

States Lay the Foundation

A roadmap of policy successes to integrate
and welcome refugees and immigrants

June 6, 2023

12-2pm ET / 9-11am PT

REFUGEE
ADVOCACY
LAB

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INTERNATIONAL
RESCUE
COMMITTEE



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STATES LAY THE FOUNDATION

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Summary

At a critical moment of rebuilding for the U.S. Refugee Admissions Program (USRAP), the IRC and the Refugee Advocacy Lab are bringing together refugee and immigrant voices, state legislators, and technical experts to celebrate their efforts to create more welcoming communities for newcomers. This virtual summit will include a panel discussion and conversations between policymakers who are advancing legislation related to education, workforce development, integration support, and more. Attendees will also have direct access to correlating policy resources and the technical support they need to replicate such measures within their own states.

Language Accessibility

As part of our commitment to equity and inclusivity, we are expanding language access to our legislative summit series by offering interpretation in French, Spanish and Arabic. In tandem with the practical provision of interpretation during this event, we continue to advocate for language access and justice across our platforms and portfolios. To learn more about language access, and our efforts to promote language justice, check out the [Language Access Policy: Precedent and Possibilities brief](#) from the Refugee Advocacy Lab.

Land Acknowledgement

We acknowledge the traditional, ancestral, and unceded land of Indigenous peoples across the United States. Information on land acknowledgment is available from the Native Governance Center ([HERE](#)). A Native Land resource mapping Indigenous lands is available [HERE](#). It is crucial to note land acknowledgment is a starting point in the recognition and support of indigenous communities.

EVENT AGENDA

- 12:00 PM ET** **Welcome and Introductory Remarks**
- ▶ Flora Alexander, Vice President of Global Advocacy & Influence, IRC
- 12:20 PM ET** **Keynote Speaker**
- ▶ Piper Perabo, Actress and IRC Ambassador
- 12:30 PM ET** **Discussion 1: Access to Higher Education**
- ▶ Ghazala Hashmi, Virginia State Senator
 - ▶ Jordan D. Teuscher, Utah State Representative
- 12:50 PM ET** **Panel: Integration**
- ▶ Darius Brown, Delaware State Senator
 - ▶ Karina Villa, Illinois State Senator
 - ▶ Nader Sayegh, New York State Assemblyman
 - ▶ Logan Nicoll, Vermont State Representative
 - ▶ Megan Schwab, Field Advocacy Officer, International Rescue Committee (moderator)
- 1:30 PM ET** **Discussion 2: Workforce**
- ▶ Steve Kaiser, Arizona State Senator
 - ▶ Nina Kulkarni, Kentucky State Representative
- 1:50 PM ET** **Closing Remarks**
- ▶ Genevieve Kessler, Director of State Advocacy, IRC

ABOUT THE IRC & THE REFUGEE ADVOCACY LAB



International Rescue Committee

The International Rescue Committee (IRC) responds to the world's worst humanitarian crises and helps people whose lives and livelihoods are shattered by conflict and disaster to survive, recover and gain control of their future. Join the thousands of IRC supporters who have called their representatives, written letters, shared our campaigns, or otherwise mobilized to advocate for change in their communities and worldwide: <https://www.rescue.org/takeaction>.



Refugee Advocacy Lab

The Refugee Advocacy Lab is an initiative hosted at Refugees International and co-led with the International Refugee Assistance Project (IRAP), International Rescue Committee (IRC), and Refugee Congress. The Lab's mission is to grow the movement for U.S. leadership on refugee protection and inclusion. Centered in the perspective and leadership of displaced people themselves, we support the advocacy community by developing strategic communications resources, championing inclusive policies, and building capacity for the field.

PRESENTER & SPEAKER BIOGRAPHIES

Speakers & Moderators

In Order of Appearance



Flora Alexander

Flora Alexander is the Vice President of Advocacy and Influence, based in New York. She is responsible for leading IRC's global advocacy, ensuring that they are strategically leveraging all of their assets and expertise to influence decision makers to deliver tangible change for their clients.

Flora joined the IRC from UNICEF in March 2023, where she led global advocacy for five years and radically transformed the approach to advocacy as a critical change strategy and function – both at the global level and across UNICEF's 190 offices. Prior to this, Flora spent 9 years at Save the Children in a range of advocacy leadership roles, before taking on the role of Chief of Staff. In her early career, Flora worked for the UK government, a tech start-up, and as head of policy for a think tank. She has a Masters in Philosophy, Politics and Economics from Oxford University, and is originally from Scotland.



Piper Perabo

Beginning in 2014, Golden Globe-nominated actor Piper Perabo has worked with the IRC to advocate for refugees around the globe. Piper has traveled the world as an IRC ambassador, spending time with and learning from clients and staff members in Lebanon, Greece, New York, Salt Lake City and Arizona. On behalf of the IRC, Piper has hosted town halls, has participated in meetings with U.S. politicians, and has spearheaded open letters fighting for refugee resettlement programs. Of her partnership with the International Rescue Committee, Piper has said "I have tremendous admiration for the work the IRC does both in the United States and around the world."



Genevieve Kessler

Genevieve has worked at the International Rescue Committee (IRC) since 2017 and currently serves as the Director, State Advocacy driving strategic engagement and policy deliverables in the 17 states within the IRC network. Genevieve's efforts have defeated all anti-refugee legislation introduced across the network; and she has led the successful advance and passage of legislation that increased support for integration of newly arrived individuals including access to education; access to workforce development opportunities; and building infrastructures in states and more. This is her second experience at the IRC. From 2011 to 2012 she was the Immigrant Program Coordinator supporting the implementation of a network wide grant aimed at increasing naturalization in communities across the IRC network. Genevieve also serves as the State Strategy Lead for the Refugee Advocacy Lab.

Prior to joining the IRC, Genevieve worked for two Members of Congress: John Hall NY-19 from 2006-2011; and Sean Patrick Maloney NY-18 (2013-2016). During these years, she served in several roles with increasing levels of responsibility in constituent services; as a District Representative; and ultimately capping off time as a Deputy Director supervising district and DC staff cross functionally. With creative leadership in resolving key issues impacting district constituents, Genevieve built strong relationships with bipartisan state and local legislators.

Genevieve is a proud graduate of John Jay College of Criminal Justice- CUNY where she earned an MPA; and Ramapo College of New Jersey where she graduated with a BA in Political Science with a minor in History.

PRESENTER & SPEAKER BIOGRAPHIES



Senator Ghazala Hashmi

Senator Ghazala Hashmi, PhD, serves in the Virginia General Assembly, representing the 10th Senatorial District which includes parts of Richmond City, Chesterfield County, and all of Powhatan County. She sits on the following Senate committees: Education and Health; Agriculture, Conservation and Natural Resources; General Laws and Technology; and Local Government. Senator Hashmi also chairs the Senate Subcommittee on Public Education. As an experienced educator and advocate who spent nearly 30 years working within Virginia's college and university system, she identifies education, equity, the environment, and healthcare access as top legislative priorities. Senator Hashmi was elected to office in November 2019, helping to bring an historic Democratic majority to the state Senate and to the General Assembly. Prior to her election, she served as the Founding Director of the Center for Excellence in Teaching & Learning (CETL) at Reynolds Community College in Richmond, Virginia. She is the first Muslim American to serve in the Virginia Senate



Representative Jordan Teuscher

Representative Jordan Teuscher graduated cum laude from BYU with a BA in Political Science/Philosophy and the J. Reuben Clark Law School. He was admitted to the Utah Bar in 2012 and sworn into the US Supreme Court Bar in 2015.

Beginning with a Church mission in Ukraine, Representative Teuscher has extensive international experience. In 2007, he organized the first jury trial competition in Ukraine. He graduated from the Penn State Capitals of Europe program in France, and then went to work for the Leavitt Institute for International Development, directing international legal reform work in Ukraine, Moldova, and Rwanda.

After graduating from law school, Representative Teuscher joined an international law firm where he represented clients in civil and criminal litigation. Currently, he works for The Church of Jesus Christ of Latter-day Saints where he negotiates strategic real estate agreements.

Elected to the Utah House of Representatives in 2020 to represent District 44 (South Jordan/West Jordan), Representative Teuscher currently serves in House leadership as the vice-chair of the House Rules Committee. He also serves as the chair of the House Ethics Committee, Co-chair of the Blockchain and Digital Innovation Taskforce, and the Co-chair of the Point of the Mountain State Land Authority.

Based on his legislative leadership, Representative Teuscher was the recipient of the 2021 and 2022 Americans for Prosperity Champions of Liberty Award, as well as the 2021 and 2022 Libertas Defender of Liberty Award and the 2021 and 2022 SL Chamber of Commerce Business Champion Award. In 2022, Jordan was awarded by the Council of State Governments the 20 under 40 award, recognizing up-and-coming government leaders from across the country who have demonstrated a true commitment to serving the citizens of their states.

Representative Teuscher has championed and passed a number of significant pieces of legislation on topics such as higher education free speech, election reform, and digital innovation to name a few. He and his wife Aliona have three children. They love to travel, work together in the yard, and attend sporting events.

PRESENTER & SPEAKER BIOGRAPHIES



Senator Darius Brown

Senator Darius Brown represents the Second Senate District which includes New Castle, Wilmington and Edgemoor. He is committed to expanding economic opportunity by creating pathways out of poverty through restorative justice, workforce competitiveness and infrastructure investment.

Senator Brown has sponsored landmark legislation, including the passage of The Equal Rights Amendment to the state Constitution, The CROWN Act, Juneteenth as a state holiday, and Law Enforcement Body-Worn Cameras. He also sponsored the Adult Expungement Reform Act and the Clean Slate Act to help remove barriers to education, employment and housing for more than 290,000 Delawareans leading the Wilmington News Journal to name him “one of the State house’s champions of criminal justice reform and racial equity.”

