



# WELCOME!



# WELCOME TO THE FALL INSTITUTE!

A group of diverse young adults, including a man with long dreadlocks and a beard, a woman with glasses and a bowtie, and a man with curly hair, are smiling and pointing towards the camera. The background is a plain, light-colored wall.

# Intensive Services

**RAMP Up those Specialized Services**

**Presenters:**

**Ann Savino and Lori Slayton**

**Program Specialist**

**Contract Manager**

# OBJECTIVES FOR THIS SESSION

**REVIEW** the Intensive Services options under 231 Grants.

- 1) Workplace Literacy and Employer Engagement
- 2) Services for Internationally Trained Professionals who are English Language Learners and
- 3) Post Release Services for Second Chance Individuals.

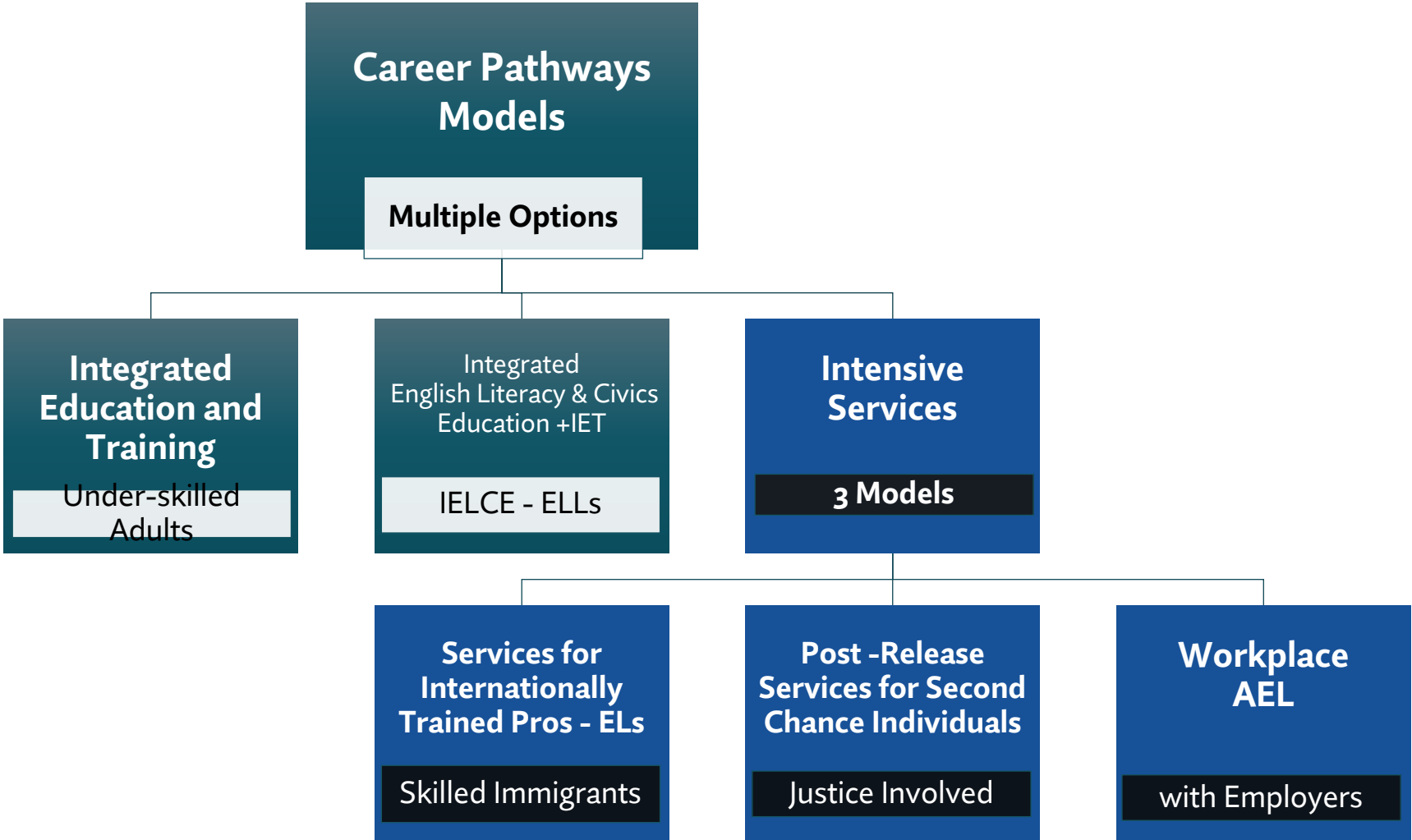
**LEARN:**

- 1) about the policy to support services and
- 2) what resources are available and
- 3) how to make these models work for your program, your participants and your partners



# THE PARKING LOT

# Career Pathway Models in Texas



# AEL Intensive Services

## WORKPLACE LITERACY

- 1- AEL Activities with an Employer Partner
- 2- at a worksite or at an off-site location
- 3- designed to improve productivity of the workforce

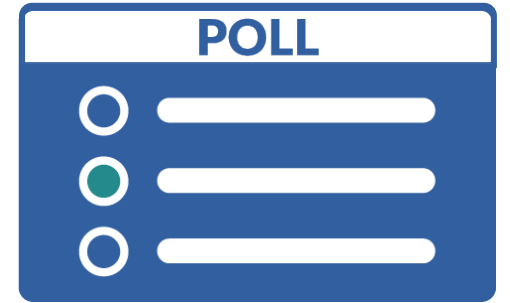
## SERVICES FOR ITPS

- 1- services for ELLs with degrees or credentials from their home country
- 2- designed to assist AE students to reenter their career path

## SECOND CHANCE INDIVIDUALS

- 1- Post-release services for ~~justice-involved~~ second chance individuals
- 2- To reduce recidivism and support community integration

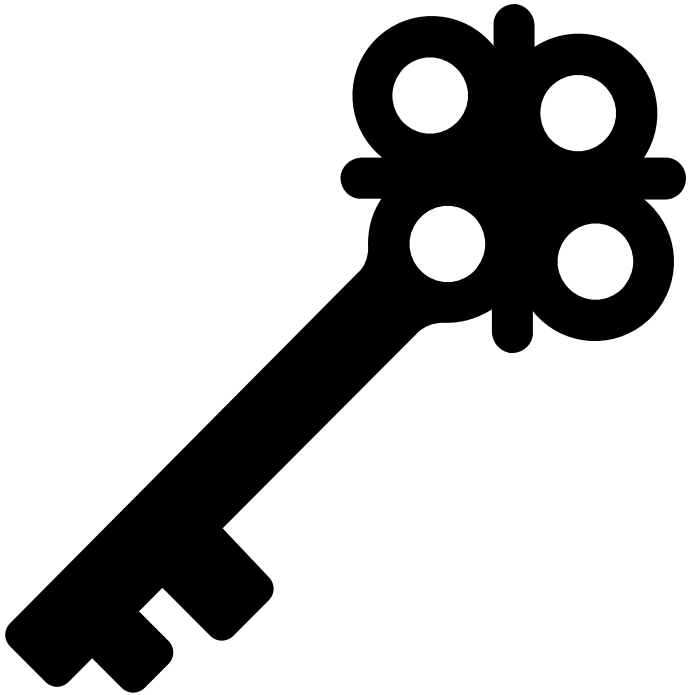
# POLL: Intensive Services



What Intensive services do you have experience with?

