

# Enrollment, Legislative, and Advocacy Updates for IEPs

## **Part I: Enrollment Trends**

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# Overview

## Part I

- What are IEPs and AAIEP?
- Surveys and other data collections
- Past, present, future
- Global developments
- Advocacy efforts

## Part II

- How can you help?



# What are intensive English programs (IEPs)?

- IEPs offer full-time English language instruction (18 hours+) to F-1 student visa holders
- Some IEPs also offer part-time courses
- IEPs offer general English, business English, academic preparation, TOEFL preparation, electives, etc.

# What is AAIEP?

- An umbrella organization of quality, accredited English language programs in the US, founded in 1986
- Programs are approved by DHS to issue I-20 forms for full-time language study on F-1 visas.
- AAIEP keeps members informed of visa regulations and international trends.
- [www.aaiep.org](http://www.aaiep.org) provides comprehensive information about IEPs in the USA & links to all member programs.
- AAIEP works closely with UCIEP, TESOL IS and The Alliance for International Education

# Sources used

- [www.aaiep.org](http://www.aaiep.org): member flash surveys
- [www.iie.org](http://www.iie.org): annual survey of foreign students including IEP students
- [www.hothousemedia.com](http://www.hothousemedia.com): annual surveys for the UK, Australia, Canada, etc. (HHM)
- [www.ice.gov/sevis](http://www.ice.gov/sevis): SEVIS by the numbers

# IIE Open Doors

## Methodology

- Collected in the late summer each year
- AAIEP and UCIEP provide support in the collection of data
- Self-report
- Response rate for 2008: 179 (2007: 169)

# Where do IEP students come from?

2006 (IIE)

S. Korea  
Japan  
Saudi Arabia  
Taiwan  
Brazil  
China  
France

2007 (IIE)

S. Korea  
Japan  
Saudi Arabia  
Taiwan  
China  
Brazil  
Turkey

# Details from IIE

Top 10 Places of Origin of IEP Students, 2006 & 2007  
Country of origin

	2006	2007	% Change	2008
<b>World total</b>	<b>45,167</b>	<b>54,487</b>	<b>20.6</b>	?
South Korea	10,026	12,586	25.5	?
Japan	7,453	7,917	6.2	?
Saudi Arabia	5,047	6,117	21.2	?
Taiwan	4,748	5,926	24.8	?
China	1,461	3,134	<b>114.5 !</b>	
?				
Brazil	1,572	2,177	38.5	?
Turkey	969	1,519	56.8	?
Thailand	975	1,279	31.2	?
Vietnam	517	1,099	<b>112.6 !</b>	
?				
France	1,008	976	-3.27	?

# SEVP by the numbers

## Students in Language Training Programs

Quarterly report

Dec '06

Dec '07

Dec '08

62,591

72,198

~80,000

## Leading countries – all F students

South Korea – India – China – Japan – Canada –  
Taiwan – Mexico – Vietnam – Turkey – Nepal

Source: SEVIS by the numbers [www.ice.gov/sevis](http://www.ice.gov/sevis)

# IEP Flash Survey – First Results

<b>Size of IEP</b>	<b>by average enrollment</b>	<b>84 answers</b>
Less than 25 students	4.8%	
26-50	16.7%	
51-75	10.7%	
76-100	20.2%	
101-125	15.5%	
125-150	10.5%	
150+	21.4%	
<b>Location of IEP</b>		
Eastern U.S.	35.7%	
Central U.S.	22.6%	
Western U.S.	41.7%	

# Fall 2008 enrollments

	2008	(2007)
Remained the same (27.5%)		10.8%
Decreased	17.6%	(12.5%)
Increased	<b>71.6%</b>	(61.3%)

## Amount of increase

1-10%		47.2%
11-25%	33.3%	
26-50%	12.5%	
50%+	6.9%	

# Spring 2009 Enrollments

	2008	(2007)
Remained the same	13.5%	(26.3%)
Decreased	36.5%	(21.3%)
Increased	<b>50.0%</b>	(52.5%)
Amount of increase		
1-10%	49.3%	
11-25%	37.3%	
26-50%	7.5%	
50%+	6.0%	
Reasons		
1.	<b>Government-sponsored programs</b>	<b>45%</b>
2.	Dollar exchange rate	40%
3.	Increases/decreases of specific nationalities	37%
4.	Global economic crisis	37%