Senator Brown currently serves as chair of the Senate Elections & Government Affairs Committee, the vice chair of the Senate Judiciary, and a member of the Senate Labor and Veterans Affairs committees. He also holds a seat on the budget-writing Joint Finance Committee.



Representative Logan Nicoll

Logan Nicoll is excited to be starting his third session in the legislature, representing Ludlow, Mount Holly and Shrewsbury.

Logan a lifelong Vermonter, born and raised in Ludlow, where he still lives today with his wife Cherry and their two daughters. He has spent most of his life in Ludlow aside from his time living in Burlington while he earned a Bachelor’s Degree in Community Development from the University of Vermont.

Logan grew up working construction and still does most of the renovations on his own house. He enjoys building and is especially interested in green building and renewable energy systems, earning a minor in Green Building and Community Design while he was at UVM.

Between sessions Logan started a new career in Real Estate and began moonlighting as a bartender at his brother’s restaurant bar-arcade in Ludlow, that rumor has it sells the best fried chicken in Vermont.

Logan spends most of his spare time outside with his wife and daughters; in the summer that usually means on the lake or out hiking, in the winter that usually means snowboarding on one of Vermont’s great mountains, as a Ludlow native mostly Okemo. Logan and Cherry also love to travel and explore new restaurants. They’ve been to every corner of Vermont to find the best the state has to offer.

Member of the House of Representatives: 2019-present.

PRESENTER & SPEAKER BIOGRAPHIES

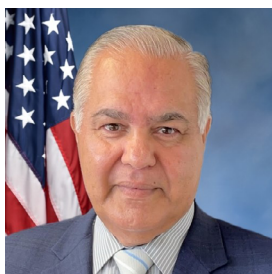


Senator Karina Villa

Born and raised in West Chicago, Illinois, Senator Karina Villa is a lifelong resident of Illinois' 25th District. She was first elected to the Illinois Senate on November 3, 2020, and is a passionate advocate for students and families with a strong record of service to the community. Senator Villa is the first Latina to represent the 25th District.

Karina earned a master's degree in social work from Aurora University. She became a school social worker and has worked in the West Chicago and Villa Park school systems. Karina has strong family ties. She and her brother are children of immigrant parents who are small business owners in the community. The family grocery store was a place for people to get assistance, advice, and job referrals. She learned that social responsibility and hard work are integral to any undertaking.

Prior to being elected to the Illinois Senate, Villa served as Vice President of the West Chicago District 33 Board of Education where she worked to maintain a balanced budget for the school district, while negotiating equitable teacher contracts and providing increased services to students. When Karina was elected to the Illinois House of Representatives in 2018 she used her social work background, leadership, and life experience to ensure effective representation in the 49th District.



Nader Sayegh

A Yonkers resident since childhood, Assemblyman Nader Sayegh through careers in Education, Law and Government has been a fighter for opportunity for all, for the belief that hard work should pay off no matter where your family came from or what neighborhood you grew up in, no matter your race, ethnicity or gender identity.

With seven siblings, Nader grew up on Yonkers southwest side, an ethnically and racially diverse neighborhood. Nader's Educational Credentials started with a Yonkers Public School High School Diploma and then a Bachelor's Degree, Masters Degree and a P.D. in Education, his path led him to success as a Teacher, Yonkers School Principal for 30 years, College Professor and President of the Yonkers Board of Education. Along the way he also acquired a degree in International Affairs from Fairleigh Dickinson University and a Juris Doctor of Law from Pace University.

A practicing attorney for over 30 years, Nader specializes in Personal Injury, Immigration, Real Estate and Criminal Law, which led to his participation in numerous civic, hospital and non-profit scholarship committees, the Spanish Foundation, and the NAACP among others, where he continues to be a consistent supporter and advocate for education, and Yonkers working families.

With a career in education and as a member of the State Assembly's Education Committee, Nader continues to fight for equity in State funding for public schools. He demands change in an unfair State School Funding Formula that under funds Yonkers because of Westchester County's wealth relative to upstate counties.

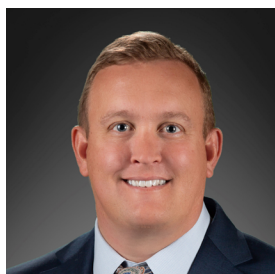
Assemblyman Sayegh has delivered legislative results, passing measures with statewide impact. These include Exempting All Diapers from Local Sales Taxes (2022) and legislation requiring electric utilities to add communication and coordination planning into their formal Storm Restoration Plans (2022). Each measure passed unanimously which demonstrates his ability to work across the aisle to get done what the people of his city and state need.

PRESENTER & SPEAKER BIOGRAPHIES



Megan Schwab

Megan Schwab is a Field Advocacy Officer with the International Rescue Committee, where she partners with over 20 IRC offices across 10 U.S. states to advance state policies that welcome refugees and other newcomer communities. Schwab started her career with the IRC providing employment services to newly-arriving refugees in her hometown of Boise, Idaho, before helping lead the IRC in Boise's advocacy and communications efforts as the Senior Community Engagement Specialist. Previous to her work with the IRC, Schwab was a researcher and debate instructor with Toastmaster's International at the Oregon State Penitentiary and the International Debate Education Association in Xi'an, China. Schwab holds a Bachelor's degree in International Relations from Linfield University.



Senator Steve Kaiser

Steve still lives in the same community he grew up in, attending schools in the Paradise Valley School District. A graduate of ASU, he served in the U.S. Army as a communications officer and later as a Civil Affairs Captain, deploying to Afghanistan in 2008. As a civilian, he has a strong record of work in the retail, nonprofit, and government affairs sectors. He previously served as state representative in Arizona's 15th district. Steve is currently an Arizona Senator and a small business owner of a residential and commercial junk removal company. Kaiser resides in North Phoenix with his wife Amanda who is a registered nurse and their three sons.



Nima Kulkarni

In 2018, Nima Kulkarni became the first Indian immigrant to be elected in the history of the Kentucky Legislature. She represents the 40th District in Louisville, which includes the University of Louisville and Churchill Downs.

Since 2010, she has also managed her own immigration law practice, helping others achieve the American Dream. Nima has earned a BA in English Literature, a Juris Doctor, and an MBA in Entrepreneurship. She has also established the New Americans Initiative, a nonprofit dedicated to educating, engaging, and empowering immigrants in our community.

As a legislator, Nima is focused on issues of economic, social, racial, and environmental justice, and has dedicated her time as a public servant to helping the most vulnerable Kentuckians.

She has worked to move progressive legislation forward in our Commonwealth, and gained bipartisan support for her bills—even in the superminority—including: a historic bill that ensures a fair and equitable judicial process for all Kentuckians; legislation that extends unemployment benefits to those experiencing domestic, sexual, or stalking violence; legislation establishing a taskforce to study historically untapped populations to address our workforce shortages; and, legislation that would empower individuals with disabilities and improve their interactions with law enforcement.

PANEL SUMMARIES & RESOURCES

2023 Summit

In the fourth installment of the legislative summit series, States Lay the Foundation, the International Rescue Committee, in partnership with the Refugee Advocacy Lab, will celebrate and share a roadmap of policy successes that ensure refugees and immigrants are welcomed and included into their new communities.

This year's virtual summit will bring together refugee and immigrant voices, state legislators, and technical experts to amplify the policies that state leaders have advanced that help to integrate refugee and immigrant communities, safeguard equitable access to education, and address the barriers to workforce participation that uniquely impact refugees and other new Americans.

Bipartisan legislators from across the U.S. will underscore the unique social and political context of their states and how it contributes to variations in their policies' content and advocacy tactics.

Attendees will have direct access to correlating policy resources and guides as well as technical support to replicate such measures within their own states and communities.

Access to Higher Education:

In-state tuition policies benefit newcomers and local economies by ensuring refugees and immigrants—who haven't lived in another state—can access in-state tuition rates when they are accepted at an institute of higher education. Access to higher education is vital for newcomers as they rebuild their lives in the U.S., and in-state tuition is a critical component. Across the U.S., states are taking steps and advancing policies to ensure newcomers can access higher education to continue their learning or build new skills that benefit local economies and workforce needs. Policies that increase access to in-state tuition ensure refugee and immigrant newcomers can re-credential, build their skills, and contribute to the local economies and workforces at their highest level.

Summit discussion

- ▶ Representative Jordan Teuscher's (R-UT) 2023 Utah bill expanded in-state tuition access to refugees, special immigrant visa recipients, individuals granted humanitarian parole, and other newcomers building their lives in the state.
- ▶ Senator Ghazala Hashmi (D-VA) introduced a 2023 bill to establish an English language learners grant program to support students preparing for postsecondary opportunities.

Integration:

Integration policies focus on welcoming newcomers, increasing equitable access to existing services and programs, and state investments in programs and state infrastructure that serve newcomers. Across the country, states are advancing policies that recognize the invaluable contributions of immigrants and refugees to their communities by passing integration policies that ensure communities are ready and able to welcome their newest neighbors and help them succeed. Integration policies ensure that immigrant and refugee newcomers have the tools and resources to rebuild their lives, become self-sufficient, and thrive in their new community.

PANEL SUMMARIES & RESOURCES

Summit discussion

- ▶ Assembly Member Nader Sayegh's (D-NY) 2023 bill established that it is an unlawful discriminatory practice to deny a refugee resettlement in certain instances.
- ▶ Senator Darius Brown (D-DE) co-sponsored a 2023 bill establishing an Office of New Americans to help improve the lives and economic prosperity of new Americans who come to Delaware and of all Delawareans generally.
- ▶ Senator Karina Villa's (D-IL) bill worked to create a state Office of Language Equity within the Governor's Office of New Americans to ensure equitable and meaningful access to state information, services, program, and activities for individuals with limited English proficiency.
- ▶ Representative Logan Nicoll (D-VT) advanced a budget initiative to administer a grant through the State Refugee Office to support the development of coordinated, community-based systems with consideration of regional networks and resources to assist new Americans in achieving economic self-sufficiency.

