational Attainment among US Immigrants, 1960 - 2018



Source: Pew Research Center tabulations of 1960-2000 decennial censuses and 2010, 2013-2018 American Community Surveys (IPUMS).

Immigrants are **13.7%** of the U.S. population but:

28% physicians/surgeons

22% nursing, psychiatric and home health aides

15% nurses

40% medical scientists in manufacturing R&D

50+% biotechnology workers

The Immigrant Learning Center www.ilctr.org

Source: The Immigrant Learning Center, Inc. and the Institute for Immigration Research at George Mason University, *Immigrants in Health Care: Keeping Americans Healthy Through Care and Innovation*, 2016; Renew Our Economy: America's Aging Crisis: How Immigration Reform Can Strengthen the U.S. Health Care System, 2015

Who Makes Up America

- Sergey Brin, Google founder
- Pierre Omidyar, eBay founder
- Elon Musk, Tesla and SpaceX founder
- Jerry Yang, Yahoo! founder
- Jawed Karim, Chad Hurley, and Steve Chen – YouTube founders
- Micky Arison – Carnival Cruise Lines co-founder; owner of NBA's Miami Heat

Forbes Article: 6 Immigrant Stories That Will Make You Believe In the American Dream Again[1]

Who are we talking about?

What's In A Name?

In AEL in Texas we use the term "Internationally Trained Professional English language Learners"- our primary goal to support the language fluency and career objectives of our participants.

And for short- you will hear ITP standing for Internationally Trained Professionals. I like to avoid acronyms- but the reference has some utility to it for sure.

Our colleagues across the country At World Ed and Upwardly Global and many other organizations – use the term Skilled Immigrants; We also hear in publications Foreign Trained Professionals- and there may be others- but as we move on through this year, we will clearly frame "services for Internationally Trained Professionals" as serving those who have at a

[1] https://www.forbes.com/sites/monteburke/2016/10/04/6-immigrant-stories-that-will-make-you-believe-in-the-american-dream-again/#3df151298027

minimum a degree, a credential from another country. And work as a professional in their field of study.

We know this varies greatly from country to country and how it articulates to U.S. degrees- another topic another day- Just know that when we use these terms- we mean the population to be served as an Internationally rained professional under TWC AEL, intensive services.

What impact does this have on Texas?

https://www.migrationpolicy.org/research/highly-skilled-mexican-immigrants-texas-united-states

Report Findings

- 27% of all college educated immigrants in US live in Texas
- Two thirds are naturalized citizens or green card holders (permanent residents)
- Houston (39k) and Dallas (33k) are home to the largest **numbers**
- **Larger shares** of highly skilled Mexicans are San Antonio, Lower Rio Grande, and El Paso

SHARE OF COLLEGE EDUCATED MEXICANS

- San Antonio_____ 11%
- Lower Rio Grande_____ 12%
- El Paso _____ 13%

Immigrants in health care by metro area

Figure 1: Immigrant Healthcare Workers in the Largest 15 Metropolitan Areas

Metropolitan Area	Number of Immigrant Healthcare Workers	Immigrant Share of All Healthcare Workers
Miami	163,433	51.0%
New York	480,742	41.8%
Los Angeles	233,270	40.1%
San Francisco	82,811	36.6%
Washington, DC	100,441	30.2%
Riverside-San Bernadino	47,363	26.4%
Houston	82,854	26.3%
Boston	101,723	23.4%
Seattle	42,615	22.3%
Chicago	105,552	21.0%
Dallas-Fort Worth	64,737	18.8%
Phoenix	32,362	15.0%
Philadelphia	55,128	14.4%
Atlanta	41,720	13.5%
Detroit	28,636	11.6%

During COVID-19, of the 13.7% immigrant population of the US, 28.5% are physicians.