# Anticipated Summer '09 Enrollments

	2009	(2008)
Will remain the same	47.3%	(37.5%)
Will decrease	<b>35.1%</b>	( 8.0%)
Will increase	17.6%	<b>(52.5%)</b>
Amount of increase		
1-10%	61.7%	
11-25%		31.9%
26-50%		4.3%
50%+	2.1%	
Reasons		
3. Government-sponsored programs		33%
2. Dollar exchange rate		37%
4. Increases/decreases of specific nationalities		31%
<b>1. Global economic crisis</b>		<b>54%</b>

# Anticipated Fall 2009 Enrollments

Will remain the same	25.7%
Will decrease	23.0%
Will increase	18.9%
Can't predict	<b>32.4%</b>

Reasons:

Korean and Japanese enrollments will decrease

Global crisis

US currency

Chinese enrollments will increase

# Past – Present - Future

- Prior to 9/11: highest enrollments ever: 85,000  
(IIE) (SEVP)
- 2003: 41,000
- 2005: 44,000
- 2006: 45,000 – 50,000
- 2007: 54,400 – 70,000
- 2008: increase (SEVP: 80,000)
- 2009?

# What is happening globally?

- **UK: 66,000 students\***
- **Australia: 22,000 students\***
- **Canada: 49,000 students\***
- **Changes in regulations**
- **Currency fluctuations**
- **World economies**
- **Increased interest in other languages: Chinese, Arabic, Spanish**

\* Hothouse Media figures. Compare USA: 54,000

# What does it all mean?

- Global economy
- Vulnerability of currencies
- New markets
- Old markets
- Perceptions of US visa policy: changing for the better, but expensive & long
- Rising enrollments through summer 2009
- Fall 2009 and thereafter?

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# What can we predict for the future?

- More government-sponsored groups, more Chinese
- Highly motivated students
- Quality programs: accreditation
- More short-term students?
- Global interdependency

# Advocacy Efforts

- Washington support: Washington Partners, education public affairs firm
- Advocacy Days (AAIEP, The Alliance, NAFSA, TESOL)
- Personal advocacy
- Advocacy alerts
- Enrollment data
- Specific issues

# AAIEP's advocacy issues

- Accreditation: all IEPs to be accredited by national, specialized or regional accrediting agency
- SEVIS fee: reduce for short-term study
- Visa procedures: 214b, interview
- Short-term study in tourist status
- Vacations in IEPs
- Transfer regulations

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# How can you help?

- Don't go at it alone – become a member of AAIEP, UCIEP, TESOL
- Educate your campus & the public re: the diplomatic services we offer!
- Participate in advocacy events: visits to Washington, local representatives
- Participate in enrollment and other surveys

# Part II: What can you do?

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# What is advocacy?

- The process of persuading those in a position to make or change policy to do so;
- also the process of educating those who might join the process of persuasion.

# Who might join?

- “friends and neighbors”
- institutional peers
- influential community members
- businesses impacted by decrease in international students,
- media

# Who to contact?

- Congress
- Dept. of State
- Homeland Security
- Dept. of Education
- Dept. of Commerce

# **Why is advocacy important to administrators, faculty and staff of IEPs?**

- most important reason: it effects your jobs
  - drops in students can mean fewer teaching positions
- not only is advocating for international education the right thing to do for our country and our communities, but it is also in our own self-interest

# What are the current advocacy positions?

- Making the case that international students are a part of the solution to terrorism, not part of the problem, e.g. supporting it builds friendships for the U.S., trains future leaders from all parts of the globe
- Seeking a visa policy that is balanced between protecting the nation while remaining open to students and scholars
- Achieving a comprehensive, government supported U.S. strategy to increase access to and interest in again pursuing American higher Ed.
- Supporting professionalism in the field, e.g. advocating for IEP accreditation standards

# What can individuals do to be good advocates?

- Stay generally current on the issues, e.g. print media (NY Times, Washington Post, Chronicle of Higher Education), and the organization web sites listed under resources below
- Get yourself and your program into the information loop, e.g. professional organizations (TESOL, NAFSA), associations (AAIEP, UCIEP), newsletters (the IEP-IS Newsletter includes an Advocacy Update page), listservs (see IEPIS listserv interest sheet)
- Teachers should find out what their program directors are doing to get/stay into the loop – and then ask that directors share as much info with them as possible

# What can individuals do to be good advocates?

- Always respond when information is requested
  - *Good data is critical in advocacy efforts with Congress and government agencies, e.g. enrollment numbers, amount students spend in the community etc. This can also include sharing what your students may tell you about visa interview experiences, arrival at ports of entry etc.*
- Take advantage of professional development addressing advocacy
- Arm yourself with numbers
  - *U.S. international education is a multi-billion dollar industry*