Workforce:

Workforce policies uplift the skills newcomers bring with them while bolstering local economies and workforce needs. Across the U.S., policymakers are addressing barriers that prevent foreign-trained professionals from contributing to local workforce needs. These dynamic policies range from workforce studies to understanding the underutilization of newcomers' skills to increasing opportunities for newcomers to pursue occupational licensure. State legislators are working to address the workforce needs of their communities by increasing skill-aligned opportunities for foreign-trained newcomers in their states. Across the U.S., the training, experience, and skills immigrants and refugees bring with them are underutilized. State legislators are leading the way to break down barriers that prevent newcomers from rebuilding their careers in the U.S. and ensuring that states and local workforces can benefit from the talent of their foreign-trained community.

Summit discussion

- ▶ Leading the way in Arizona, Senator Steve Kaiser advanced a bill to establish a Joint Legislative New American Talent Study Committee. The committee will study the occupational barriers new Americans in Arizona face and will issue a report with recommendations to maximize the economic potential of new the state's foreign-trained community.
- ▶ Kentucky's Representative Nima Kulkarni's 2023 bill would have created a task force to make recommendations on providing effective workforce development for untapped talent, like immigrants, in the state.

THANK YOU

Following today's summit, we encourage you to consider ways that you can help make your states and communities more welcoming for immigrant and refugee newcomers. Please complete the form below if you are interested in learning more about any of the policies discussed during the summit, would like a consultation with a member of the IRC State Advocacy Team about advancing such legislation in your state, or if you have new policy ideas related to welcoming newcomers you would like to discuss with our team.

CONSULTATION REQUEST FORM >

For more information visit: <https://www.rescue.org/states-lay-foundation>

States Lay the Foundation

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Legislative Samples

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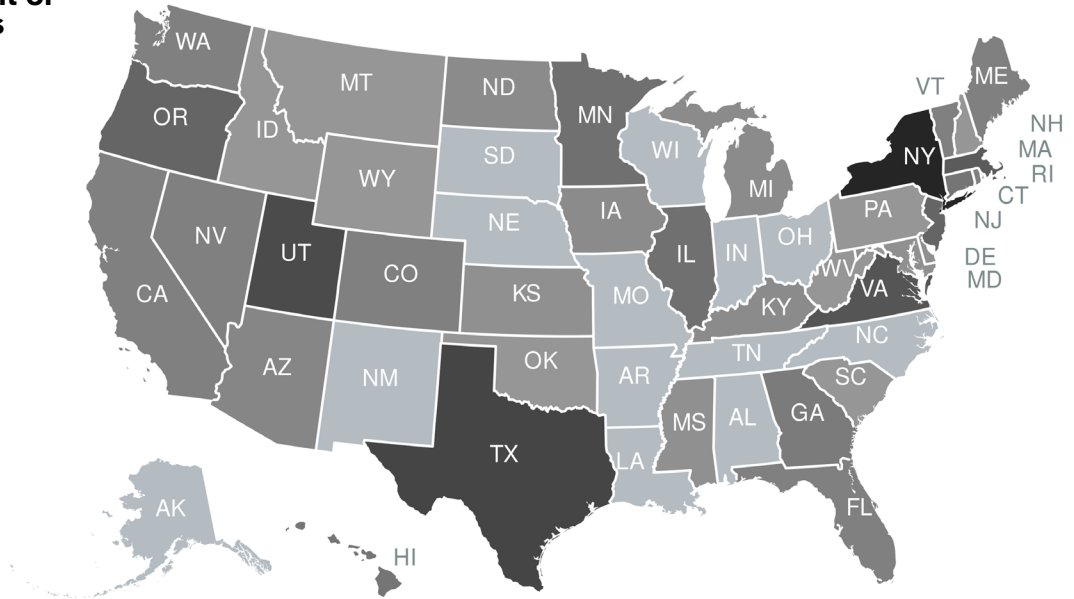


2023 STATE LEGISLATION MAP & YEAR ON YEAR LEGISLATION

Number of immigrant or refugee-related bills



22
17
11
6
0



Year on Year Legislation:

States with an IRC office vs national trends

	2017	2018	2019	2020	2021	2022	2023
Pro Refugee Bills Introduced	33 in 18 states	10 in 7 states	22 in 15 states	36 in 14 states	80 in 22 states	109 in 29 states	187 in 35 states
	11 in 20 IRC states	4 IRC states	14 in 7 IRC states	26 in 8 IRC states	35 in 10 IRC states	63 in 12 IRC states	101 in 15 IRC states
Anti Refugee Bills Introduced	36 in 20 states	10 in 6 states	8 in 6 states	14 in 5 states	4 in 3 states	10 in 4 states	21 in 9 states
	18 in 8 IRC states	1 in 1 IRC state	3 in 3 IRC states	0	1 in 1 IRC states	4 in 2 IRC states	18 in 6 IRC states

UTAH - Higher Education Residency Amendments H.B.102

Description

Access to Higher Education

Requires an institution within the state system of higher education to grant residency status to an individual who is not a citizen of the United States but has been granted or has applied for certain immigration status.

Bill Title: H.B.102, Higher Education Residency Amendments

Sponsor: Representative Jordan Teuscher

State: Utah

Summary: Requires an institution within the state system of higher education to grant residency status to an individual who is not a citizen of the United States but has been granted or has applied for certain immigration status.

Bill Text:

Be it enacted by the Legislature of the state of Utah:

40 Section 1. Section 53B-8-102 is amended to read:

41 53B-8-102. Definitions -- Resident student status -- Exceptions.

42 (1) As used in this section:

43 (a) "Eligible person" means an individual who is entitled to post-secondary educational
44 benefits under Title 38 U.S.C., Veterans' Benefits.

45 (b) "Immediate family member" means an individual's spouse or dependent child.

46 (c) "Military servicemember" means an individual who:

47 (i) is serving on active duty in the United States Armed Forces within the state of Utah;

48 (ii) is a member of a reserve component of the United States Armed Forces assigned in
49 Utah;

50 (iii) is a member of the Utah National Guard; or

51 (iv) maintains domicile in Utah, as described in Subsection (9)(a), but is assigned
52 outside of Utah pursuant to federal permanent change of station orders.

53 (d) "Military veteran" has the same meaning as veteran in Section 68-3-12.5.

54 (e) "Parent" means a student's biological or adoptive parent.

55 (2) The meaning of "resident student" is determined by reference to the general law on
56 the subject of domicile, except as provided in this section.

57 (3) (a) Institutions within the state system of higher education may grant resident
58 student status to any student who has come to Utah and established residency for the pur-
59 pose of

attending an institution of higher education, and who, prior to registration as a resident
student:

60 (i) has maintained continuous Utah residency status for one full year;

61 (ii) has signed a written declaration that the student has relinquished residency in any
62 other state; and

63 (iii) has submitted objective evidence that the student has taken overt steps to establish
64 permanent residency in Utah and that the student does not maintain a residence elsewhere.

65 (b) Evidence to satisfy the requirements under Subsection (3)(a)(iii) includes:

66 (i) a Utah high school transcript issued in the past year confirming attendance at a Utah
67 high school in the past 12 months;

68 (ii) a Utah voter registration dated a reasonable period prior to application;

69 (iii) a Utah driver license or identification card with an original date of issue or a
70 renewal date several months prior to application;

71 (iv) a Utah vehicle registration dated a reasonable period prior to application;

72 (v) evidence of employment in Utah for a reasonable period prior to application;

73 (vi) proof of payment of Utah resident income taxes for the previous year;

74 (vii) a rental agreement showing the student's name and Utah address for at least 12

75 months prior to application; and
76 (viii) utility bills showing the student's name and Utah address for at least 12 months
77 prior to application.

78 (c) A student who is claimed as a dependent on the tax returns of a person who is not a
79 resident of Utah is not eligible to apply for resident student status.

80 (4) Except as provided in Subsection (8), an institution within the state system of
81 higher education may establish stricter criteria for determining resident student status.

82 (5) If an institution does not have a minimum credit-hour requirement, that institution
83 shall honor the decision of another institution within the state system of higher education to
84 grant a student resident student status, unless:

85 (a) the student obtained resident student status under false pretenses; or
86 (b) the facts existing at the time of the granting of resident student status have changed.

87 (6) Within the limits established in Title 53B, Chapter 8, Tuition Waiver and
88 Scholarships, each institution within the state system of higher education may, regardless of
89 its policy on obtaining resident student status, waive nonresident tuition either in whole or in
90 part,
91 but not other fees.

92 (7) In addition to the waivers of nonresident tuition under Subsection (6), each
93 institution may, as athletic scholarships, grant full waiver of fees and nonresident tuition,
94 up to
95 the maximum number allowed by the appropriate athletic conference as recommended by
96 the
97 president of each institution.

