

Intern and Trainee Exchange Program 2018 Review Report



This study was completed in compliance with the International Quality Standard ISO 20252 for market, public opinion and social research, to which EurekaFacts is certified.



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1. Executive Summary

The Intern and Trainee programs, part of the Department of State Exchange Visitor Program (EVP), offer international candidates an opportunity to temporarily live in the United States (U.S.), participate in educational or occupational training with host organizations, and experience American culture and society. The Alliance for International Exchange, an association of nearly 90 international exchange-implementing organizations, commissioned an independent research firm, EurekaFacts, to conduct a thorough review of the Intern and Trainee programs.

The findings presented in this report are based on:

- A review of materials documenting the purpose and goals of the Intern and Trainee programs;
- A survey of 3,323 participant alumni conducted in March 2018. The survey included past participants who completed a program between 2012 and 2017;
- A survey of 1,336 host organizations conducted in March and April 2018. The survey included hosts who had used the program from 2015 to date;
- Individual interviews with a public policy expert as well as host organizations that currently utilize or had utilized the program.

1.1 Key Findings & Takeaways

1.1.1 Participant Survey

Interns and Trainees express enhanced positive opinions regarding the U.S. and indicate that their overall perceptions of the U.S. improved after participating in the program.

- Nearly three quarters (73.1%) of participants state they developed a *much more positive* or *more positive* opinion about the U.S. in general after their program experience.
- Just over three in four (75.6%) developed a *much more positive* or *more positive* opinion of the American people after their experience. Similarly, 70.7% of participants report having a *much more positive* or *more positive* opinion of American culture.
- Nearly 70% of participants report a *much more positive* or *more positive* opinion about the American way of doing business (66.4%) and American companies/organizations (68.3%).

Overall, Interns and Trainees have a positive experience with their program and with their experience in the U.S.

- Over ninety percent of participants (95.7%) state that their experience in the U.S. was *very good or good*. Similarly, over ninety percent (92.5%) of participants in both programs are *very satisfied or satisfied* with their program experience.

Building/gaining professional skills and learning about U.S. culture and society are top drivers of participation for Interns and Trainees.

- Over 80% of participants chose to participate to gain job related experience abroad (85.4%), to learn more about their professional fields (81.4%), or to learn more about U.S. culture and society (79.0%).
- Nearly 90% (89.6%) think learning specific work skills was *very important or important*. Nearly all (95%) participants in both programs feel that their program provided them with practical skills and expertise.
- Nearly 90% of participants think it was *very important or important* to experience living in a different culture (89.1%) and learn to interact with people from different cultures (86%).

Interns and Trainees feel they obtain skills and knowledge that will help them in the future and have a positive impact on their careers.

- Both Interns and Trainees feel their involvement in the program helped them advance in their current career or their future career opportunities. A majority (68%) feel it helped them *a great deal*.

Earning money is the least important reason Interns or Trainees participate in a program. In general, the benefits to future career aspirations outweigh any cost associated with participating in the program.

- Less than half (40.5%) of participants cite earning money as *important or very important* in their decision making. A majority of (96.3 %) participants *strongly agree or agree* that their experience with the program will help them in the future.

Interns and trainees spend approximately \$2000 per month in their local communities on items such as housing, food, entertainment and travel.

- On a monthly basis, Interns spend \$1,924.60, on average, on expenses such as housing, food, entertainment and travel. Trainees spend slightly more (\$2,074.95) on similar expenses.

- Overall, Interns and Trainees receive compensation that allows them to cover their living experiences while in the United States. The majority (89.3%) of participants in both programs receive a salary or stipend for the work performed during their program. With the money received, most (87.9%) can cover living expenses (rent/food/entertainment) while in the U.S. More than half (53.9% and 56.1%, respectively) can use earnings to put toward savings or repay themselves or others for the money spent on initial program fees and travel expenses.

Interns and trainees contribute more than \$600 million to the US economy.

- In 2017, 26,250 Interns and 10,918 Trainees entered the United States, spending an estimated \$94 million of the money they initially brought into the country. Based on their average monthly expenses, the CY2017 Interns and Trainees spent an estimated \$662.6 million during their stay.

1.1.2 Host Organization Survey

Cultural diversity, a unique work ethic, and providing international leadership and skills development are top reasons that host organizations participate.

- Seventy percent (70.2%) of host organizations chose to participate in the program to bring a special and unique cultural dimension to the workplace.
- Three out of five host organizations also cite that Interns/Trainees bring a unique work ethic that positively contributes to the organization (59.9%) and the desire to provide participants an opportunity for international leadership and skills development (59.7%) as other top reasons for participating in the Intern and Trainee programs.

Short and long-term impacts of the program revolve around cultural diversity and developing an international workforce.

- Host organizations reveal that exchange visitor participants broaden perspectives of current staff through exposure to different cultures (75.3%) and create cultural diversity in staff (74.8%).
- The majority of host organizations (71.0%) also indicate that the program helps staff develop intercultural communication skills.
- Host organizations also believe that the creation of a pipeline of talent trained in key U.S. business practices (42.1%) and establishment of connections and/or partnerships in key overseas markets (36.0%) were long-term impacts for their organization.