- Working with employers
- Working with skilled immigrants
- Working with correctional system partners?





KEY TAKEAWAY

# Intentional Design

# AEL POLICY

RFA #32024-00017 & 32024-00149

AEL Letters

AEL Guide

AEL Testing Guide

AEL Performance Guide

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Texas Workforce Commission  
Adult Education and Literacy  
Guide

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# Intensive Services & Requirements: (Must)

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- ✓ Meet associated Targets
- ✓ Submit A Career Pathway Plan (i.e. Survey) for WPL & ITPs
- ✓ MOU with Employer
- ✓ Supplemental funds are attached yearly. Must report expenditures
- ✓ Must align AEL instruction and Career and College Planning to Career Pathways



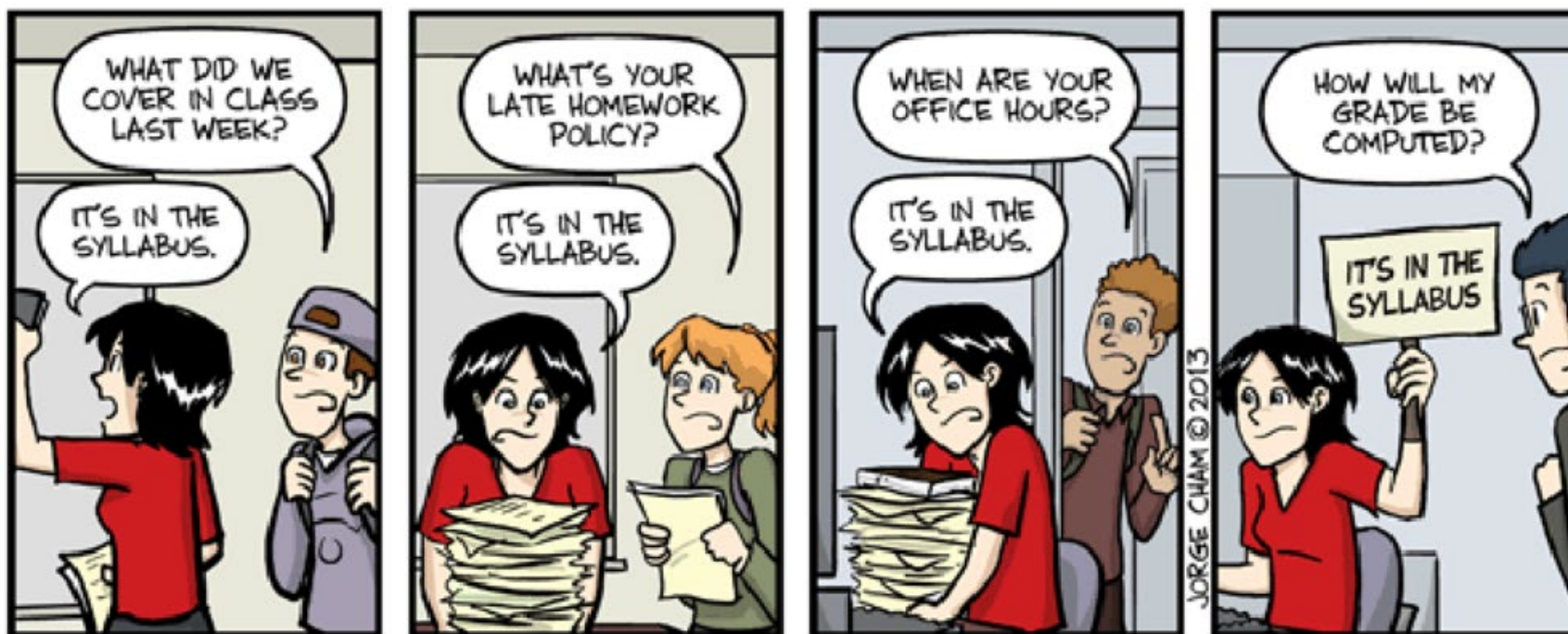
# Intensive Services Requirements (Must)

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- ✓ Use Information from Comprehensive Assessment and Pre-Testing For Instructional Purposes
- ✓ Include WPA In all Levels Of ABE, ASE, And ESL that aligns with The Texas AEL Content Standards
- ✓ Use appropriate codes in TEAMS for reporting purposes
- ✓ Provide a Syllabus for all instructional classes