98 (8) Notwithstanding Subsection (3), an institution within the state system of higher
99 education shall grant resident student status for tuition purposes to:

100 (a) a military servicemember, if the military servicemember provides:
101 (i) the military servicemember's current United States military identification card; and
102 (ii) (A) a statement from the military servicemember's current commander, or
103 equivalent, stating that the military servicemember is assigned in Utah; or
104 (B) evidence that the military servicemember is domiciled in Utah, as described in
105 Subsection (9)(a);

106 (b) a military servicemember's immediate family member, if the military
107 servicemember's immediate family member provides:
108 (i) (A) the military servicemember's current United States military identification card;
109 or
110 (B) the immediate family member's current United States military identification card;
111 and
112 (ii) (A) a statement from the military servicemember's current commander, or
113 equivalent, stating that the military servicemember is assigned in Utah; or
114 (B) evidence that the military servicemember is domiciled in Utah, as described in
115 Subsection (9)(a);

116 (c) a military veteran, regardless of whether the military veteran served in Utah, if the
117 military veteran provides:
118 (i) evidence of an honorable or general discharge;

116 (ii) a signed written declaration that the military veteran has relinquished residency in
117 any other state and does not maintain a residence elsewhere;

118 (iii) objective evidence that the military veteran has demonstrated an intent to establish
119 residency in Utah, which may include any one of the following:

120 (A) a Utah voter registration card;

121 (B) a Utah driver license or identification card;

122 (C) a Utah vehicle registration;

123 (D) evidence of employment in Utah;

124 (E) a rental agreement showing the military veteran's name and Utah address; or

125 (F) utility bills showing the military veteran's name and Utah address;

126 (d) a military veteran's immediate family member, regardless of whether the military
127 veteran served in Utah, if the military veteran's immediate family member provides:

128 (i) evidence of the military veteran's honorable or general discharge;

129 (ii) a signed written declaration that the military veteran's immediate family member
130 has relinquished residency in any other state and does not maintain a residence elsewhere;
and

131 (iii) objective evidence that the military veteran's immediate family member has
132 demonstrated an intent to establish residency in Utah, which may include any one of the
items

133 described in Subsection (8)(c)(iii); or

134 (e) an eligible person who provides:

135 (i) evidence of eligibility under Title 38 U.S.C., Veterans' Benefits;

136 (ii) a signed written declaration that the eligible person will use the G.I. Bill benefits;
137 and

138 (iii) objective evidence that the eligible person has demonstrated an intent to establish
139 residency in Utah, which may include any one of the items described in Subsection (8)(c)
(iii).

140 (f) an alien who provides:

141 (i) evidence that the alien is a special immigrant visa recipient;

142 (ii) evidence that the alien has been granted refugee status, humanitarian parole,
143 temporary protected status, or asylum; or

144 (iii) evidence that the alien has submitted in good faith an application for refugee
145 status, humanitarian parole, temporary protected status, or asylum under United States
146 immigration law.

147 (9) (a) The evidence described in Subsection (8)(a)(ii)(B) or (8)(b)(ii)(B) includes:

148 (i) a current Utah voter registration card;

149 (ii) a valid Utah driver license or identification card;

150 (iii) a current Utah vehicle registration;

151 (iv) a copy of a Utah income tax return, in the military servicemember's or military
152 servicemember's spouse's name, filed as a resident in accordance with Section 59-10-502;
or

153 (v) proof that the military servicemember or military servicemember's spouse owns a
154 home in Utah, including a property tax notice for property owned in Utah.

155 (b) Aliens who are present in the United States on visitor, student, or other visas not
156 listed in Subsection (8)(f) or (9)(c), which authorize only temporary presence in this coun-

try,
157 do not have the capacity to intend to reside in Utah for an indefinite period and therefore
are
158 classified as nonresidents.

159 (c) Aliens who have been granted [immigrant or] or have applied for permanent
160 resident status in the United States are classified for purposes of resident student status
161 according to the same criteria applicable to citizens.

162 (10) Any American Indian who is enrolled on the tribal rolls of a tribe whose
163 reservation or trust lands lie partly or wholly within Utah or whose border is at any point
164 contiguous with the border of Utah, and any American Indian who is a member of a feder-
ally
165 recognized or known Utah tribe and who has graduated from a high school in Utah, is
entitled
166 to resident student status.

167 (11) A Job Corps student is entitled to resident student status if the student:
168 (a) is admitted as a full-time, part-time, or summer school student in a program of
169 study leading to a degree or certificate; and
170 (b) submits verification that the student is a current Job Corps student.

171 (12) A person is entitled to resident student status and may immediately apply for
172 resident student status if the person:
173 (a) marries a Utah resident eligible to be a resident student under this section; and
174 (b) establishes his or her domicile in Utah as demonstrated by objective evidence as
175 provided in Subsection (3).

176 (13) Notwithstanding Subsection (3)(c), a dependent student who has at least one
177 parent who has been domiciled in Utah for at least 12 months prior to the student's appli-
cation
178 is entitled to resident student status.

179 (14) (a) A person who has established domicile in Utah for full-time permanent
180 employment may rebut the presumption of a nonresident classification by providing sub-
stantial
181 evidence that the reason for the individual's move to Utah was, in good faith, based on an
182 employer requested transfer to Utah, recruitment by a Utah employer, or a comparable
183 work-related move for full-time permanent employment in Utah.

184 (b) All relevant evidence concerning the motivation for the move shall be considered,
185 including:
186 (i) the person's employment and educational history;
187 (ii) the dates when Utah employment was first considered, offered, and accepted;
188 (iii) when the person moved to Utah;
189 (iv) the dates when the person applied for admission, was admitted, and was enrolled
190 as a postsecondary student;
191 (v) whether the person applied for admission to an institution of higher education
192 sooner than four months from the date of moving to Utah;
193 (vi) evidence that the person is an independent person who is:
194 (A) at least 24 years [of age] old; or
195 (B) not claimed as a dependent on someone else's tax returns; and

196 (vii) any other factors related to abandonment of a former domicile and establishment
197 of a new domicile in Utah for purposes other than to attend an institution of higher educa-
198 tion.

198 (15) (a) A person who is in residence in Utah to participate in a United States Olympic
199 athlete training program, at a facility in Utah, approved by the governing body for the
200 athlete's

200 Olympic sport, shall be entitled to resident status for tuition purposes.

201 (b) Upon the termination of the athlete's participation in the training program, the
202 athlete shall be subject to the same residency standards applicable to other persons under
203 this
204 section.

204 (c) Time spent domiciled in Utah during the Olympic athlete training program in Utah
205 counts for Utah residency for tuition purposes upon termination of the athlete's participa-
206 tion in

206 a Utah Olympic athlete training program.

207 (16) (a) A person who has established domicile in Utah for reasons related to divorce,
208 the death of a spouse, or long-term health care responsibilities for an immediate family
209 member, including the person's spouse, parent, sibling, or child, may rebut the presump-
210 tion of a

210 nonresident classification by providing substantial evidence that the reason for the individ-
211 ual's

211 move to Utah was, in good faith, based on the long-term health care responsibilities.

212 (b) All relevant evidence concerning the motivation for the move shall be considered,
213 including:

214 (i) the person's employment and educational history;

215 (ii) the dates when the long-term health care responsibilities in Utah were first
216 considered, offered, and accepted;

217 (iii) when the person moved to Utah;

218 (iv) the dates when the person applied for admission, was admitted, and was enrolled
219 as a postsecondary student;

220 (v) whether the person applied for admission to an institution of higher education
221 sooner than four months from the date of moving to Utah;

222 (vi) evidence that the person is an independent person who is:

223 (A) at least 24 years of age; or

224 (B) not claimed as a dependent on someone else's tax returns; and

225 (vii) any other factors related to abandonment of a former domicile and establishment
226 of a new domicile in Utah for purposes other than to attend an institution of higher educa-
227 tion.

227 (17) The board, after consultation with the institutions, shall make rules not
228 inconsistent with this section:

229 (a) concerning the definition of resident and nonresident students;

230 (b) establishing procedures for classifying and reclassifying students;

231 (c) establishing criteria for determining and judging claims of residency or domicile;

232 (d) establishing appeals procedures; and

233 (e) other matters related to this section.

234 (18) A student shall be exempt from paying the nonresident portion of total tuition if
235 the student:
236 (a) is a foreign national legally admitted to the United States;
237 (b) attended high school in this state for three or more years; and
238 (c) graduated from a high school in this state or received the equivalent of a high
239 school diploma in this state.

VIRGINIA - College and Career Readiness for English Language Learners Grant Program and Fund S.B. 1109

Description

Access to Higher Education

A bill to amend the code of Virginia by adding a section numbered 22.1-206.3, relating to Board of Education; College and Career Readiness for English Language Learners Grant Program and Fund; established.

Bill Title: S.B. 1109: College and Career Readiness for English Language Learners Grant Program and Fund

Sponsor: Senator Ghazala Hashmi

State: Virginia

Summary: A bill to amend the Code of Virginia by adding a section numbered 22.1-206.3, relating to Board of Education; College and Career Readiness for English Language Learners Grant Program and Fund; established.

Bill Text:

Be it enacted by the General Assembly of Virginia:

12 1. That the Code of Virginia is amended by adding a section numbered 22.1-206.3 as follows:

13 § 22.1-206.3. College and Career Readiness for English Language Learners Grant Program
and

14 Fund.

15 A. The College and Career Readiness for English Language Learners Grant Program and
Fund is

16 established for the purpose of supporting English language learner students in preparing for
17 postsecondary opportunities by awarding reimbursement grants to eligible school divisions
for providing

18 and expanding access to career and technical education programs, apprenticeship programs,
dual

19 enrollment courses, Advanced Placement courses, and International Baccalaureate Programs
for high

20 school students identified as having limited English proficiency.