Various cultural exchange opportunities are offered to participants throughout the program.

- Most host organizations host or encourage attendance at American cultural themed events (i.e. movie night or dinners celebrating American cuisine) (79.9%) or encourage participants to celebrate an American holiday with a community group or colleague's family (71.6%).

Most host organizations offer equivalent intern or trainee program opportunities for Americans in the U.S.

- Over seventy percent (71.7%) of host organizations offer equivalent intern or trainee program opportunities for Americans in the U.S. Similarly, over seventy percent (71.6%) of host organizations state that internships or trainee programs are equally available or more available to Americans than international participants in the U.S.

The vast majority (84.5%) of host organization respondents consider the program important to their business.

- If the Intern/Trainee program was no longer available, over half of respondents (56.5%) state that this would have a *moderate* (32.8%) or *major* (23.7%) negative impact on their organization; nearly two-thirds of respondents representing large employers (64.2%) state it would have a *moderate* or *major* negative impact.

Overall, survey results show that both former participants and host organizations have positive experiences with the program and believe that participating yields both short-term and long-term benefits.

Interns and Trainees are gaining professional skills to further their careers, learning American ways of thinking and business practices, and improving their cultural understanding of the U.S. Participants place greater value on professional development, cultural exposure, and personal growth resulting from the program than any financial returns.

Participants leave the program with an enriched understanding of U.S. business and culture, a more positive view of American people, and a more positive view of the U.S. in general, which they can share upon returning to their home country.

Through their participation in the program, host organizations train highly capable international Interns and Trainees who are excited to learn about U.S. business practices and perspectives.

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Host organizations feel that Interns and Trainees possess a unique work ethic and exceptional dedication. The program allows host organizations to accomplish specific business tasks or projects, support diversity and improve intercultural skills, and gain exposure to new and innovative international perspectives.

2. Introduction

The Intern and Trainee programs are two of the fifteen categories that make up the State Department's larger Exchange Visitor Program (EVP), which seeks to establish stronger business, political, and social ties between the U.S. and key countries around the world. Intern exchange programs enhance the skills of international students and recent graduates by exposing them to American business techniques, methodologies, and expertise. Trainee exchange programs allow international professionals to experience American culture and receive training in American business practices in their field. Interns and Trainees return home with enhanced professional skills and knowledge to advance their careers and share their experiences, creating a powerful multiplier effect as alumni pass on skills, knowledge, and positive attitudes about the U.S. to multiple people.¹

The Alliance for International Exchange commissioned EurekaFacts to conduct primary and secondary research on the Intern and Trainee programs. The Alliance for International Exchange is an association of nearly 90 international exchange implementing organizations comprising the international educational and cultural exchange community in the United States.

EurekaFacts is an independent research organization that specializes in social science and policy research, with a background in providing research to international exchange organizations. The research task included:

- Review of the history and current state of the Intern/Trainee program;
- Primary research with Intern and Trainee alumni;
- Primary research with host organizations participating in an Intern or Trainee program.

The primary goals of the research activities were to:

- Understand the experiences of Intern/Trainee alumni in terms of their satisfaction with the program, motivation(s) for participation, benefits from participation, and cultural exchange experiences in relation to public diplomacy goals.
- Assess the experiences of host organizations participating in the programs in terms of satisfaction, motivation for participation, benefits, and program and economic impact.

¹ U.S. Department of State Intern and Trainee Exchange Program – Program Review Document

3. Methodology

3.1 *Quantitative Research*

Two online surveys were administered to past participants of the Intern or Trainee program and host organizations of the Intern/Trainee programs. Past participants and host organizations were identified through working group networks consisting of representatives from the Alliance for International Exchange.

An online survey of Intern and Trainee alumni was designed and made available for completion on March 5, 2018. A reminder message was sent on March 14, 2018 and the survey was closed on March 18, 2018. The survey covered topics such as primary reasons for participation in the program, benefits to the participants, satisfaction with the program, and cultural experiences.

A total of 4,028 alumni started the survey. Survey data was reviewed and cleaned to include only complete survey responses and to ensure that survey logic was not improperly circumvented. Fill-in responses for any proper names of geographic regions were standardized. The final sample size for the Intern and Trainee alumni survey was 3,323. Respondents to the survey participated in one of the programs between 2012 and 2017.

The host organization survey followed a similar methodology. An online survey was designed and made available for completion beginning the week of March 19, 2018 and was closed on April 10, 2018. The survey covered topics such as reasons for participation, benefits and challenges to the host organization, and program impact.

A total of 1,834 host organizations started the survey. After cleaning, the final sample size for the host organization survey was 1,336. Respondents to the host organization survey had hosted participants at some point between 2015 and the present.

3.2 *Qualitative Research*

EurekaFacts conducted a total of twelve individual semi-structured interviews with 11 host organizations and one public policy expert. This qualitative component was conducted to supplement and contextualize survey results, address why organizations host participants, and learn the roles international Interns/Trainees play in the organization.

