

Texas Workforce Commission
Adult Education and Literacy



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Case Management for Internationally
Trained Professionals

A Reference Guide for Career Navigators

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Session Description: Career Navigators will employ Case Management principles as a way of establishing consistent protocols for assisting

Internationally Trained Professionals in their development. Case management is a way of organizing and carrying out work to address an ITPs needs in an appropriate, systematic and timely manner, through direct support and/or referrals, in accordance with the Skilled Immigrant Integration Program’s (SIIP’s) objectives.

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What is the Skilled Immigrant Integration Project (SIIP)?

World Education Services (WES) Global Talent Bridge (GTB) initiated an RFP for the Program, providing communities an opportunity to leverage technical assistance (TA) from WES and its national partners and join a network of communities to further their state and local skilled immigrant integration initiatives.

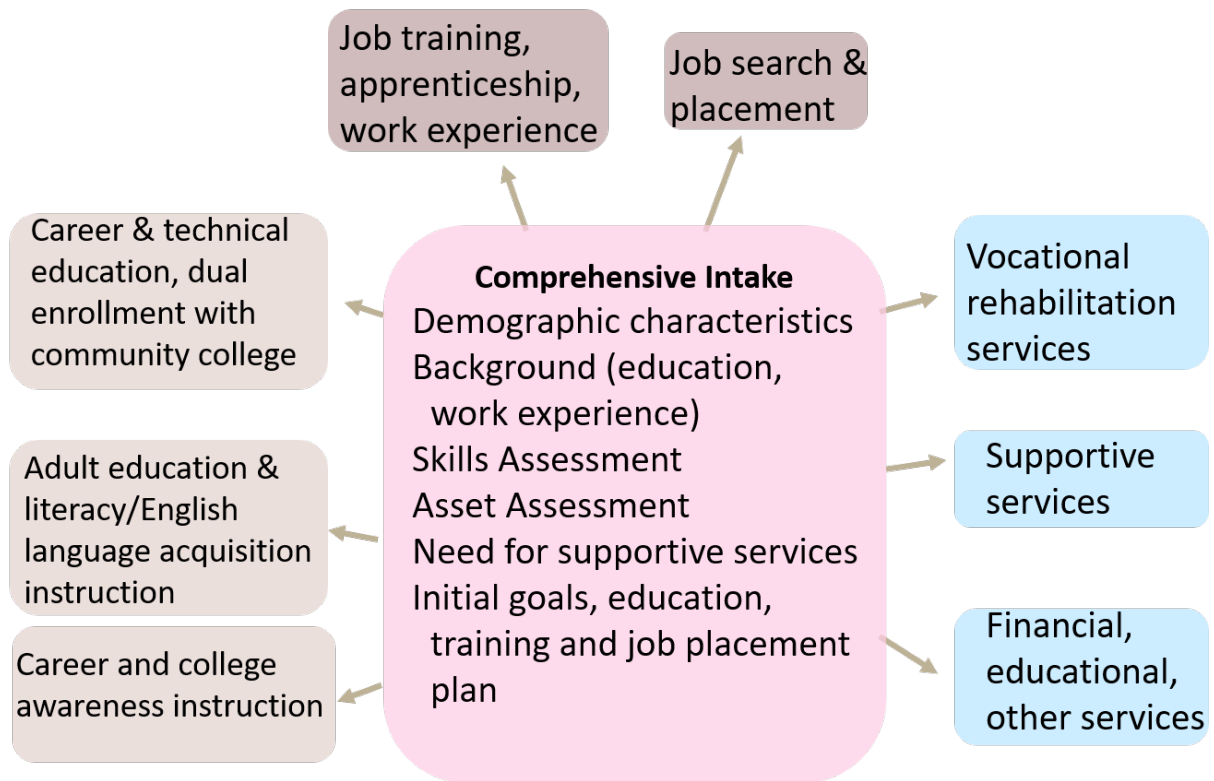
Texas' Tasks...Objective 2

Identify ways participating programs are providing case management and work through partner requirements to develop consistent protocols for managing and providing referrals for our skilled immigrant populations.