21 B. There is hereby created in the state treasury a special nonreverting fund to be known as the
22 College and Career Readiness for English Language Learners Grant Fund, referred to in this
section as

23 “the Fund.” The Fund shall be established on the books of the Comptroller. All funds appro-
priated for

24 such purpose and any gifts, donations, grants, bequests, and other funds received on its behalf
shall be

25 paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund
shall

26 remain in the Fund and be credited to it. Any moneys remaining in the Fund, including inter-
est thereon,

27 at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund.
Moneys

28 in the Fund shall be used solely for the purposes of providing grants to eligible school divi-
sions to

29 provide access to certain college and career readiness programs and courses for students iden-
tified as

30 having limited English proficiency. Expenditures and disbursements from the Fund shall be
made by the

31 State Treasurer on warrants issued by the Comptroller upon written request signed by the
32 Superintendent.

33 C. With such funds as are appropriated for this purpose, the College and Career Readiness for

34 English Language Learners Grant Program (the Program) is established to provide grants to eligible
35 school divisions for the reimbursement of documented costs associated with preparing English language
36 learner students for postsecondary opportunities. Costs eligible for reimbursement under the Program
37 include costs related to (i) including English language learner students in career and technical
38 education programs, apprenticeship programs, dual enrollment courses, Advanced Placement courses,
39 and International Baccalaureate Programs; (ii) providing professional development in effective
40 education of English language learners for instructors of such courses and programs; and (iii)
41 hiring additional staff or contracted services to support English language learner students in such
42 courses and programs. The total value of reimbursement grants awarded annually to any school division
43 shall not exceed an amount equal to \$500 times the number of identified English language learner students in
44 grades nine through 12 enrolled in such school division.
45 D. The Program shall be administered by the Board. The Board may issue guidelines for the
46 administration of the Program as it deems appropriate. The Board shall establish procedures for
47 determining amounts and prioritizing the award of such reimbursement grants if the moneys
48 in the Fund are not sufficient to provide each school division the full grant amount for which they are
49 qualified. Such procedures shall require the Board to prioritize grants to school divisions with less than
50 3,000 students and school divisions with poverty rates above 20 percent for children between the
51 ages of five and 17, as measured by the U.S. Census Bureau's Small Area Income and Poverty Estimates
52 Program.
53 2. That school divisions shall be eligible for reimbursement grants awarded pursuant to the
54 College and Career Readiness for English as a Second Language Grant Program and Fund with
55 such funds as are appropriated for this purpose beginning with the 2023-2024 school year.

ILLINOIS - Language Equity and Access Act H.B. 3222

Description

Newcomer Integration

The purpose of this act is to ensure that all residents of the state have equal access to state services and, in particular, to remove language as a barrier for persons who have limited English proficiency and who may, therefore, be excluded from equitable access to state information, programs, services, and activities.

1 AN ACT concerning State government.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 1. Short title. This Act may be cited as the
5 Language Equity and Access Act.

6 Section 5. Legislative purpose. The purpose of this Act is
7 to ensure that all residents of the State have equal access to
8 State services and, in particular, to remove language as a
9 barrier for persons who have limited English proficiency and
10 who may, therefore, be excluded from equitable access to State
11 information, programs, services, and activities. It is the
12 intent of the General Assembly that the State adopt a language
13 equity and access policy that incorporates federal guidance
14 for ensuring meaningful access for persons with limited
15 English proficiency as provided by Title VI of the Civil
16 Rights Act of 1964, U.S. Presidential Executive Order No.
17 13166 (Improving Access to Services for Persons with Limited
18 English Proficiency), U.S. Presidential Executive Order 13985
19 (Strengthen Racial Equity and Support for Underserved
20 Communities Through the Federal Government), U.S. Presidential
21 Executive Order 14091 (Further Advancing Racial Equity and
22 Support for Underserved Communities Through the Federal
23 Government), other non-discrimination provisions in federal

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1 statute, and any succeeding provisions of federal or state
2 law, regulation, or guidance.

3 Section 10. Definitions.

4 In this Act:

5 "Covered entity" means any office, commission, board,
6 authority, or other body that is directly responsible to an
7 executive branch constitutional officer.

8 "Division of Language Equity and Access" or "DLEA" means
9 the Division of Language Equity and Access within the
10 Governor's Office of New Americans.

11 "Interpretation services" means listening to a
12 communication in one language and orally converting it to

13 another language in a manner that preserves the intent and
14 meaning of the original message.

15 "Limited English proficient person" means a person, or the
16 family member, caregiver, or decision maker of a person, who
17 does not speak English as their primary language and who may
18 have a limited ability to read, write, speak, or understand
19 English.

20 "Meaningful access" means the provision of services in a
21 manner that is equally accessible, without delay, denial or
22 difference, and is meaningful to all individuals seeking
23 services, regardless of their ability to speak or understand
24 English.

25 "State Agency" means executive agencies, departments,
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1 boards, commissions, and authorities directly responsible to
2 the Governor.

3 "Translation services" means the conversion of text from
4 one language to another in a written form to convey the intent
5 and essential meaning of the original text.

6 "Vital documents" means documents that affect a person's
7 access to, retention in, termination of, or exclusion from
8 program services or benefits.

9 Section 15. Statewide Language Equity and Access.

10 This Act is created to ensure meaningful access to
11 State programs and resources for persons with limited English
12 proficiency. This Act requires the State to, at a minimum:

13 (1) compile a Language Needs Assessment Report based
14 on available U.S. Census data that identifies the
15 languages spoken throughout the State as described in
16 Section 30 of this Act;

17 (2) prepare a language access plan as detailed in
18 Section 35 of this Act;

19 (3) develop a rating and compliance framework to
20 assess progress by State agencies and covered entities,
21 including key performance indicators;

22 (4) prepare a compliance and progress report to be
23 submitted on an annual basis to the Governor and the
24 General Assembly by January 1 of every year;

25 (5) establish requirements for the availability of
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1 interpretation and translation services;

2 (6) set standards for adequate staffing of bilingual
3 employees at State agencies and other covered entities,
4 including a methodology for monitoring implementation and

5 updating the State Services Assurance Act and the
6 Bilingual Employment Plan, based on current Language Needs
7 Use Assessment Report conducted under Section 30 of this
8 Act;

9 (7) incorporate language equity compliance provisions
10 in State contracts with vendors, grantees and purchase of
11 care entities;

12 (8) ensure that whenever an emergency, weather, health
13 or other crisis situation has been declared, the State's
14 Limited English Person population is adequately notified
15 of the emergency, information and any actions required,
16 and has equitable access to emergency resources; and

17 (9) create the Division of Language Equity and Access
18 within the Governor's Office of New Americans to monitor
19 and provide expertise to ensure the implementation of this
20 Act.

21 Section 20. Division of Language Equity and Access.

22 The Division of Language Equity and Access is hereby
23 created within the Governor's Office of New Americans to lead
24 statewide efforts in the implementation of the State's
25 language equity and access policy for Limited English

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1 Proficient persons and to ensure meaningful access to
2 information, services, programs, and activities offered by
3 State agencies and other covered entities, including
4 departments, offices, commissions, boards, or other agencies,
5 for Limited English Proficient persons. DLEA shall have a
6 full-time Director who is bilingual and has experience in
7 serving immigrant populations. The role of DLEA is to advance
8 and monitor implementation of and compliance with this Act by:

9 (1) providing oversight, central coordination, and
10 technical assistance to State agencies and covered
11 entities in the implementation of language access
12 requirements under this Act or under any other law,
13 regulation, or guidance related to language access;

14 (2) reviewing and monitoring each State agency's
15 language access plan for compliance with this Act;

16 (3) consulting with language access coordinators, the
17 Language Equity and Access Advisory Council, and State
18 agency directors or their equivalent;

19 (4) creating, distributing, and making available to
20 State agencies multilingual signage in the more frequently
21 encountered languages in the State, and other languages as
22 needed, informing individuals of the individual's right to
23 free interpretation services and how to request language

24 services;
25 (5) creating the complaint and investigation process
26 for Limited English Proficient persons to report Language

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1 Equity and Access violations;

2 (6) developing recommendations for a statewide policy
3 and draft a corresponding plan for the utilization of
4 interpreters and translators, including standards for
5 certification and qualifications;

6 (7) developing multilingual websites with information
7 about DLEA and information about relevant policies,
8 standards, plans, and complaint processes;

9 (8) preparing an annual compliance report to be
10 submitted to the Governor and the General Assembly;

11 (9) working with the Language Equity and Access
12 Advisory Council to engage external stakeholders in policy
13 and implementation discussions; and

14 (10) addressing other issues as necessary to ensure
15 equity and meaningful participation for persons with
16 limited English proficiency.

17 The DLEA shall adopt administrative rules as necessary to
18 implement and administer this Act.

19 Section 25. Language Equity and Access Advisory Council.

20 (a) The Language Equity and Access Advisory Council is
21 hereby established for the purposes of advising the Office of
22 Language Equity and Access on:

23 (1) the development and implementation of language
24 equity and access policies and procedures;

25 (2) the quality of language services provided by State

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1 agencies and covered entities; and

2 (3) the overall State competency in working with
3 persons with limited English proficiency.

4 (b) The Language Equity and Access Advisory Council shall
5 consist of the following 18 members:

6 (1) one member of the Senate, appointed by the
7 President of the Senate;

8 (2) one member of the Senate, appointed by the
9 Minority Leader of the Senate;

10 (3) one member of the House of Representatives,
11 appointed by the Speaker of the House of Representatives;

12 (4) one member of the House of Representatives,
13 appointed by the Minority Leader of the House of
14 Representatives;

15 (5) three members representing the non-profit sector,
16 appointed by the President of the Senate, upon the
17 recommendation of the Asian American, Black, and Latino
18 Legislative Caucuses;

19 (6) three members representing the non-profit sector,
20 appointed by the Speaker of the House, upon the
21 recommendation of the Asian American, Black, and Latino
22 Legislative Caucuses;

23 (7) six members, appointed by the Governor upon the
24 recommendation of non-profit organizations that serve or
25 advocate on behalf of immigrant and refugee communities;
26 and

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1 (8) two members who are consumers of State services,
2 appointed by the Governor upon the recommendation of
3 non-profit organizations that serve or advocate on behalf
4 of immigrant and refugee communities.

5 (c) Appointments to the Language Equity and Access
6 Advisory Council shall maximize representation of individuals
7 from diverse language groups, diverse geographic areas of the
8 State, and diverse professional backgrounds, and at least
9 one-third of the persons appointed to the Language Equity and
10 Access Advisory Council shall be individuals who reside in
11 areas of the State outside of Cook County.