EurekaFacts developed and used protocols to guide the interview sessions (see Appendix). The purpose of the interviews was to learn about host organization experiences working with the

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Intern and Trainee programs. Specific topics covered included benefits of participation, program usage, challenges to participation, recruitment strategies, cultural diversity and value of the program. The purpose of the public policy expert interview was to gain an “outside” perspective on the function and value of exchange programs like the Intern and Trainee Exchange programs.

Names and contact information for research participants were received from various members of the Alliance working group and other organizations with Intern/Trainee designations. Member and non-member organizations from across the U.S. were invited to have their members participate. Outreach to participants was conducted via email. Interviews were conducted by phone (Skype) and lasted no more than 30 minutes. Excerpts from the interviews are included throughout the report. The protocol used in the interviews can be found in Appendix C.

4. Exchange Programs Overview

4.1 *Overview of the Exchange Visitor Program*

In the interest of promoting public diplomacy and cultural exchange, the State Department's Exchange Visitor Program (EVP) provides international candidates an opportunity to temporarily live in the U.S., participate in educational or occupational training programs, and share their exchange experiences upon returning to their home country.²

The programs emerged from The Mutual Educational and Cultural Exchange Act (Fulbright-Hays) of 1961, which authorizes the Bureau of Educational and Cultural Affairs (ECA) of the U.S. State Department to conduct exchange programs “to increase mutual understanding between the people of the U.S. and the people of other countries by means of educational and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the U.S. and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the U.S. and the other countries of the world.”³

Exchange program participants are permitted to enter the United States through the J-1 temporary, non-immigrant visa. The J-1 visa is issued in fifteen different categories, thirteen of which include privately funded programs that are implemented under the auspices of the State Department's Office of Private Sector Exchange, which designates more than 1,500 for-profit, non-profit, or federal, state, and local government entities to conduct such private-sector programs. Exchange visitors on private sector programs may study, teach, research, share their specialized skills, or receive on-the-job training for periods ranging from a few weeks to several years. Private-sector programs make up about 85% of the exchange activity. In addition to the thirteen private-sector exchange categories, the Exchange program also includes two categories

² The Exchange Visitor Program and J-1 Visas. (2016, July 18). American Immigration Council. Retrieved June 18, 2018, from <https://www.americanimmigrationcouncil.org/research/exchange-visitor-program-and-j-1-visas>

³ Mutual Educational and Cultural Exchange Act of 1961, 22 USC §§2451–2462. Retrieved from <https://www2.ed.gov/about/offices/list/opec/iegps/fulbrighthaysact.pdf>

that are publicly funded: International Visitors and Government Visitors.⁴

More than 300,000 participants from almost every country in the world come to the U.S. on J-1 Visas each year. Nearly ninety percent (86%) are 30 or younger and more than half (55%) are female.⁵ The hundreds of thousands of program alumni foster a positive image of the U.S. and the American people around the world.⁶

4.2 How the Intern and Trainee Program Categories Operate

The Intern and Trainee Programs are two of the thirteen private-sector EVP categories.⁷ These categories allow foreign professionals and students to come to the U.S. to share their culture and ideas with Americans through temporary training opportunities.

Through these programs, participants live and train in the U.S., gaining exposure to American culture and society while receiving professional experience and hands-on training in their chosen occupational field. Exchange visitors learn about American business practices, techniques, expertise, and work culture, and gain cultural experiences. Program sponsors and host organizations offer participants opportunities to gain professional skills and knowledge through structured training and educational activities.⁸

In return, host organizations are provided with an opportunity to gain new and innovative international perspectives and ideas, create international networks and connect with foreign markets, improve international visibility and credibility, train overseas professionals, and bring cultural exchange and diversity to their business.^{9,10}

⁴ U.S. Department of State/Bureau of Educational and Cultural Affairs. (2017). J-1 VISA Exchange Visitor Program: Connecting People, Creating Understanding. Washington, DC: Author. Retrieved from <https://j1visa.state.gov/wp-content/uploads/2017/02/J1-Visa-Fact-Sheet-2017.pdf>

⁵ U.S. Department of State/Bureau of Educational and Cultural Affairs. (2018). J-1 VISA Exchange Visitor Program: Connecting People, Creating Understanding. Washington, DC: Author. Retrieved from <https://j1visa.state.gov/wp-content/uploads/2018/02/J1-Visa-fact-sheet-2018.pdf>

⁶ U.S. Department of State, "International Exchange Alumni." Retrieved from <https://alumni.state.gov/featured-alumni/alumni-stories>

⁷ U.S. Department of State/Office of Inspector General. (February 2012). *Inspection of the Bureau of Educational and Cultural Affairs*. (ISP-I-12-15). Washington, DC: Author. Retrieved from <https://oig.state.gov/system/files/217892.pdf>

⁸ Events for June 2018, J-1 Visa Exchange Visitor Program. (n.d.). Retrieved June 18, 2018, from <https://j1visa.state.gov/events/>

⁹ Host a J-1 Intern. (n.d.). Center for International Career Development. Retrieved June 18, 2018, from <https://www.cicdgo.com/host-an-intern/>

¹⁰ Employers - How Alliance Abroad Can Help You. (n.d.). Retrieved June 18, 2018, from <http://www.allianceabroad.com/hostemployers/>

These programs are key tools of U.S. foreign policy that build support for the U.S. with people around the world and reinforce U.S. economic growth. Interns and Trainees come from many countries key to U.S. national security interests, including Brazil, China, India, Russia, South Korea, and Eastern European nations.