# SYLLABUS



# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

*"Piled Higher and Deeper" by Jorge Cham*

TEXAS ADULT EDUCATION OVERVIEW

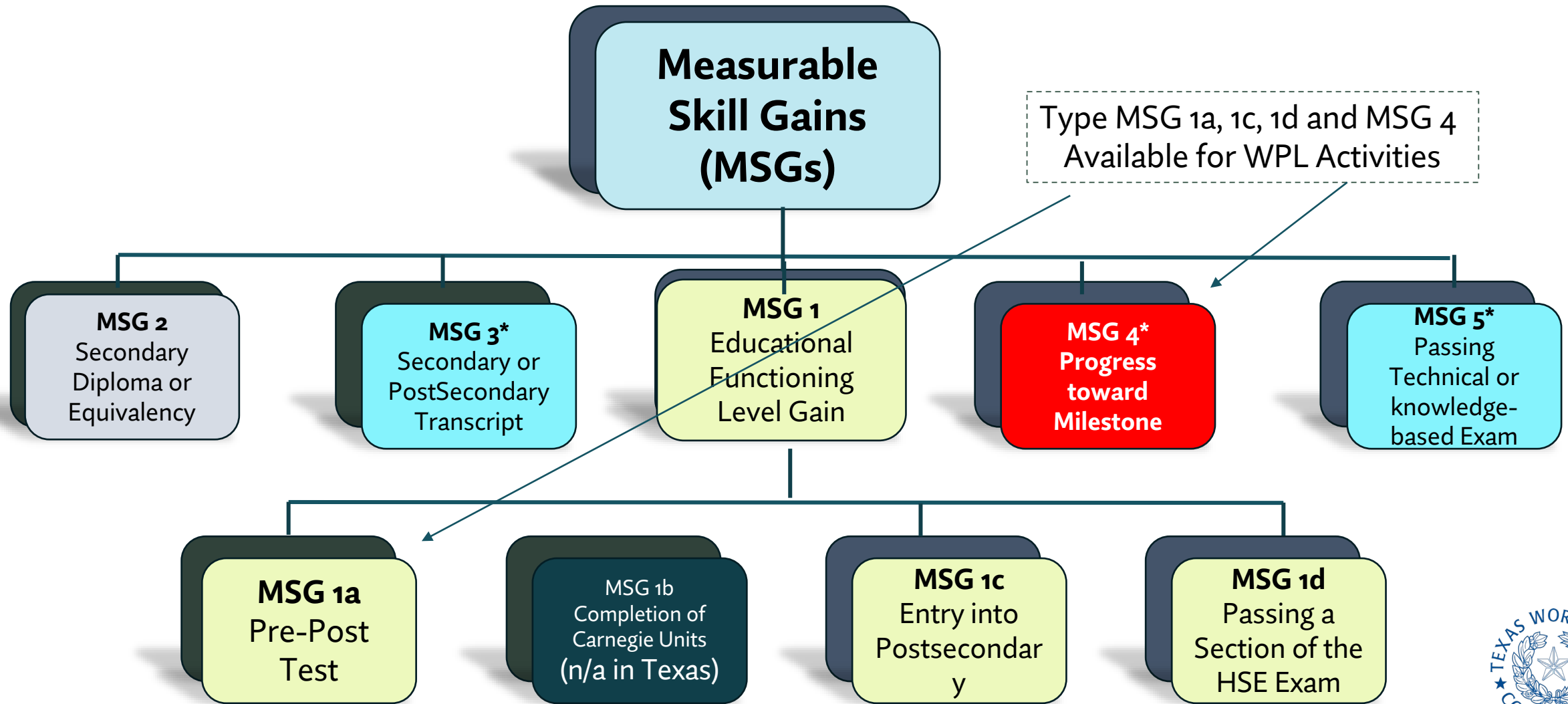
# Intensive Services Requirements

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- ✓ Report an MSG per POP per Participant (a variety of options)
- ✓ Report in TEAMS



# Five Types of Measurable Skill Gains Under WIOA-2



\* MSG 3- 4-5 for IET. MSG 4 for Workplace Literacy – See AEL Performance Guide

## Measurable Skill Gains Overview Chart PY 24 - 25 Updates

Potential Intensive Services - MSGs

MSG Type	Name	Which Participants May Earn This?	Details
Type 1a	Achievement on an NRS-approved pretest or posttest	Any AEL participant	Documented achievement of at least one EFL on an approved NRS test by a participant who is receiving instruction below the postsecondary education level
Type 1b	<u>Carnegie Units</u>	N/A	1b not recognized in Texas
Type 1c	Postsecondary enrollment	Any AEL participant enrolled in Popular Services prior to enrollment in postsecondary education	Documented enrollment in Popular Services and then sequentially enrolls in postsecondary education or training during the same program year.
Type 1d	Passage of State approved HSE Subtest	AEL participants who lack a high school diploma, or it's recognized equivalent	Documented passage of a sub-test on a State-recognized HSE exam. Passage must be within the same program year
Type 2	HSE achievement	Any AEL participant that lacks a US high school diploma or high school equivalency	Documented attainment of a secondary school diploma or its recognized equivalent
MSG Type	Name	Which Participants May Earn This?	Details
Type 3	Transcript or report card	Participants enrolled in an IET, including Apprenticeships	Postsecondary transcript or report card for a sufficient number of credit (or equivalent) hours that shows a participant is meeting the state unit's academic standards
Type 4	Progress Milestone	Participants in Workplace Literacy (WPL) or an IET including Apprenticeships	Satisfactory or better progress report toward established milestones as defined by industry standards from an employer (WPL) or a Training Provider for an IET. (Workplace Literacy: To report MSG 4, an MOU with Employer identifying the milestone(s) or industry standard is required)
Type 5	<b>Skills Progression</b> Passing an occupational exam or progress toward attaining occupational skills identified by trade-related benchmarks for specific occupations	Participants enrolled in an IET, including Apprenticeships	Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams



# 3 Guiding Principles of Intensive Services



Design with learner and community needs in mind.



Collaborate with partners.



Adopt a continuous improvement approach.



**WORKPLACE LITERACY**



# WORKPLACE AEL ACTIVITIES (Workplace Literacy)

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- Workplace AEL Activities are provided by adult education and literacy providers in collaboration with an employer or employee organization designed to improve the productivity of the workforce, can occur  
at a workplace or  
an off-site location;
- In Workplace AEL programs, providers should understand and respond to the demands that drive business needs, employee safety, and productivity of a particular employer.
- AEL GUIDE and RFP# 32024-00017 & #32024-00149

Required to be integrated in **ALL AEL Classes** (not just Intensives)

# Workforce Preparation Activities

**In Workplace Literacy classes:**

**A combination of basic academic skills**, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- Using resources
- Using information
- Working with others
- Understanding systems
- Skills for successful transition into and completion of post-secondary education, training or employment &
- Other employability skills that increase an individual's persistence in the workforce
- Digital Literacy skills

# Employer Partners

Some examples: Spawglass, Marek Construction, Tyson Foods, Unifirst Inc.