12 (d) Appointments to the Language Equity and Access
13 Advisory Council are for 2-year terms, and the Language Equity
14 and Access Advisory Council shall meet at least 4 times per
15 year. Members of the Language Equity and Access Advisory
16 Council shall appoint co-chairs at the Advisory Council's
17 first meeting.

18 Section 30. Statewide Language Use Needs Assessment.

19 The DLEA shall work with State agencies and covered
20 entities and shall use other available State resources, such
21 as the Office of New Americans, the Office of Equity, and the
22 Department of Human Services Bureau of Refugee and Immigrant
23 Services, to ensure the State compiles available U.S. Census
24 data on languages used across the State, including the
25 identification of geographic patterns and trend data. The

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1 report shall be compiled at least every 10 years in
2 conjunction with the decennial federal Census but may be
3 updated periodically using other Census data reports.

4 The Language Use and Needs Assessment report will be made
5 available to State agencies and covered entities for the

6 development of their Language Access Plans and overall
7 improvement in service provision to Limited English
8 Proficient.

9 Section 35. Language Access Plans.

10 (a) Each State agency and all covered entities shall take
11 reasonable steps to ensure meaningful access to services,
12 programs, and activities by persons with limited English
13 proficiency. Therefore, each State agency and covered entity
14 shall prepare a language access plan, which will describe its
15 Limited English Proficient service population, the policy and
16 programmatic actions they will implement, and the metrics that
17 will be used to measure compliance.

18 (b) State agencies and covered entities shall designate a
19 Language Access Coordinator that is responsible for the plan
20 and language access plan activities.

21 (c) The adequacy of State agency and covered entities
22 plans are determined by the totality of the circumstances,
23 including the following 4 factors listed by federal guidance.
24 Therefore, each language plan must begin with a language needs
25 assessment that includes the following information:

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1 (1) the number or proportion of persons with limited
2 English proficiency served or encountered in the eligible
3 service population;

4 (2) the frequency with which persons with limited
5 English proficiency come in contact with the services,
6 programs, or activities;

7 (3) the nature and importance of the services,
8 programs, or activities; and

9 (4) the resources available to the State or covered
10 entity and the costs.

11 (d) Furthermore, each State agency and covered entity
12 should describe in its plans how it will accomplish all of the
13 following:

14 (1) Subject to subsection (a), each State agency and
15 covered entity shall provide competent, timely translation
16 services to persons with limited English proficiency who
17 seek to access information, services programs, or
18 activities.

19 (2) Subject to subsection (a), each State agency and
20 covered entity shall provide translation services of vital
21 documents to limited English proficient persons who seek
22 to access information, services, programs, or activities,
23 as follows:

24 (A) translation services of vital documents for

25 each eligible limited English proficient group that
26 constitutes 5% or 1,000 members, whichever is less, of

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1 the population of persons eligible to be served or
2 likely to be affected or encountered; or

3 (B) if there are fewer than 50 persons in a limited
4 English proficient group that reaches the 5% threshold
5 in paragraph (1), written notice in the primary
6 language to the limited English proficient language
7 group of the right to receive competent oral
8 interpretation of those written materials free of
9 cost.

10 (e) The DLEA shall develop a template and mechanism for
11 collecting, storing, and analyzing Language Access Plans.

12 (f) Following the first submitted plan, language access
13 plans shall include an assessment of performance metrics for
14 the previous year.

15 (g) Upon review, the DLEA shall provide guidance and
16 feedback to each State agency and covered entity, including
17 any corrective action recommendations to ensure compliance
18 with the language access plans.

19 (h) Language access plans and evaluations shall be made
20 public and accessible.

21 (i) The DLEA shall develop a rating framework for
22 evaluation of language access plans and implementation.

23 Section 40. Compliance and Accountability.

24 (a) By January 1, 2024, and every January 1 thereafter,
25 the DLEA shall submit a Language Equity and Access Compliance

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1 Report to the General Assembly. The Compliance Report shall be
2 based on information collected during the preceding fiscal
3 year and shall, at minimum, include:

4 (1) key performance metrics for the previous year;
5 (2) the following information for each State agency
6 and covered entity:

7 (A) the language access plan, including language
8 access services offered;

9 (B) the number and percentage of people who are
10 Limited English Proficient Persons who use the
11 services of the State agency or covered entity, listed
12 by language other than English;

13 (C) a roster of bilingual employees, their titles,
14 office locations, the languages other than English
15 that the persons speak, and whether or not the

16 employees are certified as bilingual in that language;
17 (D) the name and contact information of the
18 language access coordinator;
19 (E) a description of any use of telephone-based
20 interpretation services, including the number of times
21 telephone-based interpretation services were used, the
22 languages for which they were used, and the number of
23 times bilingual employees provided in-person
24 interpretation services;
25 (F) a description of the:
26 (i) telephone requests for translation or

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1 interpretation services;
2 (ii) in-person requests for translation or
3 interpretation services; and
4 (iii) electronic requests for translation or
5 interpretations services;
6 (G) public notices of the availability of
7 translation or interpretation services upon request;
8 (H) an ongoing employee development and training
9 strategy to maintain well trained bilingual employees
10 and general staff;
11 (I) a list and description of all written
12 translated materials provided, including the total
13 number, languages, and services requested; and
14 (J) a list and description of all complaints
15 received, including information on the number of
16 complaints, the method received, the breakdown of
17 affected languages, the written response to each
18 complaint, and the time frame within which each
19 complaint was handled.

20 (b) State agencies shall respond to language access
21 complaints, in writing, within 30 days after their receipt.
22 All complaints and responses shall be recorded in each
23 agency's respective annual report.

24 (c) The DLEA may investigate potential violations of this
25 Act if not resolved by the State agency or covered entity. The
26 DLEA may attempt to resolve non-compliance with this Act by

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1 any State agency or covered party through informal processes,
2 including mediation and conference and conciliation.

3 (d) If, after an investigation and attempt to resolve an
4 incidence of Department non-compliance, the DLEA is unable to
5 resolve the matter, the DLEA may transmit a written finding of

6 non-compliance, specifying the nature of the non-compliance
7 and the recommended corrective measures, to the Governor, the
8 Language Equity and Access Advisory Council, and it may
9 transmit the same information in the annual compliance report
10 to the General Assembly.

11 Section 45. Administrative support. The Governor's
12 Office shall provide administrative and other support to the
13 Division of Language Equity and Access.

14 Section 99. Effective date. This Act takes effect on July
15 1, 2023.

VERMONT - Employment Supports for New Americans language; revised language Acts and Resolves No. 185, Sec. E.300.2

Description

Newcomer Integration

This section of the Vermont State Budget, flagged as a bipartisan priority from the House Committee on Commerce and Economic Development, administers a grant through the State Refugee Office to support the development of coordinated, community-based systems with consideration of regional networks and resources to assist new Americans in achieving economic self-sufficiency.

Sec. 10, 2022 Acts and Resolves No. 185, Sec. E.300.2; Employment Supports for New Americans language; revised language – High Priority
The Committee supports and ranks as a high priority this revised language (highlighted below), which was developed in collaboration with members of the Administration:

Sec. E.300.2 EMPLOYMENT SUPPORTS FOR NEW AMERICANS

(a) The State Refugee Office, in consultation with the Vermont Department of Labor, shall administer a grant program to support the development of coordinated, community based systems,

with consideration of regional networks and resources, to assist in achieving economic self-sufficiency for New Americans, including refugees, humanitarian parolees, special immigrant visa holders, asylees, asylum-seekers, and others who are pursuing a path to citizenship other immigrants with low income who are or intend to become residents of Vermont.

(b) Grant funds may be allocated to:

(1) assess the current ability of a municipality or region supporting the resettlement of New Americans, with a focus on Brattleboro, Bennington, Chittenden and Rutland, including the availability of English language services, transportation, housing, employment supports, and economic and health services;

(2) provide employment and related support services for refugees, asylum seekers, and other New Americans, including technical support, employment training before or during employment, English language learning, employment-related case management, job placement, transportation, and other related services; and

(3) provide staff support for the coordination of local and State resources to secure partnerships with organizations employing refugees, development of sustainable New American support systems for regions in which New Americans are being settled, creation of employer partnerships to serve multiple refugees, identification of cultural barriers for individuals or groups of refugees, and facilitation with necessary stakeholders to remove barriers and prepare for successful employment.

**NEW YORK - Establishes that it is unlawful
discriminatory practice to deny a refugee resettlement
in certain instances**

A.69

Description

Newcomer Integration

An act to amend the executive law, in relation to establishing that it is an unlawful discriminatory practice to deny a refugee resettlement in certain instances.

Bill Title: A.69: Establishes that it is unlawful discriminatory practice to deny a refugee resettlement in certain instances.

Sponsor: Assemblyman Nader Sayegh

State: New York

Summary: An act to amend the executive law, in relation to establishing that it is an unlawful discriminatory practice to deny a refugee resettlement in certain instances.