Source: David J. Bier, CATO Institute, "Immigrants Aid America During COVID-19 Crisis," March 23, 2020

The Reason Behind the Data

Barriers to Professional Employment

Void of Information and Guidance

Academic Language Barrier – (source: Untapped Talent: Cost of Brain Waste) *English Proficiency and Place of Education*

Our research finds that low levels of English proficiency are among the strongest determinants of brain waste. While three-quarters of college-educated immigrants reported they were fully English proficient during the period analyzed, those who spoke English "not well" or "not at all" were about five times more likely to be in low-skilled jobs than those who spoke only English, after controlling for other factors.6 Immigrants with medium levels of English proficiency, that is those who reported they spoke English merely "well," were also disadvantaged: Their odds of low-skilled employment were twice as high as English-only speakers, other key factors being equal (see Figure 2). Our analysis also found that earning a degree abroad— instead of at a U.S. college or university—places immigrants at a substantially higher risk of skill underutilization. In many ways, this disadvantage is not surprising given the challenges immigrants educated abroad can have conveying to U.S. employers the quality of their education or the relevance of foreign credentials. more than 60 percent—earned their degrees abroad. Looking at the entire foreign-educated immigrant population, 29 percent were either in low-skilled jobs or unemployed. Foreign-educated women had particularly high levels of brain waste, with almost one in three working in low-skilled jobs or looking for employment.

Certification Challenges

Cost Issues – with career re-entry, such as credential evaluation, document translation, license application fees, and tuition for classes deemed necessary to supplement an individual's skills and education.