**UniFirst**

MP COMPANY STORE / VIDEOS / CAREERS

Sales: (888) 778-7540  
Service: (800) 294-2706

UNIFORMS & WORKWEAR | FACILITY SERVICES | SAFETY & PPE | INDUSTRY SOLUTIONS | SHOP | COMPANY | CONTACT

We're in this together.  
Committed to supporting our customers and communities during these difficult times

[LETTER FROM OUR CEO](#)

**Uniforms & Workwear** ▶ Find out all you get with a UniFirst rental program.

**Facility Services** ▶ Order floor mats, restroom, and janitorial supply services.

**Safety & PPE** ▶ Customize a safety/PPE program for your company.

**Sales Inquiries** ▶ Get an assessment of your uniform and facility service needs.

**Safely outfitting the nation's workforce as businesses reopen**  
Hygienically clean uniform and facility service programs

[LEARN MORE](#)

**Compare uniform companies, discover the UniFirst difference**

When it comes to uniform supply companies, there's service ... and then there's UniFirst service. When you [compare uniform suppliers](#), it's important to understand that not all

# Six Tips for Working with Employers

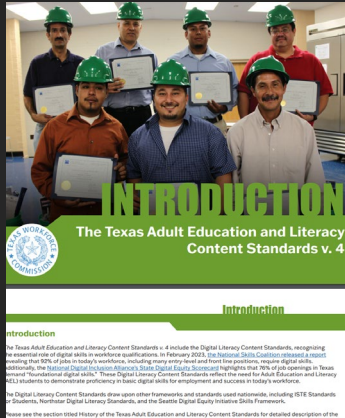
- Learn the language of the business and their needs
- Reach out to the appropriate-level executives in companies where there is potential for partnering
- Engage employers in program design, curriculum content, and work-based learning as available and interested
- Ask for feedback as the program develops
- Maintain regular communications
- Celebrate success

# MOU with an Employer



- ✓ Purpose
- ✓ Duration of Agreement
- ✓ Program Description
- ✓ General Provisions
- ✓ Employer Goals for the Program
- ✓ Employee Incentives (from employer)
- ✓ Desired Outcomes/Objectives
- ✓ Agreed Upon Progress Milestone

# Quality, Rigor, Alignment Industry Standards



## Texas Adult Education and Literacy Content Standards v. 4

[TCALL - Institute for  
Instruction \(tamuedu.org\)](http://tamuedu.org)



QUESTIONS?





**INTERNATIONALLY TRAINED PROFESSIONALS - ELLS**

# Terminology

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- 1) Internationally Trained Professionals (ITPs)
- 2) WIOA: Internationally Trained Professionals who are English Language Learners with degrees or professional credentials from their home country (ITP-ELLs)
- 3) Skilled Immigrants
- 4) Basic Skills Deficient





# Who Are Internationally Trained Professionals (ITPs)?

Framing the Population

# ITPs in the U.S. Who Are They?

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- **1<sup>st</sup> and foremost:**
- Individuals with postsecondary degrees or professional credentials **from their home countries (outside the U.S.)**



# ITPs in the U.S. - Characteristics

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- ❖ May be Multi-lingual
- ❖ Typically, have work experience within their career or specialized industry
- ❖ May be limited in their English but have highly specialized academic knowledge and training in their careers



# ITPs in the U.S. – Characteristics

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- ***Statistic of note:***
- \* Nearly 2M highly-skilled immigrants in the U.S. are underemployed or
- are working in low-skilled jobs– a phenomenon known as “brain waste” or skill under-utilization.



## Untapped Talent

The Costs of Brain Waste Among Highly Skilled Immigrants in the United States



# Brain Waste

- **Work by the highly skilled in “low-skilled jobs”**
- **Jobs that require only moderate on-the-job training or less;**  
Typically, jobs that require a high school diploma or less



In Summary

# Barriers to Employment

- **Lack of Information and Guidance**
- **Academic or field specific language barrier**
- **Certification Challenges** (state to state variances)
- **Cost and time to re-train if needed**
- **Gaps in education**
- **Lack of professional networks**
- **Employer awareness**



# Other Barriers to Employment



Citizenship and Visa Status

Field of Study may be a limitation:

**Most in demand occupations are STEM**

(science, technology, engineering and math disciplines)

# Other Barriers to Employment

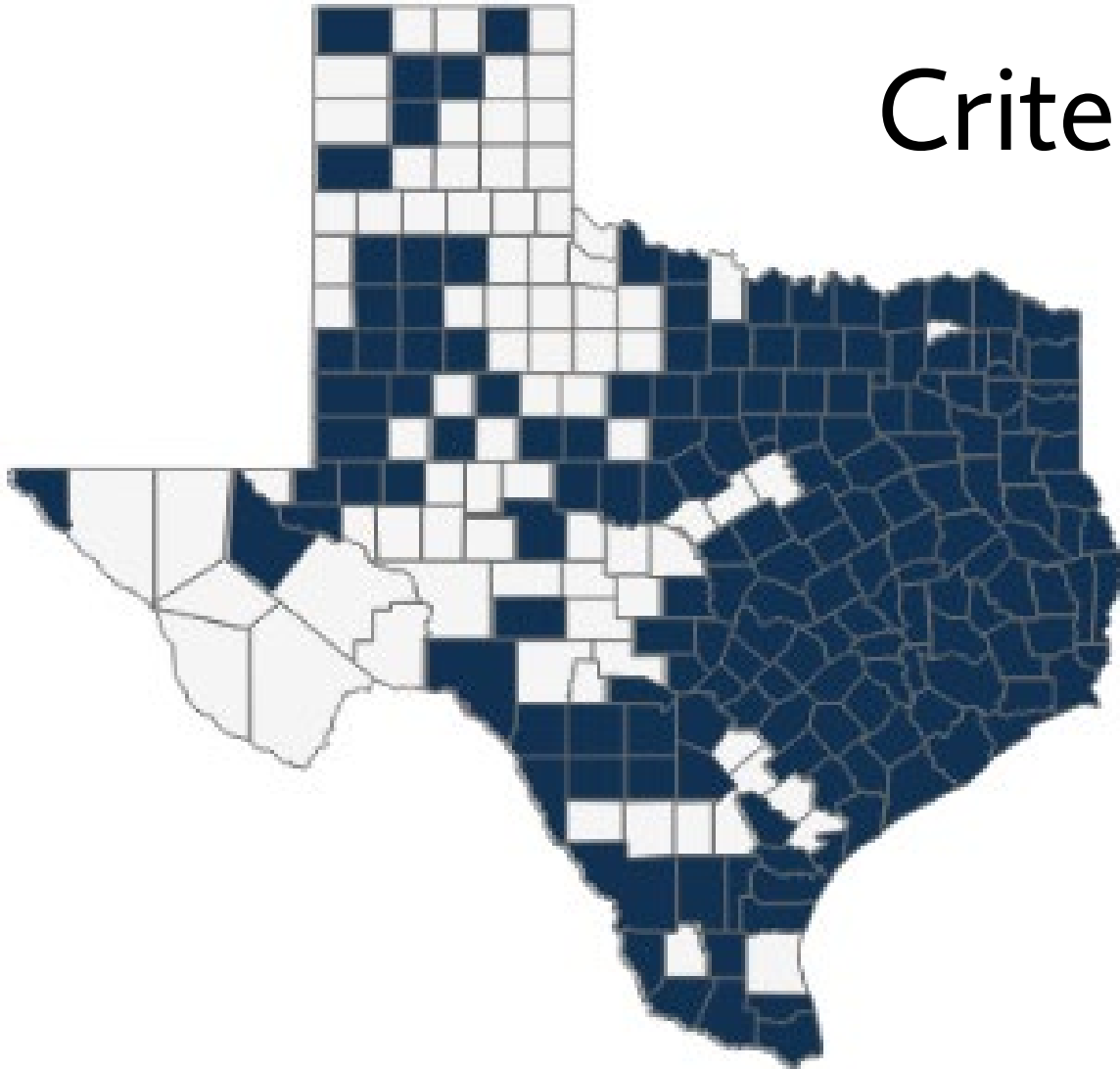


Of college educated immigrants, those who spoke English “not well” or “not at all” were five times more likely to be in low-skilled jobs than those who spoke only English.