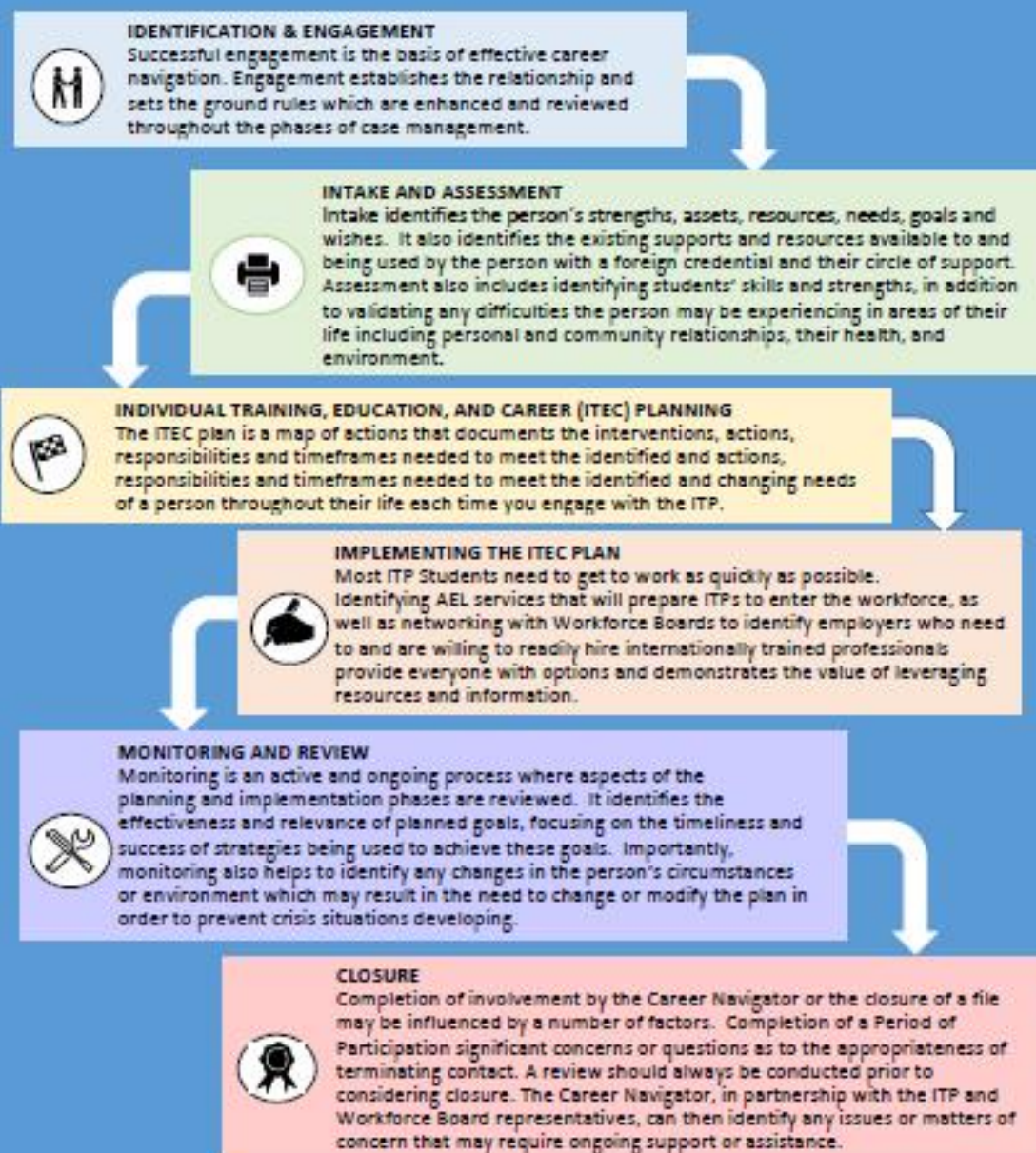
Expectations

In adapting case management protocols for AEL providers addressing the needs of **Internationally Trained Professionals (ITPs)**, care is taken to ensure that services to ITPs are directed to their specific qualifications and skills sets.