Bill Text:

- 1 Section 1. Legislative findings. The legislature hereby finds and
- 2 declares all of the following:
 - 3 a. Under federal law, a refugee is a person who is forced to flee
 - 4 their country of origin due to persecution, or a well-founded fear of
 - 5 persecution, based upon their religion, nationality, membership in a
 - 6 particular social group, or political opinion;
 - 7 b. At the end of 2020, there were 82.4 million forcibly displaced
 - 8 people in the world, 25.9 million of which were refugees. This is double
 - 9 the recorded number in 2010, and the highest it has ever been;
 - 10 c. Recognizing the importance of refugee resettlement, the United
 - 11 States created the Refugee Act of 1980;
 - 12 d. Since 1980, the United States Refugee Resettlement program has
 - 13 saved more than 3.6 million refugees, and resettled them across the
 - 14 country;
 - 15 e. New York was one of the top four states in the country resettling
 - 16 the most refugees in 2020;
 - 17 f. On September 19, 2016, the United Nations General Assembly unan-
 - 18 imously adopted the New York Declaration for Refugees and Migrants,
 - 19 which reaffirms the importance of the international refugee regime and
 - 20 contains a wide range of commitments to strengthen and enhance mech-
 - 21 anisms to protect these individuals;
 - 22 g. Research from reputable sources including the Fiscal Policy Insti-
 - 23 tute, Urban Institute, Pew Research Center, and New American Economy
EXPLANATION--Matter in (underscored) is new; matter in brackets italics
[] is old law to be omitted.
 - 1 find a positive economic and social impact of refugees across New York
 - 2 State;
 - 3 h. Governor Kathy Hochul reaffirmed New York State's commitment to
 - 4 helping refugees on August 19, 2021 by welcoming those fleeing Afghanis-
 - 5 tan;
 - 6 i. The Statue of Liberty, a national monument and icon of freedom that
 - 7 has been welcoming immigrants from across the world to New York State
 - 8 since 1886, states, "Give me your tired, your poor, your huddled masses
 - 9 yearning to breathe free, the wretched refuse of your teeming shore.
 - 10 Send these, the homeless, tempest-tossed to me, I lift my lamp beside
 - 11 the golden door!"
 - 12 § 2. The executive law is amended by adding a new section 296-e to
 - 13 read as follows:

14 § 296-e. Unlawful discriminatory practices relating to refugees. It
15 shall be an unlawful discriminatory practice for the state, or any agen-
16 cy or bureau thereof, or for any other entity to deny a refugee
17 resettlement anywhere within the state based on any criterion, method of
18 administration, or practice that has the purpose or effect of discrimi-
19 nating on the basis of age, race, creed, color, national origin, reli-
20 gion, ethnicity, sexual orientation, gender identity or expression,
21 military status, familial status, predisposing genetic characteristics,
22 disability, marital status, or status as a victim of domestic violence.
23 § 3. This act shall take effect immediately.

**DELAWARE - An Act to amend title 29 of the Delaware code relating to the Office of New Americans
SENATE BILL NO. 44**

Description

Newcomer Integration

This act establishes the Office of New Americans to help improve the lives and economic prosperity of new Americans who come to Delaware and of all Delawareans generally.

DELAWARE STATE SENATE

52nd GENERAL ASSEMBLY

SENATE BILL NO. 44

AN ACT TO AMEND TITLE 29 OF THE DELAWARE CODE RELATING TO THE OFFICE OF NEW AMERICANS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE

Section 1. Amend Chapter 87, Title 29 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows:

Subchapter I-A. Office of New Americans .

§ 8751. Legislative Findings.

The General Assembly finds and declares as follows:

- (1) In 2018, Delaware was home to 91,230 foreign-born individuals, which comprise 9% percent of the State's population.
- (2) Throughout this State's history, immigrants have played a critical role in this State's economic, cultural, and political growth and success.
- (3) Policies that promote the attraction, retention, and inclusion of immigrants and refugees will help enhance this State's economy and diversity, thereby improving the lives of all residents and helping to remove barriers that may undermine immigrants' full potential.
- (4) Immigrants currently fill skilled positions throughout this State's economy and are a vital part of this State's economy and tax base. In 2018, immigrant business owners in this State generated more than \$51,000,000 in business revenue and immigrant spending power increased to \$2,700,000,000.
- (5) 32% of immigrants in this State have a bachelor of arts, bachelor of science, or graduate degree, compared to 31% of United-States-born Delawareans.
- (6) Organizations are providing leadership in this State's immigrant integration efforts through programs and services that connect newcomers and longtime Delawareans to economic opportunity.
- (7) It is essential for this State's future that skilled, energetic, and entrepreneurial immigrants are attracted, retained, and integrated. Immigrants help to bolster this State's economy and strengthen the social, civic, and cultural fabric.

(8) This State enforces and provides for many services, licenses, and educational and economic opportunities, which makes it imperative to coordinate the work of state agencies, leverage relationships with partner and nonprofit organizations, and recommend policies and programs that support immigrant inclusion. Immigrants on the path to full civic and economic participation will benefit from a welcoming environment and policies that do all of the following:

- a. Increase immigrant access to English language instruction and workforce development and employment.
- b. Reduce exploitation and fraud against immigrants.
- c. Connect immigrants to legal services and assist on the path to naturalization.
- d. Provide individuals with meaningful access to State resources and opportunities regardless of English proficiency.

(9) In recognition of these facts and in promotion of the stated goals, the creation of the Office of New Americans will help improve the lives and economic prosperity of immigrants and of Delawareans generally.

§ 8752. Definitions.

For purposes of this chapter:

- (1) “Advisory Committee” means the Advisory Committee to the Office.
- (2) “Department” means the Department of State.
- (3) “Director” means the Director of the Office.
- (4) “Office” means the Office of New Americans.
- (5) “Secretary” means the Secretary of the Department.

§ 8753. Office of New Americans; establishment and purpose; director.

- (a) The Office of New Americans is established within the Department to help improve the lives and economic prosperity of immigrants and Delawareans generally.
- (b) The Secretary shall appoint and fix the salary of a Director to lead the Office. The Director serves at the pleasure of the Secretary and is exempt from the classified service or state service, as defined under Chapter 59 of this title.

§ 8754. Office of New Americans; powers and duties.

The Office shall do all of the following:

- (1) Respond to inquiries from State agencies, the media, immigrant-serving organizations, and the public about immigration issues in this State.
- (2) Serve as point of contact for State licensing boards and the Division of Professional Regulation.
- (3) Serve as an information clearinghouse for State agencies on immigration-related policy issues and coordinate among agencies as appropriate.

- (4) Analyze economic, demographic, and other trends impacting immigrants in this State and make policy recommendations.
 - (5) Ensure that this State is gathering relevant data to inform the State's policy making on immigrant issues.
 - (6) Develop strategies to attract, retain, and integrate immigrants into this State.
 - (7) Convene stakeholders in business development and international trade promotion programs to increase capacity to utilize immigrant contributors.
 - (8) Disseminate information to new and prospective immigrant residents of this State who wish to invest capital, launch businesses, or apply their skills in this State.
 - (9) Convene municipal and county officials to boost peer learning on increasing immigration in locations in this State struggling with population loss and economic decline.
 - (10) Convene college and university officials to foster learning on strategies for immigrant and international student retention.
 - (11) Provide matching grant funds for high-quality immigration and economic development programs that can demonstrate corporate or philanthropic investment.
 - (12) Disseminate information about available services to assist new and prospective immigrant residents of this State on the path to naturalization.
 - (13) Disseminate information about legal services available to immigrants in civil legal matters, including housing, family, and immigration.
 - (14) Disseminate information about English language instruction and resources available to immigrant residents of this State.
 - (15) Convene stakeholders in State agencies, immigrant-serving organizations, and the public to identify and reduce exploitation and fraud against immigrants.
 - (16) Convene stakeholders in immigrant-serving organizations to promote race, sex, gender, age, income, and LGBTQ equity and to identify and reduce inequities.
 - (17) Develop strategies to provide immigrants with meaningful access to State resources and opportunities regardless of their level of English proficiency.
 - (18) Communicate with federal and international stakeholders to support the resettlement process for refugees who have been identified for resettlement in this State.
 - (19) Evaluate the success of activities and adjust activities as appropriate.
- § 8755. Advisory Committee; establishment and staffing.
- (a) The Advisory Committee to the Office of New Americans is established within the Office and shall serve in an advisory capacity to the Office in matters regarding immigrants in this State.
 - (b) The Office shall staff and administer the Advisory Committee.

§ 8756. Advisory Committee; membership, terms, designees.

(a) The Advisory Committee consists of the following members, or a designee selected by a member serving by virtue of position:

- (1) The Director of the Office of New Americans.
- (2) The Director of the Delaware State Housing Authority.
- (3) The Secretary of the Department of Labor.
- (4) The Secretary of the Department of Education.
- (5) The Secretary of the Department of Health and Social Services.
- (6) A member of the Human and Civil Rights Commission, appointed by the Commission.
- (7) The following members, appointed by the Governor:
 - a. One member from an organization that attracts, retains, and integrates immigrants into this State's economic, cultural, and civic affairs.
 - b. One member from an institution of higher education who has a primary focus on immigration issues.
 - c. One member with expertise in promoting language access plans or one member from an agency focused on providing English language instruction to speakers of other languages.
 - d. One member from an agency working to increase immigrants' access to healthcare services.
 - e. One member from a refugee resettlement agency.
 - f. One member of the public.

(b) A member appointed by the Governor serves at the pleasure of the Governor. (c) A member of the Advisory Committee with the ability to designate another individual to attend an Advisory Committee meeting shall provide the designation in writing to the chair. An individual attending a meeting for a member as a designee has the same duties and rights as the member.

§ 8757. Advisory Committee; procedures.

(a) The Director is the chair of the Advisory Committee. As chair, the Director shall do all of the following:

- (1) Set the date, time, and place for meetings of the Advisory Committee.
- (2) Supervise the preparation and distribution of meeting notices, agendas, minutes, correspondence, and reports of the Advisory Committee.
- (3) Preside over meetings of the Advisory Committee.
- (4) Maintain order during a meeting of the Advisory Committee and decide all questions of order.

(b) A quorum of the Advisory Committee is a majority of the members of the Advisory Committee.

(c) The Advisory Committee acts by a vote of the majority of the members of the Advisory Committee.

(d) The Advisory Committee may adopt rules to carry out the purpose and duties of the Advisory Committee.

§ 8758. Advisory Committee; power and duties.

(a) The Advisory Committee shall do all of the following:

(1) Make recommendations to the Governor, Secretary, and Director on policies, procedures, regulations, and legislation to attract, retain, and integrate immigrants into this State's society.