# Primary Barrier to Employment for ITPs who are ELLs



The primary barrier to employment and skill utilization is low level of English language fluency.

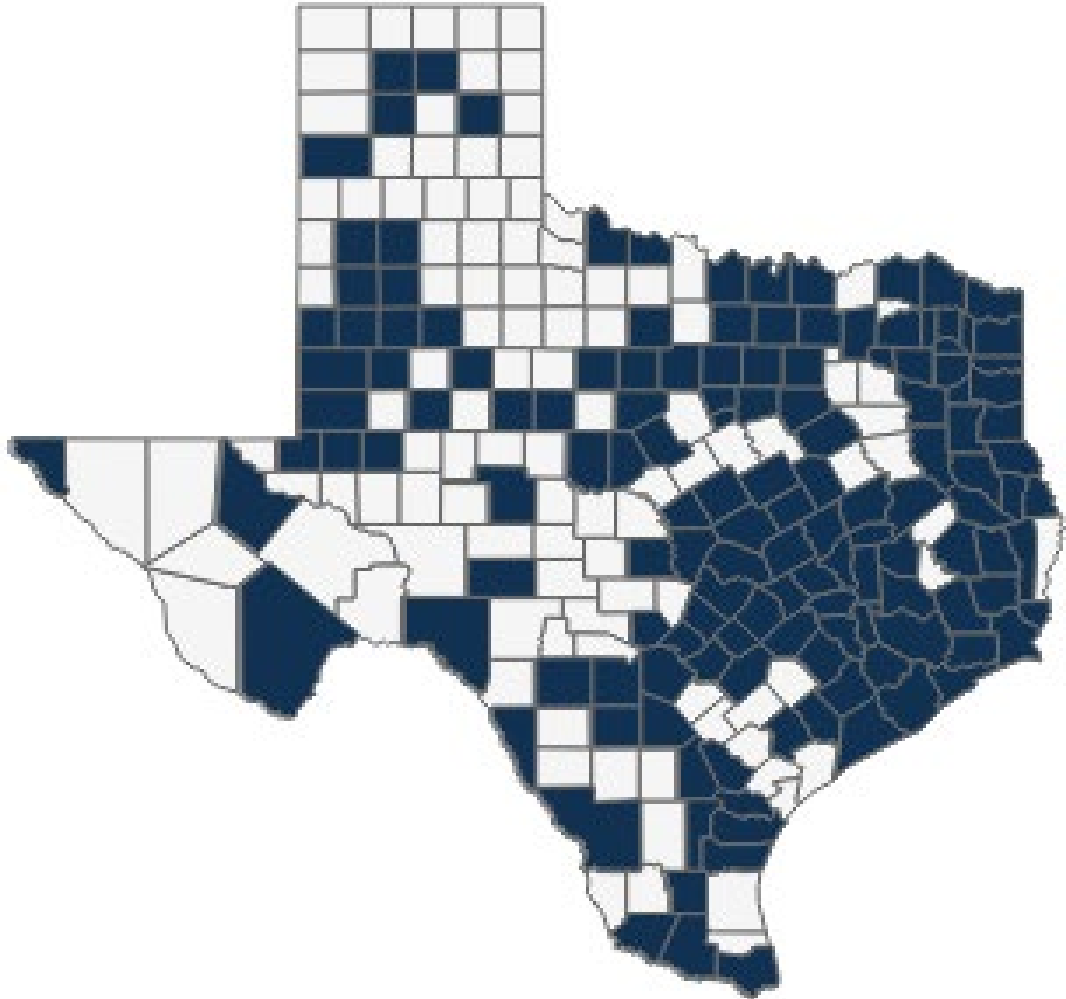


# Criteria for ITPs in Texas AEL

- 
1. PSE\*\* or Technical or Vocational Certificate
  2. Associate's Degree
  3. Bachelor's Degree
  4. Beyond Bachelor's Degree

- Reported in PIRL (Participant Individual Report Label)  
Required Data for WIOA Services (AEL reported)
- \*\* PSE= Postsecondary education