Gaps in Education

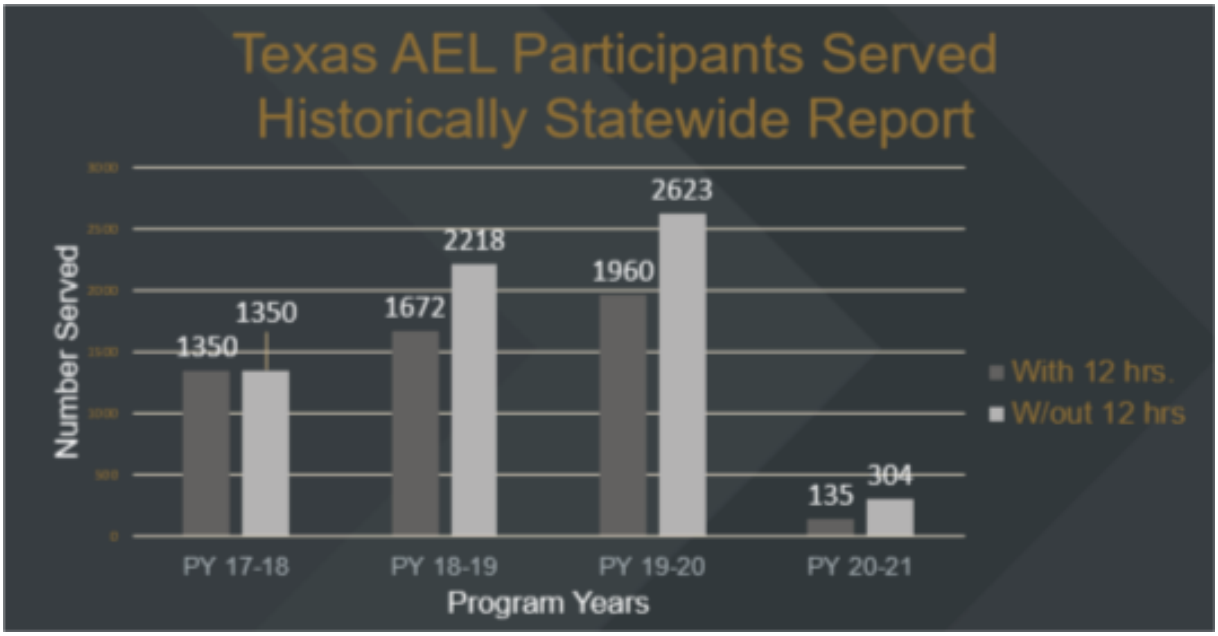
Lack of Professional Networks

Employer Bias

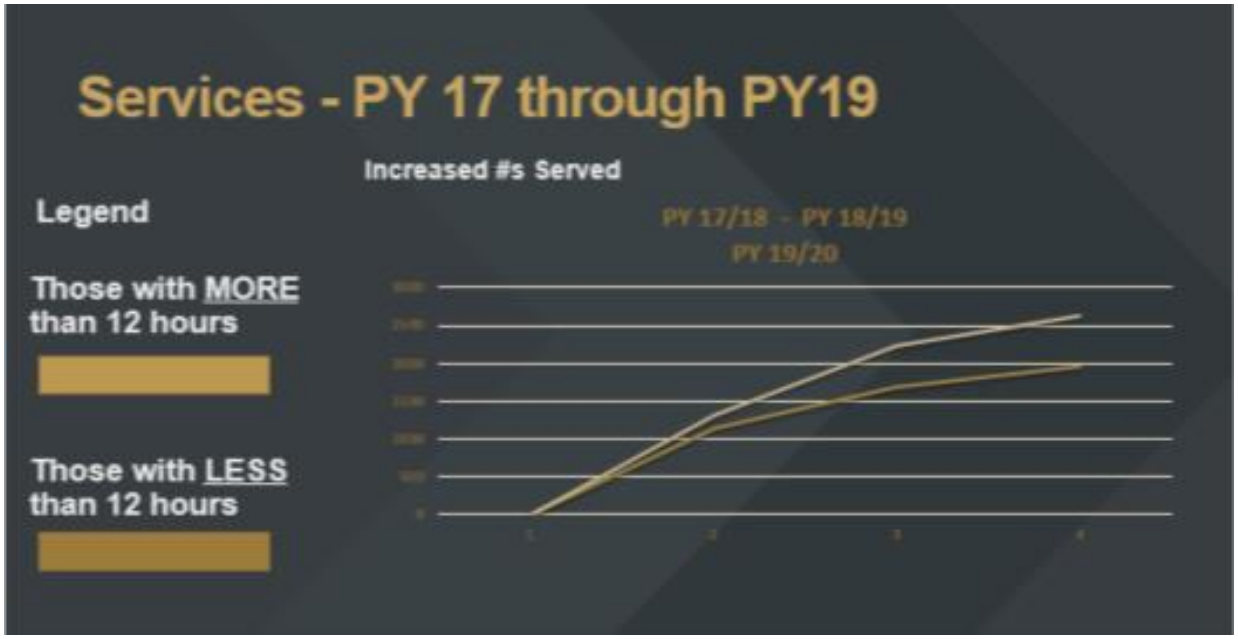
One Voice Among Many

Amina: “Not Put in Trash” Accountant from Congo, Masters Degree in Finance, Banking and Insurance

Texas AEL Participants Served Historically Statewide Report



Source: TEAMS Table IV



In Program Year 2019-2020: **Through Fall 2019 – 9,207** enrolled indicating on their enrollment form they had degrees or technical certifications from their home country and were ELL. In Program Year 2018-2019: Over **12,500 individuals** walked into AEL and completed a PIRL form.

First a Look Back – The Texas SIIP Initiative

Identified Stakeholders

- Austin – Community College
- Region 5 (Beaumont) - ESC
- Ysleta (El Paso) - ISD
- Restore Education (San Antonio) – Non-profit
- San Jacinto and Houston CCDE – Community College

Defined Customer Needs

- Academic Credential
- Customized ESL Curriculum
- Case Management Model

Curated Resources

- Statewide Surveys
- Data Trends
- WES and GTB

Spread the Word

- Career Pathway Guide Draft
- 4 Statewide Webinars
- 2 Stakeholder Gatherings
- Full Day Conference Strand for Career Navigators

In 2019, Anson led the TWC, in partnership with the TRAIN PD team to outline the service delivery to come. **Serving internationally skilled professionals** had been on our radar but we needed to develop a granular approach to what adult education would look like for this population. We first had to clarify the breadth and depth of our focus so we gathered members from across the state; we had representatives from a Workforce Board, an ISD, community colleges, and an educational service center - all to serve as **SMEs**.

Then we had to define who we wanted to **target for academic intervention**. What exactly was a **skilled immigrant**? Was this based on their **academic experience**, their work experience or on a combination of both? We needed to define the gap that existed between what the US workforce required and what the skilled immigrant possessed.

We also determined that the current model for language acquisition needed support. The TWC invested in the development of a rigorous high-impact ESL curriculum, called the TELL TX Project.

And finally, ITPs needed a model with wraparound service delivery. This meant that we also had to focus on what case management for ITPs would look like.

Our 3rd Milestone was to research and curate resources already available. – this led to the Development of an Online Repository where we compiled several research-based findings and/or effective models from other SIIP communities. Statewide providers were surveyed to determine what they needed from the state at the program level. TWC reviewed historical data which indicated several areas needing intervention. We also used information shared from WES and GTB to refine our models and strengthen our mission.

The last and probably most important steps developed towards the end of our project where we adopted the term ITP for better political palpability and increase our reach across partnerships.