Expectations for Programs



Case Management for Internationally Trained Professionals



1. IDENTIFICATION AND ENGAGEMENT

Keeping Things Positive, A Basis for Success:

Developing a Strengths-Based Career Navigator Model

- Effective career navigation begins with a strengths-based approach. This means focusing on the strengths the student brings rather than the deficits — such as the ITP’s fluency in English.
- This type of assessment is different from the literacy and academic assessments that AEL programs administer, which often highlight students’ deficiencies in language or educational attainment rather than their strengths.

2. INTAKE AND ASSESSMENT

Intake identifies the person’s strengths, assets, resources, needs, goals and wishes. It also identifies the existing supports and resources available to and being used by the person with a disability and their circle of support. Assessment also includes identifying students’ skills and strengths, in addition to validating any difficulties the person may be experiencing in areas of their life including personal and community relationships, their health, and environment.

3. INDIVIDUAL TRAINING AND EDUCATION CAREER (ITEC) PLANNING

The ITEC plan is a map of actions that documents the interventions, actions, responsibilities and timeframes needed to meet the identified goals. ITEC Planning is a continuous and fluid process that explores the ongoing and

changing needs of a person throughout their life each time you engage with the ITP.

4. IMPLEMENTING THE ITEC PLAN

Most ITP Students need to get to work as quickly as possible. Identifying AEL services that will prepare ITPs to enter the workforce, as well as networking with Workforce Boards to identify employers who need to and are willing to readily hire internationally trained professionals provide everyone with options and demonstrates the value of leveraging resources and information.

What is Unique About the ITP?

A considerable amount of information is provided to ITP students as they begin to interact with adult education. There is much they may not understand because of their limited English skills. Many ITPs overcome these barriers due to their advanced literacy and education levels in Spanish

It is important to keep in mind; however, that eye contact and body position have different meanings in different cultures. Career navigators who are unfamiliar with some of the subtleties of nonverbal cues in a particular culture should make sure that the student has your complete attention by avoiding looking at your computer or otherwise appearing distracted.

What are we monitoring?

Career navigators always should remember that the goal of ESL for Professionals/ITP is to get students employed. Arranging regular meetings between career navigators and the Business Services representatives from

the local Workforce Development Area (WDA) is a good strategy toward achieving this outcome. Monthly meetings can be scheduled to discuss information such as:

- What jobs are currently available?
- What qualities are employers searching for in new employees?
- Are businesses looking for Spanish-speaking employees?

5. Higher-skilled ELL/Professionals

Unconscious Incompetence:

(they don't know what they don't know)

- What additional information do ITPs need?
 - Upgrade their academic qualifications
 - Working a subsistence job with a degree
 - Bridge programs to help with U.S. certificates
 - Evaluation of credentials
 - Focused contextualization
 - Employer engagement
 - Targeted occupation/in-demand jobs
 - Working "the system"
 - Communication and soft skills needed

6. CLOSURE

Completion of involvement by the Career Navigator or the closure of a file may be influenced by a number of factors.

- These factors may relate to AEL or TWC requirements in which a limited time frame is identified for involvement with any one student (i.e.; 2nd - 4th qtr. after exit).
- Completion of a Period of Participation may raise significant concerns or questions as to the appropriateness of terminating contact.

Career Navigator Search

What are we looking for?

- Coach
- Motivator
- Student support person
- Able to remove barriers to ITP employment
- Can connect ITPs to resources, tools and training
- Committed to the success of their caseload
- Able to leap tall buildings in a single bound
- Counselor, Nurse, Uber driver, pastor, saint

Final Thoughts:

"I think this is the start of something big. Sometimes the first step is the hardest one, and we've just taken it."

Steve Jobs