# Py23-24 Enrollment in AEL and ITP Services



**Total AEL Enrollments:**

**73,254**

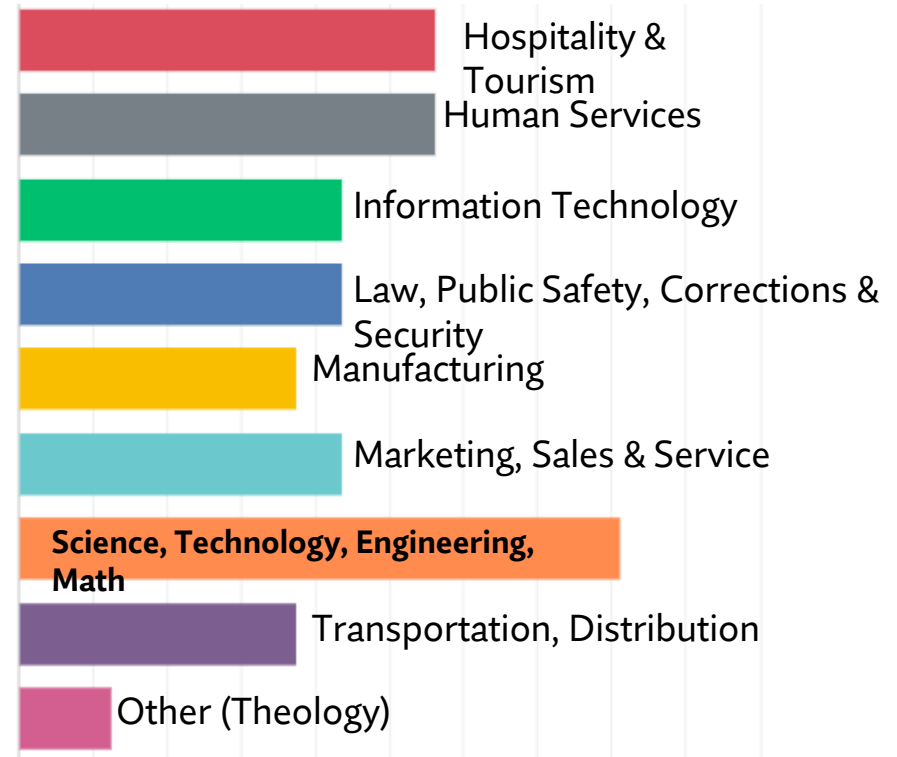
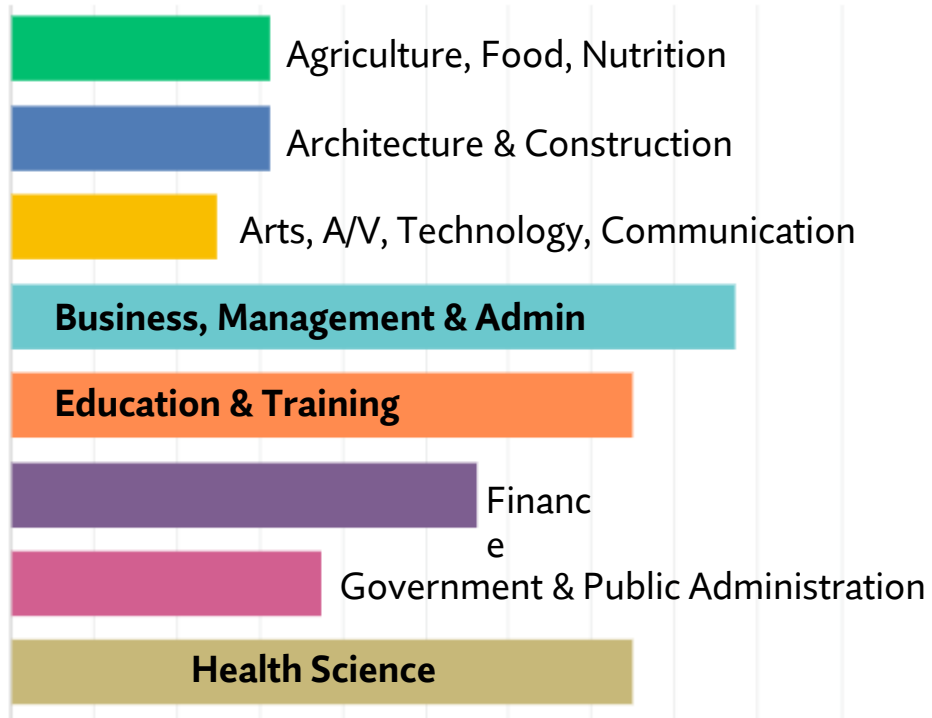
**Total **Eligible** as ITPs:**

**16,426 (22%)**

**Served as ITPs:**

**4,801 (29%)**

# Top Career Fields in AEL of ITPs



# Texas AEL Vision



- Bridge educational, economic, and workforce gaps with strategic partnerships
- AEL Intensive and Industry-specific English
- Expand partnerships with Immigrant and Refugee organizations to provide additional support
- Engage employers through job roundtables, mock interviews, internships, and work experience
- Partner locally with OEI, Business Services Reps, and RAPs\*

RAP= Registered Apprenticeship Programs





# What services can AEL offer?

Comments from the crowd!

# ALL AEL PROGRAMS: INTAKE PROCESS

Comprehensive Assessment

AEL collects PIRL Info (WIOA)

Ask additional questions

-- Field of study?

-- Type of credential?

-- Specific work experience?

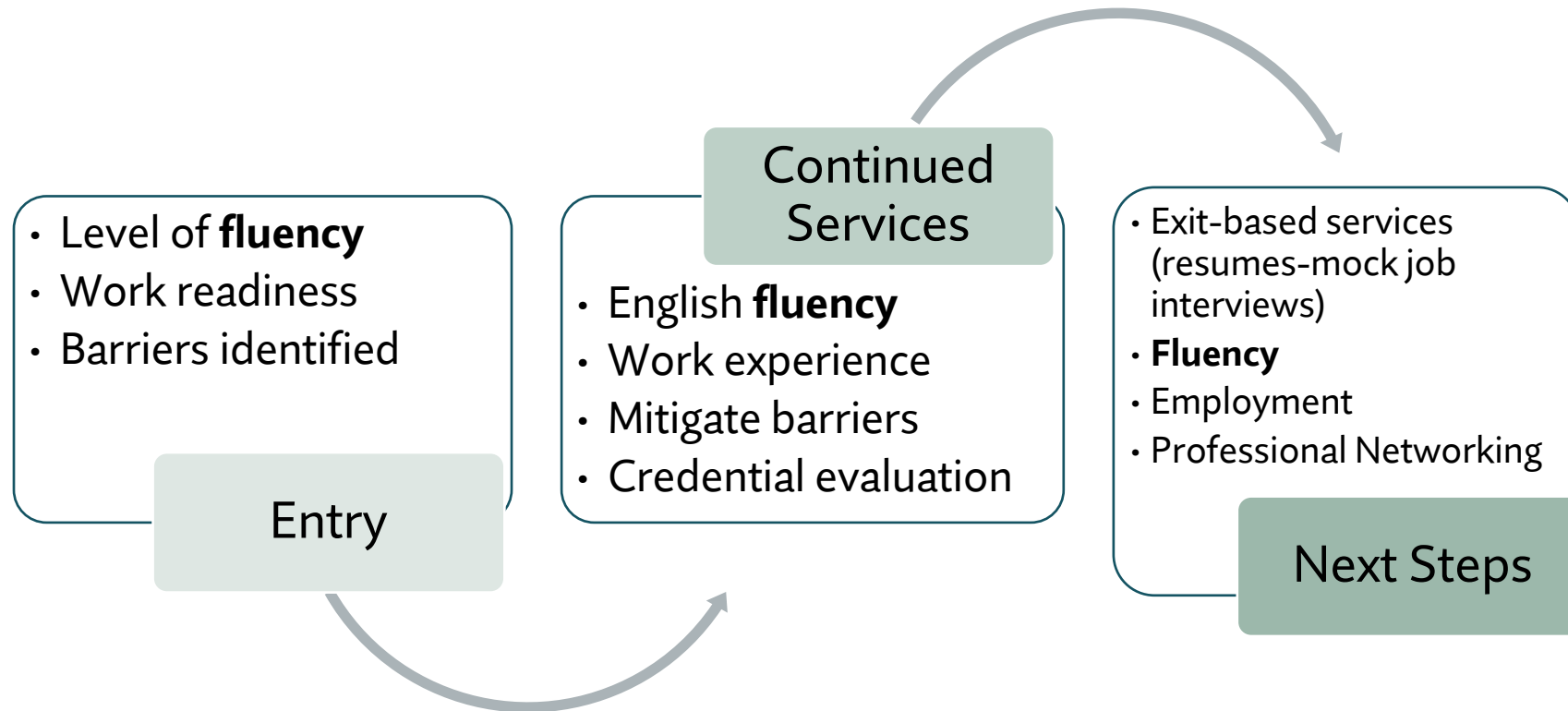
-- In possession of transcripts?