Program sponsor organizations are designated by the U.S. Department of State. They operate the programs according to State Department regulations designed to further public diplomacy aims while ensuring the safety of participants and certifying that the programs do not displace American workers. Sponsors are monitored by the State Department to ensure compliance with these regulations.

The programs are a public-private partnership between designated sponsors and the Private Sector Programs of the State Department. Students pay for the program, and their fees fund sponsor costs for providing oversight and regulatory compliance. Students are tracked in the U.S. by the Department of Homeland Security (DHS) through the Student Exchange Visitor Information System (SEVIS) and pay a SEVIS user fee to fund the tracking activity. Part of this SEVIS fee is transferred by DHS to State to pay for ECA costs of overseeing the private sector exchanges.¹¹

Many entities work to support the Intern and Trainee programs:

- **Sponsors**: U.S. organizations approved by the Department to manage the program.
- **Third-Party Agencies**: Work in partnership with sponsors to select the right participants for the program.
- **Host Organizations**: U.S. companies that offer internships or training programs to international participants.
- **Participants**: Foreign nationals who come to the U.S. for cultural exchange and program-specific training for a period of up to twelve months for interns and eighteen months for trainees. Trainees in agricultural programs are limited to a 12-month maximum stay; however, these programs can be extended to 18 months if the last six months of training include classroom activities and/or academic training.¹²

¹¹ I-901 SEVIS Fees Frequently Asked Questions (January 3, 2018). U.S. Immigration and Customs Enforcement. Retrieved from https://www.ice.gov/sevis/i901/faq#_Toc81222153

¹² PART 62 - EXCHANGE VISITOR PROGRAM. 22 CFR Ch. I (Volume I) § 62. Retrieved from <https://www.gpo.gov/fdsys/pkg/CFR-2017-title22-vol1/xml/CFR-2017-title22-vol1-part62.xml#seqnum62.22>

- **Private Sector Programs Division**: Office in ECA at the Department. There are four offices within the Private Sector Exchange Division with responsibilities for the exchange visitor programs: The Offices of Designation, Exchange Coordination and Compliance; Private Sector Exchange Administration; and Policy and Program Support. Together, these offices review sponsors for designation approval; establish regulatory standards; conduct necessary supervision and coordination of the program sponsors; and determine the possible number of program participants annually.

4.3 *Sponsor Profile and Responsibilities*

There are 95 State Department-designated Trainee program sponsors and 87 Intern program sponsors as of April 2018.^{13,14} Organizations must apply for and be approved by the Department of State (DOS) to be a designated sponsor. Current sponsors must obtain a re-designation from the DOS every one to two years.

From a review of program sponsor websites, sponsors range from 8 to 70 years of experience facilitating international exchanges, with the average length approximately 34 years. Most sponsors are third-party organizations. The remaining sponsors are primarily large host organizations that have created their own Intern or Trainee programs (such as Walt Disney Parks and Resorts, Exxon Mobil, and Microsoft Corporation).¹⁵

Just under half of sponsors are non-profit organizations, with many conveying an articulated mission involving the value of cultural exchange to individuals and countries. More than a third of the for-profit companies also articulate a mission involving the value of cultural exchange.

Designated U.S. sponsors must run their Intern and/or Trainee program under the regulations contained in 22 CFR 62 U.S. (including the Trainee and Intern-specific regulations listed in 22 CFR 62.22 U.S.), applicable immigration and employment laws, and applicable sponsor

¹³ J-1 Visa. (n.d.-b). Designated Sponsor List | Participants. Retrieved June 18, 2018, from <https://j1visa.state.gov/participants/how-to-apply/sponsor-search/?program=Trainee>

¹⁴ J-1 Visa. (n.d.-a). Designated Sponsor List | Participants. Retrieved June 18, 2018, from <https://j1visa.state.gov/participants/how-to-apply/sponsor-search/?program=Intern>

¹⁵ Maurer, R. (2018, January 30). What Employers Need to Know About Working with J-1 Visa Sponsors. *Talent Acquisition*. Retrieved June 18, 2018, from <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/employers-working-with-j1-visa-sponsors.aspx>

program rules.¹⁶

The Department of State determines each sponsor's maximum program allotment and each sponsor's designation grants them authorization to issue J-1 visa sponsorship documents to international participants. The sponsor is held accountable for fulfilling its responsibilities according to the J-1 visa regulations. As the entity that contracts with the Third-Party Agency recruiting participants, if applicable, and with the host organizations offering an internship or training program to a participant, the sponsor must ensure that the third-party agent and the host organization fulfill their responsibilities. The regulatory framework¹⁷ outlines requirements for:

- Participant recruitment and selection
- Participant orientation and care in the U.S.
- Host organization recruitment, vetting and program placement
- Cross-Cultural Activities

Sponsor organizations must meet several administration and program-specific requirements. Sponsors are responsible for screening applicants. Once prospective participants have been selected, the sponsor collaborates with the host organization to create and issue a Training/Internship Placement Plan (Form DS-7002) for the prospective participant. This plan provides details of the internship or training, including financial compensation, an overview of the training segments and activities, learning objectives, and provisions for supervision and feedback. This document is also presented to the U.S. Consulate officer when the participant seeks to obtain a J-1 visa.¹⁸

Once the sponsor, participant, and host agree on the Training/Internship Placement Plan, the sponsor issues Form DS-2019 to the prospective participant. The DS-2019, or "Certificate of Eligibility for Exchange Visitor (J-1) Status", is produced through SEVIS and permits the

¹⁶ U.S. Department of State/Bureau of Educational and Cultural Affairs. (November 30, 2008). AMENDED: Guidelines for Administration of the Intern Work and Travel Pilot Program with Ireland. Washington, DC: Author. Retrieved from <https://j1visa.state.gov/wp-content/uploads/2014/09/Irish-IWT-Guidelines-Amended-11-20-08.pdf>

¹⁷ 22 CFR Ch. I (4–1–12 Edition) § 62.32–§ 62.41. Retrieved from <https://www.gpo.gov/fdsys/pkg/CFR-2012-title22-vol1/pdf/CFR-2012-title22-vol1-sec62-32.pdf>

¹⁸ J-1 Visa. (n.d.). About DS-2019. Retrieved June 18, 2018, from <https://j1visa.state.gov/participants/how-to-apply/about-ds-2019/>

prospective participant to seek an interview at a U.S. embassy or consulate in order to obtain a J-1 visa. The form briefly describes program activities and duration and provides the embassy or consulate proof that the sponsor organization has screened the prospective participant and supports the individual's application.^{19,20}

Sponsors must offer appropriate orientation for all participants and ensure that participants have medical insurance coverage (however, sponsors are not required to provide or pay for medical insurance)²¹. Sponsors are also required to outline an estimate of the cost and fees of the Exchange program, including living expenses in the United States.²²

Moreover, they are tasked with monitoring the program, vetting and monitoring host organizations and participants, and ensuring regulatory compliance.^{23,24} The sponsor must provide an annual report to the Department of State describing any changes to the program, evaluations of program effectiveness, and summaries of the program activities of the participants and the cross-cultural activities provided by the sponsor. Proof of compliance with insurance coverage requirements and a summary of their usage of Form DS-2019 are also included in this report.²⁵

4.4 Third-Party Agents Profile and Responsibilities

Many U.S.-based sponsors may contract with U.S.-based or overseas agents to promote the program and to select suitable candidates. Third-party agents may support tasks such as: distributing information and application materials, screening for English language proficiency, verifying applicant information, assisting participants with navigating the visa application process, and helping to make travel arrangements. Third-party agents may help match participants with available internships/training programs identified by themselves or the sponsor, often preparing participants for live or virtual placement interviews. Most third-party agents may also conduct a pre-departure orientation and serve as a home-country emergency contact

¹⁹ Ibid

²⁰ U.S. Department of State. (October 2016). Know Your Rights: An information pamphlet describing your rights while working in the United States. Washington, DC: Author. Retrieved from https://j1visa.state.gov/wp-content/uploads/2017/01/Wilberforce_Pamphlet_October2016.pdf

²¹ Ibid

²² J-1 Visa. (n.d.-b). How to Administer a Program | Program Sponsors. Retrieved June 18, 2018, from <https://j1visa.state.gov/sponsors/how-to-administer-a-program/>

²³ J-1 Visa. (n.d.-a). Eligibility and Fees | Participants. Retrieved June 18, 2018, from <https://j1visa.state.gov/participants/how-to-apply/eligibility-and-fees/>

²⁴ U.S. Department of State, October 2016

²⁵ J-1 Visa, "How to Administer a Program"

resource. Third-party agents may collect a program fee from participants and remit an agreed-upon portion of that fee to the U.S. sponsor to pay for administrative costs and medical insurance, retaining the balance to pay for their costs to recruit, screen, and prepare participants for their exchange.

4.5 Host Organization Profile and Responsibilities

Internships and trainee positions are offered in the following industries:

- Agriculture, Forestry, and Fishing;
- Arts and Culture;
- Construction and Building Trades;
- Education, Social Sciences, Library Science, Counseling and Social Services;
- Health Related Occupations;
- Hospitality and Tourism;
- Information Media and Communications;
- Management, Business, Commerce and Finance;
- Public Administration and Law; and
- The Sciences, Engineering, Architecture, Mathematics and Industrial Occupations.^{26,27}

Host organizations for the Intern and Trainee programs vary widely, from hotel chains, multimedia agencies, advertising and/or marketing firms, and financial businesses to nonprofit organizations.²⁸ California and New York were the top placement states for both Trainees and Interns, with approximately one third of Trainees and Interns being placed in these states (Figure 5-2). Florida and Texas were also top placement states for Interns and Trainees.