By December we had drafted a CM Guide, by January we had presented 4 statewide webinars showcasing provider exemplars. Our ITP SME workgroup met on a regular virtual basis, but we also managed to have two f2f planning sessions outline draft models and gather research and in Feb, we had a f2f full day conference strand geared towards CNs with practical approaches shared by SME's.

What's AEL Charge?

PD Action Plan

Intensive Guidance, Planning, and Support:

This year's focus will center on **professional development** for leadership and instructors and the development of a Teacher Career Pathway Guide for students**. The Leadership Initiative** entails a series of webinars, workshops, and technical assistance to support program directors and their key staff to construct an Action Research Plan that contains measurable outcomes on serving ITPs. The professional development will center on **data analysis** to not only track their performance measure but to identify gaps in service delivery. Then, the leadership team will take a **deep dive into their current service delivery model**, compare it to state policy, and make necessary improvements/modifications. Understanding that reflection is critical in program planning, the leadership team will utilize an action plan template, a rubric to evaluate their action plan, and presentation slide template to outline, analyze, and share the team's ongoing project status**. TRAIN PD and TWC staff** will meet with the leadership teams on a quarterly basis to provide additional guidance, technical assistance, and clarification.

The other PD objective is to create a **TOT for ITP Instructors**. Since the ITP population requires additional academic and career readiness support, the focus of the TOT would include: the **development of high-level academic and technical language** (tier 3) for ESL, understanding and **navigating US**

systems such as postsecondary institutions, professional organizations, state licenses and certifications, and career pathways, and facilitating the culminating student outcome, the **development of a digital portfolio**, housing all the resume-like criteria for students to share through various professional social media platforms.

The final objective is on **the development of an Educator CP Guide**. This would serve as a supplemental resource for teachers but would be mainly geared for students. This would outline the **multi-entry and multi-exit pathways** that exist for educators, such as substitute teacher, professor, trainer, daycare provider, teacher aide, etc. It would also provide the education and state requirements necessary to become an educator and maintain educator status. This guide will list state licensures/certifications requirements, professional networking organizations, academic evaluation services, salary projections, description of related job positions, cost analysis, length of time projection, and available resources. The career e-guides developed and published by World Education Services (WES) will serve as templates to develop the Texas model.

The CP Guide would **also contain listings**, in a directory-style format. of Texas academic, financial, legal, professional, state, and community resources. Users will also be able to have access to **various self-assessments** to assist in navigating their career pathway successfully.

The CP guide is not under TWC and TRAIN PD initiative, but WES is the only authority. They are considered the global go-to.

1st Quarter

- Kickoff – Sept. 3 – Program directors and leadership team; overview of ITP project: why, data trends, research articles, student testimonial, action plan template, homework

- Sept. 14 – half day – program directors; local data analysis; introspect on intake, eligibility criteria, instructional design, and measurable outcomes, student testimonial, provider discussion, homework
- Oct. 2 – half day – program directors and leadership team; review of Action Plan using rubric; gather feedback from colleagues; national presenter; student testimonial
- Create/share survey to identify ITP TOT workgroup members and Teacher Bridge CP Guide workgroup members.

2nd Quarter

- Submit Action Plan
- ITP TOT workgroup drafts PD outline with objectives
- Teacher Bridge CP Guide workgroup reviews current CP draft, makes recommendations for modifications, assigns next steps; identify focus group (ITP students) to provide feedback

3rd Quarter

- Provide Action Plan TA; schedule national presenters
- ITP TOT workgroup completes pd course; pilots pd course; adjusts based on feedback

4th Quarter

- Evaluate Action Plan Outcomes for new PY modification; CoP
- Conduct TOT
- Finalize CP Guide; share with providers across state

Texas Vision: Awareness

Avoid brain waste

- Education among public/private sectors
- Inform employer partnerships

- Bridge educational, economic, and workforce gaps

Texas Vision: Connection

Responsibility

- Collective to outreach
- Streamline credentialing process
- Minimize costs
- Create the most efficient career pathways

Texas Vision: Support

Case management

- Develop industry expertise
- Ease of career pathway navigation
- Improved alignment to industry background

Texas Vision: Equity

Richness of diversity

- Cross-cultural
- Multi-lingual
- Larger reach to disadvantaged
- Advocacy

Additional Comments before the conclusion of the AEL Advisory Committee Meeting

Closing Remarks