# What can you do in your community?

- Contact your representatives at the state and Federal level
  - **NOTE:** *Web advocacy resources provide excellent form letters for addressing issues important to TESOL professionals, but it is important to take a few minutes to PERSONALIZE your letter by mentioning your own program's statistics or sharing anecdotes about your LOCAL experiences with the issue.*
  - *Your legislators care about what you have to say because you are a constituent. A form letter alone may not get their attention.*
- Volunteer to help out.
  - *(Note: institutions' government relations offices can be very touchy about how their legislators are lobbied. Always let your institution know what you're doing; speak as a private citizen and not an employee if that's what they want)*
- Help educate the community about the importance of international education

# What can you do in your institution?

If increasing student numbers and improving U.S. international education access is not already a concern at your institution, help make it one.

- Network with other departments on campus—strength in numbers!
  - Example: Co-Sponsor a language diversity event or conference with your Modern Language Department and other professional organizations*

# ***CCSU Conference for Language Teachers: Bridging Cultural Identities***

**Central Connecticut State University  
Saturday, March 6, 2009—8 am – 4 pm**

## **Sponsors and Collaborators:**

- CCSU Department of Modern Languages
- Center for International Education – CIE
- Center for the Teaching of French - CTF
- Chinese Culture Center - CCC
- Connecticut Association of Teacher of German – AATG-CT
- Connecticut Association of Teachers of Spanish and Portuguese – CT AATSP
- Connecticut Council of Languages Teachers – CT COLT
- Connecticut Italian Teachers Association -- CITA
- **Intensive English Language Program – ESL-IELP**
- Italian Resource Center -- IRC
- Summer Institute for Teachers of Spanish -- SITS

# What can you do in your institution?

- Make your program a valuable resource for other departments on campus and an asset to your university
  - TESOL Graduate Program
    - Classroom observations for methods/testing classes
    - Tutoring opportunities for L2 composition classes
    - Student teaching opportunities for Practicum classes
  - University Credit classes with International/Multicultural designation
    - Combine classes for learning activities
    - Conversation partners and reflective journal for extra credit
  - Visiting Scholar
    - Hosting a scholar at your IEP can bring attention and international renown to your program

# What can you do in your community?

- Contact your representatives at the state and Federal level
  - **NOTE:** Web advocacy resources provide excellent form letters for addressing issues important to TESOL professionals, but it is important to take a few minutes to **PERSONALIZE** your letter by mentioning your own program's statistics or sharing anecdotes about your **LOCAL** experiences with the issue.
  - **Remember:** Your legislators care about what you have to say because you are a constituent. Sending a form letter without your personal touch will not have the same impact.

# What can you do in your community?

- Help educate the community about the importance of international education
- Volunteer to speak to service organizations such as the Rotary and the Lions Club and/or to church groups.
- Write letters to the editor or editorials.
- Form alliances with other interested groups, e.g. home-stay families, Sister City Committees, high school exchange programs, businesses with international students as customers.

# What can you do in your profession?

- support your organization's advocacy efforts, ask for presentations on advocacy at regional and national conferences
- be a presenter yourself
- write an article in support of professional advocacy for the IEP-IS Newsletter or your local TESOL affiliate newsletter
- We're all alums of colleges and universities – find out what they're doing in this area, urge them to do more if necessary, and volunteer to help.

# Resources:

- **TESOL Website—Professional Issues Menu**  
[http://www.tesol.org/s\\_tesol/seccss.asp?CID=4&DID=5](http://www.tesol.org/s_tesol/seccss.asp?CID=4&DID=5)
- Language Policy
- Adult Education
- Position Statements and Papers
- U.S. Advocacy Action Center
  - legislation and bills
  - congressional directory
  - communication tools—send news and alerts to colleagues
- No Child Left Behind
- SEVIS/Student Visas

# Resources:

- Professional Equity and Employment Issues
- Global Issues
- United Nations News and Information
- Advocacy Resources
  - Federal Education Update
  - TESOL Letters and Alerts
  - TESOL Position Statements and Papers
- Standards and Other Initiatives
- TESOL Research Agenda
- Community Outreach

# Resources:

- NAFSA Take Action Center  
<http://capwiz.com/nafsa/home/>
  - Join ACT (Advocacy Centered Team)—receive action alerts and info on legislation and letter writing campaigns