Host organizations are responsible for working with the prospective participant to conceptualize an individualized Training/Internship Placement Plan for each Intern and Trainee. For both

²⁶ U.S. Department of State. (n.d.-a). Intern Program. Retrieved June 18, 2018, from <http://j1visa.state.gov/programs/intern>

²⁷ U.S. Department of State. (n.d.-b). Trainee Program. Retrieved June 18, 2018, from <http://j1visa.state.gov/programs/trainee>

²⁸ Student Agency. (2017). Stáž. Retrieved June 18, 2018, from <https://www2.studentagency.sk/pracovni-a-au-pair-pobyty/USA/Staz/>

Interns and Trainees, host organizations are required to explicitly outline training through structured and guided activities such as classroom training, seminars, rotation through several departments, on-the-job training, attendance at conferences, and similar learning activities. The document must also include plans for cultural opportunities.^{29,30}

Furthermore, hosts ensure that Interns and Trainees do not fill positions that could be fulfilled by full or part-time employees. Participants cannot take unskilled or casual labor positions, or partake in work caring for patients, children, or the elderly. Moreover, positions must not require more than 20 percent clerical or office support work. For Trainees, the training cannot duplicate prior work experience or training.^{31, 32} Training and internship programs must be full-time (at least 32 hours a week).³³

4.6 Participant Profile and Responsibilities

Interns are enrolled in and actively pursuing a degree or certificate at a post-secondary academic institution outside the U.S. or graduated from such an institution within 12 months of their EVP start date. Trainees are professionals who have five years of work experience outside the U.S. in their chosen occupational field or have a degree or professional certificate from a foreign post-secondary educational institution and at least one year of work experience outside the U.S. in their chosen occupational field. Participants in both programs also must be proficient in English and must show sufficient ties to their home country for the consular official to be satisfied with their intent to return home at the end of the program.^{34,35}

Participants can find an opportunity or are matched with one through the sponsor or its third-party agents. Trainees and Interns receiving compensation from a U.S. host organization are also required to apply for a Social Security Number or Individual Taxpayer Identification Number in order to pay federal, state, and local income taxes.

²⁹ U.S. Department of State. (n.d.-b). Trainee Program. Retrieved June 18, 2018, from <https://j1visa.state.gov/programs/trainee#hosts>

³⁰ U.S. Department of State. (n.d.-a). Intern Program. Retrieved June 18, 2018, from <https://j1visa.state.gov/programs/intern#employers>

³¹ <https://www.cipusa.org/service/training-us-1-visa-3>

³² U.S. Department of State. (n.d.-a). Intern Program. Retrieved June 18, 2018, from <https://j1visa.state.gov/programs/intern#participants>

³³ 22 CFR Ch. I (Volume I) § 62

³⁴ U.S. Department of State. (n.d.-b). Trainee Program. Retrieved June 18, 2018, from <http://j1visa.state.gov/programs/trainee>

³⁵ U.S. Department of State. (n.d.-a). Intern Program. Retrieved June 18, 2018, from <http://j1visa.state.gov/programs/intern>

As part of participant monitoring requirements, participants must keep the sponsor informed of their training location, place of residence, and U.S. contact information, and report any problems they have throughout the course of the program. Sponsors support their participants by ensuring participants understand their rights.

4.7 Program Growth and Oversight

Growth of the EVP within the past 20 years has prompted various government and private-sector reviews of the Program and the ECA. Early concerns over lack of program oversight and evaluation prompted Congress to appoint the General Accounting Office (GAO) to review the EVP in 1990. The GAO expressed concerns about the ability of the private-sector exchanges office to oversee the growing EVP. The 1990 report indicated that J-1 visa regulations were too vague and that the office overseeing programs and sponsors did not keep accurate records nor did it subject sponsors to regular review.^{36,37}

In 2000, the Office of Inspector General (OIG) conducted a review of the DOS management of the EVP. The report, which focused on the Trainee category, expressed an overall finding that the EVP office was unable to effectively administer and monitor the EVP primarily because of inadequate resources. It also expressed concern that lax monitoring had created an atmosphere in which program regulations could easily be ignored and/or abused.³⁸

The GAO released another report in October 2005. In this updated report, which focused on the Trainee and Summer Work Travel (SWT) programs, the GAO recognized that exchange programs were an effective way to expose citizens of other countries to the American people and culture. The report also noted concerns in previous GAO and OIG reports about program management which had not been addressed by the State Department and noted that there was a risk for abuse of the programs. The GAO report said that program sponsors were also asking

³⁶ Government Accountability Office. (February 1990). *U.S. Information Agency: Inappropriate Uses of Educational and Cultural Exchange Visas* (GAO/NSIAD-90-61). Retrieved from <http://www.gao.gov/assets/150/148648.pdf>