(2) Serve as the Office's liaison to immigrants on policies, procedures, regulations, and legislation that affect immigrants, in order to ensure that State government is accessible, accountable, and responsive to the needs of immigrants.

(3) Serve as a resource to all departments, commissions, and agencies under the Governor's jurisdiction to ensure that government entities are cognizant of the needs of immigrants and that the entities' respective services and programs are accessible to immigrants.

(4) Work with the Office to monitor the practices of State agencies relating to the attraction, retention, and integration of immigrants to maximize the efficiency and accessibility to State government.

(5) Perform other duties as the Governor and Secretary may assign in planning for services and programs for immigrants.

(b) The Advisory Committee may conduct studies and issue reports on request and as necessary on issues affecting immigrants in this State.

(c) The Advisory Committee shall conduct at least 1 public hearing each year to receive testimony and public comments on improving the attraction, retention, and integration of immigrants in this State.

SYNOPSIS

This Act establishes the Office of New Americans to help improve the lives and economic prosperity of new Americans who come to Delaware and of all Delawareans generally.

Author: Senator Brown

ARIZONA - Workforce; study committee; report S.B. 1563

Description

Workforce

An act establishing the joint legislative new American talent study committee.

Bill Title: S.B. 1563: Workforce; study committee; report

Sponsor: Senator Steve Kaiser

State: Arizona

Summary: An act establishing the joint legislative new American talent study committee.

Bill Text:

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Joint legislative new American talent study

3 committee; membership; requirements; study

4 committee coordinator; duties; reports; delayed

5 repeal

6 A. The joint legislative new American talent study committee is

7 established consisting of the following members:

8 1. Two members of the senate who are from different political

9 parties and who are appointed by the president of the senate. The

10 president of the senate shall designate one of these members to serve as

11 cochairperson of the committee.

12 2. Two members of the house of representatives who are from

13 different political parties and who are appointed by the speaker of the

14 house of representatives. The speaker of the house of representatives

15 shall designate one of these members to serve as cochairperson of the

16 committee.

17 3. One member who is professionally trained internationally, who

18 was born outside of the United States and who is appointed by the speaker

19 of the house of representatives.

20 4. One small business owner who was born outside the United States

21 and who is appointed by the president of the senate.

22 5. Two members who work with refugee resettlement community-based

23 programs or agencies that provide services to new Americans and

24 internationally trained professionals and who are appointed by the

25 president of the senate.

26 6. One member from an Arizona university who is appointed by the

27 speaker of the house of representatives.

28 7. One member from an Arizona community college who is appointed by

29 the speaker of the house of representatives.

30 8. One member from the governor's office who is appointed by the

31 governor and who is an ex-officio member.

32 9. The director of the department of economic security or the

33 director's designee and who is an ex-officio member.

34 10. The director of the department of health services or the

35 director's designee and who is an ex-officio member.

36 11. The chief executive officer of the Arizona commerce authority

37 or the chief executive officer's designee and who is an ex-officio member.

38 B. The study committee shall:

39 1. Review best practices to maximize economic integration of new

40 Americans into the workforce.

41 2. Evaluate state requirements and policies that pose unnecessary
42 barriers to new American workforce participation.

43 3. Identify solutions that improve access to new American talent in
44 this state.

1 C. The cochairpersons shall call meetings as often as necessary to
2 effectuate the purpose of the committee.

3 D. On or before December 31, 2023, the chairperson of the joint
4 legislative new American study committee shall submit a report of its
5 findings and recommendations to the governor, the president of the senate,
6 the speaker of the house of representatives, the senate commerce
7 committee, the house of representatives commerce committee and the Arizona
8 commerce authority, and submit a copy of this report to the secretary of
9 state. The Arizona commerce authority shall post the report on its
10 website.

11 E. This section is repealed from and after June 30, 2024.

KENTUCKY - H.C.R. 50

Description

Workforce

A concurrent resolution relating to the establishment of a Workforce Innovation Task Force to complete a study of current education and workforce development programs and provide recommendations on how to provide effective workforce development programs to facilitate the training and employment of historically untapped workforce populations in the Commonwealth.

Bill Title: H.C.R. 50

Sponsor: Representative Nina Kulkarni

State: Kentucky

Summary: A concurrent resolution relating to the establishment of a Workforce Innovation Task Force to complete a study of current education and workforce development programs and provide recommendations on how to provide effective workforce development programs to facilitate the training and employment of historically untapped workforce populations in the Commonwealth.

Bill Text:

1 A CONCURRENT RESOLUTION relating to the establishment of a Workforce
2 Innovation Task Force to complete a study of current education and workforce
3 development programs and provide recommendations on how to provide effective
4 workforce development programs to facilitate the training and employment of historically
5 untapped workforce populations in the Commonwealth.

6 WHEREAS, Kentucky employers are reporting shortages of employees; and
7 WHEREAS, the global pandemic has exacerbated challenges employers face in
8 finding the talent they need and, as our economy recovers from the pandemic, Kentucky
9 faces a looming worker shortage over the coming decades; and

10 WHEREAS, to address worker shortage, Kentucky will benefit from providing high
11 quality, work-based learning for students and adults; and

12 WHEREAS, work-based learning allows youth and adults to explore new
13 opportunities, build skills, and transition into new career pathways; and

14 WHEREAS, addressing language barriers through the alignment of education and
15 employment can create immediate access to talent for employees; and

16 WHEREAS, these target populations include:

17 1. Individuals who are 50 years of age or older;

18 2. Individuals who are or were incarcerated;

19 3. Members of any household with an income that is not more than 150% of the
20 federal poverty level, as determined by the most current federal poverty
21 guidelines issued by the United States Department of Health and Human
22 Services;

23 4. Veterans;

24 5. Individuals with disabilities;

25 6. Individuals who have recently legally immigrated to the United States and
26 reside in the Commonwealth;

27 7. Individuals who are English language learners or use English as a second
1 language;

2 8. Individuals with low levels of literacy;

3 9. Individuals who reside in rural areas;

4 10. Individuals who are homeless;

5 11. Individuals with training and skills in a particular industry who lack resources
6 to obtain required licenses to compete in the workforce; and

7 12. Youth; and

8 WHEREAS, the Commonwealth has an economic interest in adding talent to its

9 workforce that will benefit the employed individuals, the industries who employ these

10 individuals, and the economy of the Commonwealth as a whole;
 11 NOW, THEREFORE,
 12 Be it resolved by the House of Representatives of the General Assembly of the
 13 Commonwealth of Kentucky, the Senate concurring therein:
 14 Section 1. The Legislative Research Commission is hereby directed to create
 15 the Workforce Innovation Task Force to conduct a comprehensive review of current
 16 education and workforce development programs and provide recommendations on how to
 17 identify, enhance, and expand effective workforce development programs to facilitate the
 18 training and employment of historically untapped workforce populations in the
 19 Commonwealth. The Workforce Innovation Task Force shall:
 20 (1) Identify strategies to attract and locate industries experiencing worker
 21 shortage;
 22 (2) Identify strategies to enhance recruitment and retention of workers in
 23 industries experiencing worker shortage;
 24 (3) Identify strategies to expand experiential, work-based learning opportunities
 25 for adults and youth in the target populations;
 26 (4) Identify strategies for closing the digital divide for disconnected Kentuckians
 1 (5) Study information on current education and workplace development
 2 programs, and identify what programs provide resources to the target populations;
 3 (6) Gather information on work completed by other groups, states, and the federal
 4 government related to worker shortage in identified industries;
 5 (7) Make recommendations of additional programs that will address the identified
 6 needs of the target populations;
 7 (8) Study the pathways for obtaining certain in-demand occupational licenses and
 8 international credentials to take advantage of the global pool of skilled workers in
 9 Kentucky;
 10 (9) Accelerate and expand work that other state agencies have done to integrate
 11 new Americans and internationally trained professionals into the workforce;
 12 (10) Ensure English language learners have access to work-based learning, job
 13 training, and employment opportunities and the support they need for success in a career
 14 aligned English as a second language program and employment with workforce partners
 15 and employers;
 16 (11) Identify ways to ensure programs are coordinated in a way that maximizes
 17 participation for employers and employees; and
 18 (12) Accelerate the adoption of career aligned English as a second language
 19 classes into employer and work-based learning programs and training programs for
 20 reskilling, upskilling, and next skilling.
 21 Section 2. The Workforce Innovation Task Force shall be composed of the
 22 following members, with final membership of the task force being subject to the
 23 consideration and approval of the Legislative Research Commission.
 24 (1) Four members of the House of Representatives appointed by the Speaker of
 25 the House of Representatives, one of whom shall be a member of the minority party, and
 26 one of whom shall be designated by the Speaker of the House of Representatives as a co
 27 chair of the task force; and
 1 (2) Four members of the Senate appointed by the President of the Senate, one of

2 whom shall be a member of the minority party, and one of whom shall be designated by
3 the President of the Senate as a co-chair of the task force.
4 Section 3. The Workforce Innovation Task Force shall meet at least three times
5 during the 2023 Interim and shall submit its findings, legislative recommendations, or a
6 memorandum to the Legislative Research Commission no later than December 1, 2023. If
7 legislative recommendations are submitted, the Legislative Research Commission may
8 refer the recommendations to the appropriate committee or committees of jurisdiction in
9 advance of the 2024 Regular Session of the Kentucky General Assembly.
10 Section 4. Provisions of this Resolution to the contrary notwithstanding, the
11 Legislative Research Commission shall have the authority to alternatively assign the
12 issues identified herein to an interim joint committee or subcommittee thereof, and to
13 designate a study completion date.

States Lay the Foundation

A roadmap of policy successes to integrate
and welcome refugees and immigrants

June 6, 2023

12-2pm ET / 9-11am PT