-- Seeking to re-enter career path?

Orientation Processes (Goal Setting)



# The ITP Service Model



# Texas Vision: Case Management



- Train Career Advisors/Navigators/ Case managers
- Support knowledge of career ladders
- Improve alignment to system partners
- Connect ITP to wraparound services
- Invite industry expertise into the conversation

# Connecting ITPs to Jobs



# Middle Skilled Jobs

(with Career Pathways)

- EMT Basic
- Licensed Vocational Nurse
- MRI Technologists
- Electrician (trades in general)
- Dental hygienist
- Clinical Lab Technicians
- Paralegal
- Police officer
- Dental assistant
- Network administrator
- Computer support specialist
- See ONET and Apprenticeship Opportunities



# Allowable Activities and Expenses?

- Alternative testing
- TESOL preparation
- Degree translation
- Case management and college (IHE) advising
- Preparation for PSE
- Bridge to IET
- Integrated Education and Training (IET)

# Questions?







# POST-RELEASE SERVICES FOR 2<sup>ND</sup> CHANCE INDIVIDUALS

# Memo

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“Justice-Involved”... to

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“Second Chance”



Terminology Update

# Corrections Education

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As allowed under  
AEFLA funding

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## Inside Correctional Facilities

### Definitions:

#### **Correctional Education:**

For purposes of AEL Grantees, Corrections Education occurs inside a correctional institution or facility and allowable services include AEL Activities, special education, as determined by TWC, secondary school credit, career pathways, IET, peer tutoring, and Transition to Re-entry and Post-Release Services.

# Corrections Education

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As allowed under  
AEFLA funding

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What's considered a  
Correctional Facility?

## Definitions:

**Correctional Institution**—A  
correctional institution is any:

- prison
  - jail
  - reformatory
  - work farm
  - detention center or
  - halfway house, community-based rehabilitation center, or
- any other similar institution designed for the confinement or rehabilitation of criminal offenders.

# Questions on Corrections Education?





# Back to the Future . . .



# **Post-release Services for Second Chance Individuals**

# POST-RELEASE SERVICES FOR 2<sup>ND</sup> CHANCE INDIVIDUALS

## DEFINED

- **Post-Release Services for Second Chance Individuals.** AEL Intensive Services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution.
- These services are designed to promote successful adjustment to the community and prevent recidivism.
- **Examples include in collaboration with partners:** education, employment services, substance abuse treatment, housing support, mental and physical health care, and family reunification services.



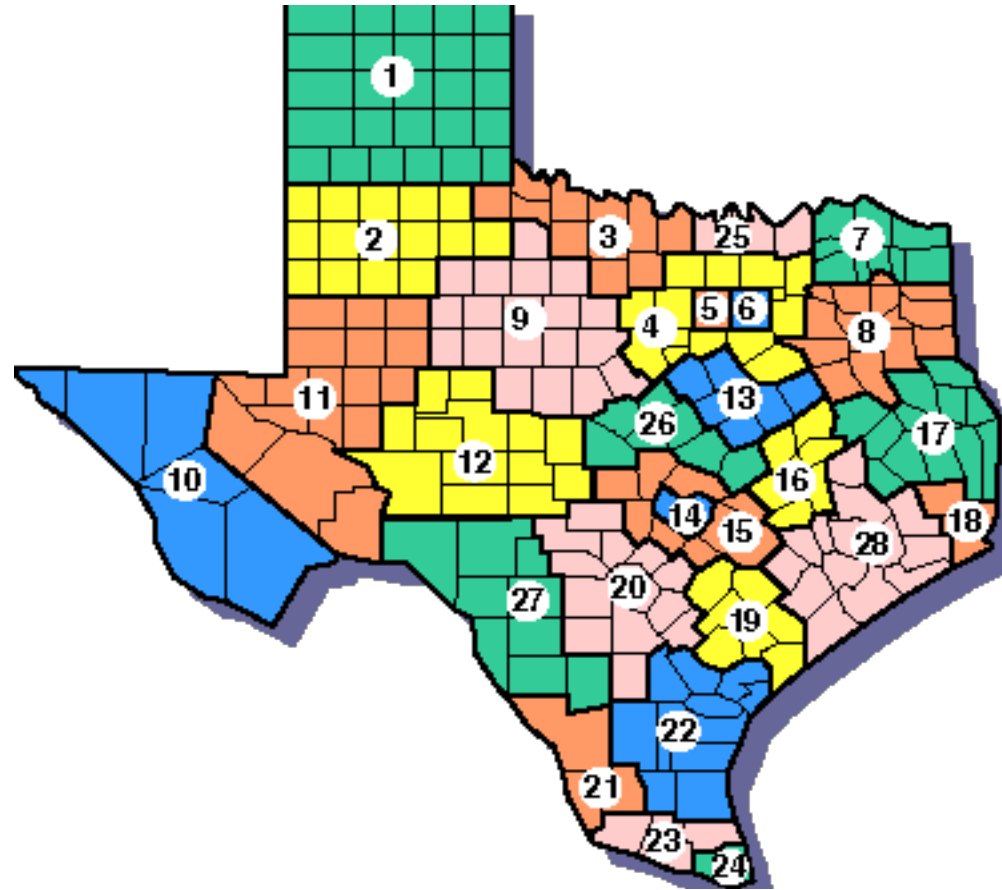


# Post Release Services for Second Chance Individuals

## Intensive Services

### Post-release services for second chance individuals

For individuals separated from correctional facilities and within **3 years** of release from a facility.