³⁷ Costa, D. (July 14, 2011) *Guestworker Diplomacy J visas receive minimal oversight despite significant implications for the U.S. labor market* (Briefing Paper #317). Economic Policy Institute, Washington, DC. Retrieved from <http://www.epi.org/files/2011/BriefingPaper317.pdf>

³⁸ U.S. Department of State/Office of Inspector General. (September 2000). *THE EXCHANGE VISITOR PROGRAM NEEDS IMPROVED MANAGEMENT AND OVERSIGHT*. (OO-CI-028). Washington, DC: Author. Retrieved from <https://www.stateoig.gov/system/files/8539.pdf>

for updates to regulations and consistent enforcement. The report called for strong action to enhance overall management and monitoring of the programs, including fully implementing a compliance unit to monitor exchange activities; updating and amending regulations; and developing strategies to obtain data on overstays, program abuses, and other risks associated with the program. The State Department acknowledged these weaknesses.³⁹

In 2012, the OIG inspected the ECA and evaluated Bureau policy implementation, resource management, and management controls. It found that, while ECA exchange programs are in accordance with foreign policy priorities, there are still lapses in management and oversight. The OIG noted that the increase in J-1 visa issuance from 1990 and 2010 resulted in growth of, primarily, privately funded programs and the establishment of over 1,200 sponsor organizations. Subsequently, the ECA cannot and does not provide adequate oversight of these organizations or programs. The extent to which the programs are realizing cultural exchange and fulfilling the public diplomacy mission was also called into question by the OIG. It expressed concern that certain program categories, including the Intern and Trainee categories, are in danger of being viewed as essentially work categories that capitalize on importing low or no-cost labor with little cultural exchange. The OIG concluded that, if cultural exchange is not made a key priority in these programs, the use of J-1 visas for these program participants would be inappropriate.⁴⁰

4.8 Regulatory Changes and Future Reviews

In response to the GAO's and IOG's reports, the Department of State published a notice of proposed rulemaking (NPRM) in 2006 that offered regulatory revisions to the Trainee program. The NPRM proposed the elimination of the "non-specialty" and "specialty" occupations categories. Instead of these categories, the NPRM recommended the creation of the "Intern" program category for current students and recent graduates of post-secondary academic institutions outside the U.S. to come to America to participate in work-based learning in their academic fields. To avoid the potential for misuse, new participant eligibility requirements were defined to ensure that the programs in the Trainee and Intern categories operate as intended. A requirement that sponsors complete an individualized Form DS-7002 Training/Internship

³⁹ Government Accountability Office. (October 2005). *State Department: Stronger Action Needed to Improve Oversight and Assess Risks of the Summer Work Travel and Trainee Categories of the Exchange Visitor Program* (GAO-06-106). Retrieved from <http://www.gao.gov/assets/250/248145.pdf>

⁴⁰ U.S. Department of State/Office of Inspector General, February 2012

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Placement Plan for each Trainee and Intern prior to issuing a Form DS-2019 was also proposed to more closely monitor exchange activities and guarantee that participants are receiving continued education and training as well as cross-cultural experiences.⁴¹

The regulatory revisions addressed in the 2006 NPRM went into effect with an interim final rule published in 2007. This also marked the formal creation of the Intern category. In addition to the proposed regulations mentioned in the 2006 NPRM, the new interim rule also imposed requirements for sponsor to adequately screen and document interactions with third parties who assist with program participants.⁴²

The Department published a final rule for the Trainee and Intern categories of the EVP in 2010. The final rule confirmed the 2007 interim final rule and additionally amended the requirements pertaining to the screening of potential participants for eligibility and outlined the specific conditions that would allow participants to repeat training and internship programs. Moreover, the Department modified Form DS-7002 to include a field for host organizations' Employer Identification Number (EIN), which could be used by sponsors to vet hosts and establish whether a host organization is a viable entity.⁴³

Program management audits to demonstrate compliance with regulations were mandated in a final rule for Subpart A of the J-1 regulations, issued in January 2015. The final rule also required disclosure of itemized fees and costs for program applicants and provided more detailed filing requirements for potential designated sponsors and sponsors renewing their designations. Other regulatory changes outlined in this final rule include increased medical and accident insurance requirements and requirement of an objective measurement of participant English proficiency, such as the Test of English as a Foreign Language (TOEFL).⁴⁴

⁴¹ Exchange Visitor Program--Training and Internship Programs, Volume 71 Fed. Reg. § 67 (April 7, 2006) (to be codified at 22 CFR pt. 62) Retrieved from <https://j1visa.state.gov/wp-content/uploads/2012/09/exchange-visitor-program-training-and-internship-programs-pn5357.pdf>

⁴² Exchange Visitor Program--Trainees and Interns, Volume 72 Fed. Reg. § 49 (June 19, 2007) (to be codified at 22 CFR pt. 62) Retrieved from https://j1visa.state.gov/wp-content/uploads/2012/09/interim_0607.pdf