Corrections Education  
Services

AEL Activities with  
AEFLA funding for those  
in Correctional Facilities

Corrections Facilities

Prison, Jails, Reformatory,  
Work farm, Detention  
center, Halfway house,  
community-based  
rehabilitation center, or  
any other similar institution  
designed for the  
confinement or rehab of  
criminal offenders.

# Intensive Services

## *Intentional Designs*

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### MODELS

- Case management
- Enrollment in AEL
- IET Options for Job Training
- Career Navigation



# Post-release services for Second Chance Individuals

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## Reducing Recidivism – Shared Vision among Stakeholders

- Collaboration among the continuum of agencies paving the way for successful re-entry:
- correctional institutions,
- education providers,
- workforce development, and their program partners

Work toward the shared vision of helping those who are released directly into communities across Texas, to become productive members of society.



# What does this look like?

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## **Post Release Services for Second chance Individuals – Reducing Recidivism**

Establishing Partners in the community

Structuring a “warm hand-off”

Follow-up and persistence in outreach to those referred by partner agencies

Responsiveness when a referral turns-up seeking services

***a warm hand-off...***



# What's a warm hand off ?

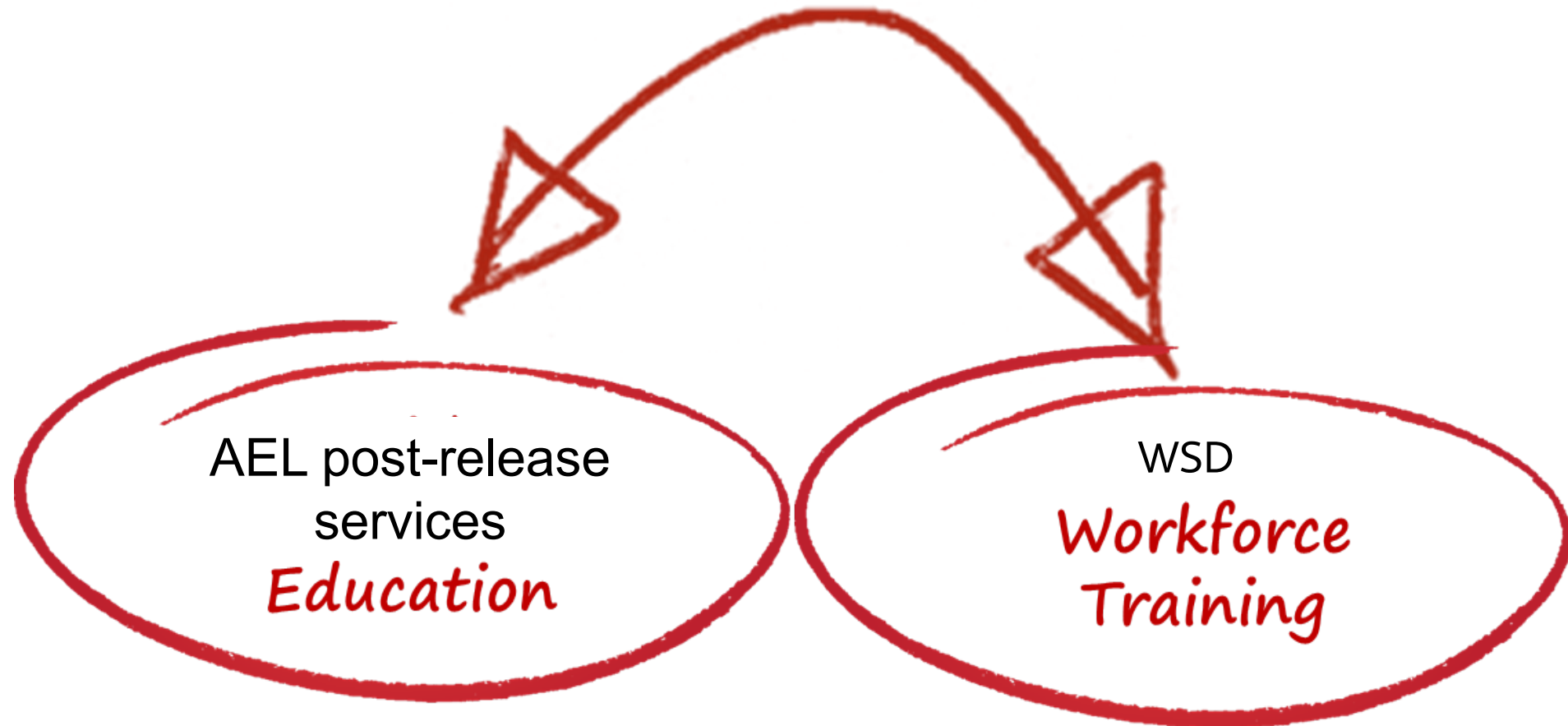
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## ***Comments from the Crowd?***



# AEL and Windham School District (WSD)

Cross Agency Collaboration: State Leadership Project  
IET in Corrections



# Connecting Second Chance Individuals...



# Questions on Post-release Services for Second Chance Individuals?





# Tools for Building Employer-Educator Partnerships

forging colla  
for workforce d

[Home](#) [About](#) [Tools for Employers](#) [Tools for Educators](#) [Contact](#)

[Tools for Employers](#)

[Tools for Educators](#)

## Links to Other Resources

[U.S. Department of Education  
Office of Career, Technical, and  
Adult Education](#)

[U.S. Department of Labor  
Employment and Training  
Administration](#)

[Literacy Information and  
Communication System \(LINCS\)](#)



America needs an effective strategy for integrating educational instruction and workforce development that includes employers, today's workers, and workers of tomorrow. **Employer-Educator Partnerships work!**

### This website is designed to:

- Introduce employers and educators to the value of partnering.
- Describe best practices and success stories.
- Disseminate evidence-based tools that contain academic and practical solutions for building partnerships, successful collaborations, and creating career pathways.

Valuable information tailored for both employers and educators is presented. Whether you are an employer, or other interested party, we encourage you to view both sections as they present examples, from each perspective, how partnerships have made a difference along with links to important resources.

Lower-skilled workers make up a significant part of today's labor force; low literacy and numeracy are also a problem for many unemployed adults. These individuals are traditionally underserved by training programs. Low-wage, entry-level jobs should not be dead ends—they should be stepping stones to more productive employment.

# Resources for Intensive Services

See Handout

Welcome to the Adult Education Provider Directory Search



Thank you!

[aelta@twc.texas.gov](mailto:aelta@twc.texas.gov)

# Other Questions?



**Please let us know  
what kind of TA/PD  
would benefit your  
work?**