⁴³ Exchange Visitor Program--Trainees and Interns, Volume 75 Fed. Reg. § 154 (August 11, 2010) (to be codified at 22 CFR pt. 62) Retrieved from https://j1visa.state.gov/wp-content/uploads/2012/09/trainees-and-interns-final-rule-8_11_2010.pdf

⁴⁴ Exchange Visitor Program--General Provisions, Volume 79 Fed. Reg. § 193 (October 6, 2014) (to be codified at 22 CFR pt. 62) Retrieved from https://j1visa.state.gov/wp-content/uploads/2014/10/Subpart-A-Federal-Register-publication-8893_PublishedFR_10-6-2014.pdf

ECA also conducts program category reviews of the Intern and Trainee categories. Category reviews, led by the ECA's Office of Private Sector Exchange, thoroughly assemble information and data related to a program category to assess the extent to which the category meets Fulbright-Hays' mission; determine whether the program ensures the health, safety, and welfare of exchange visitors; and identify areas needing regulatory reform or further guidance. The ECA utilizes a multi-pronged approach to category reviews that includes examination of category regulatory history, external reports, and the economic, political, and legal environment. Outreach to sponsors and program participants also constitutes a large component of category reviews, with the ECA organizing host site visits, discussion groups with program participants, and a sponsor survey and dialogue discussions. Analyses of program-related data gathered from SEVIS, on-site reviews, monitoring reports, and incidents and complaints are used to get an overall picture of how the category is functioning. The ECA also conducts internal and external assessments that identify strengths, weaknesses, opportunities, and challenges.

Months after President Trump's immigration-related "Buy American Hire American" executive order was signed in April 2017, news sources began reporting that the Trump administration would be conducting an interagency review of the Exchange program, with a focus on five program categories, including the Intern and Trainee programs.⁴⁵

⁴⁵ Kolodziej, M. (2017). Administration Considers Major Reductions in J-1 Cultural Exchange Program. *The National Law Review*. Retrieved from <https://www.natlawreview.com/article/administration-considers-major-reductions-j-1-cultural-exchange-program>

Tillett, E. (2017, August 28). Report: Trump to consider cuts to cultural exchange visa program. *CBS News*. Retrieved from <https://www.cbsnews.com/news/report-trump-to-consider-cuts-to-cultural-exchange-visa-program/>

5. Participant Alumni Survey: Detailed Findings

An online survey was designed to be completed by Intern and Trainee alumni. The survey covered topics such as primary reasons for participation in the program, benefits to the participants, satisfaction with the program, and cultural experiences. A total of 4,028 alumni started the survey. The final sample size for the Intern and Trainee alumni survey was 3,323. Respondents to the survey participated in one of the programs between 2012 and 2017.

5.1 Participant Characteristics

5.1.1 Countries of Citizenship

Based on self-reported data from the survey, many participant alumni come from the following three countries: the Philippines (14.6%) followed by Germany (10.1%) and France (10.1%). For Trainees, the top three represented countries are the Philippines (14.8%), Japan (8.2%), and France (8.2%). Interns come from the Philippines (14.5%), Germany (13.0%) and France (10.9%).

5.1.2 Placement

Interns and Trainees may participate in a program in any US state or territory. Across both the Intern and Trainee categories, most are placed in California, New York, and Florida. Overall, nearly one in five participants completed their program in California. Nearly 15% (14.5%) of participants were placed in New York, followed by Florida (10.9%).

Similarly, when broken down by Intern and Trainee category, Florida, California and New York were also the top three placement locations but at different rates. For Trainees, nearly 20% (17.0%) were placed in New York, 15.5% were placed in California and 13.4% were placed in Florida. In the Intern category, over 20% (23.3%) were placed in California, 13.3% were placed in New York, and roughly 10% (9.7%) were placed in Florida.

5.1.3 Content Areas and Employment

As indicated in the figures (5-1 and 5-2) below, a significant plurality (28%) of Interns were studying in the field of tourism/hospitality while completing a program and over a third (34.2%) completed internships in that same field. Outside of tourism/hospitality, many Interns were also studying business, management, and marketing (13.0%) as well as engineering (12.2%). Occupational areas of internships closely followed Interns' primary fields of study; over one in

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three Interns completed internships in hospitality and management. Over one-fourth complete internships in the sciences, engineering, architecture, mathematics and industrial occupations (25.6%) or management, business, commerce, and finance (15.6%).

Figure 5-1: Field of Study (Interns)

	Field	n= 2248	100.0%
1	Tourism/Hospitality	630	28.0%
2	Business, Management, Marketing, And Related Support Services	292	13.0%
3	Engineering	274	12.2%
4	Computer and Information Sciences and Support Services	206	9.2%
5	Agriculture, Agriculture Operations, and Related Sciences	134	6.0%
6	Accounting/Finance	94	4.2%
7	Personal and Culinary Services	75	3.3%
8	Visual, Performing and Creative Arts	70	3.1%
9	Engineering Technologies and Engineering-Related Fields	64	2.8%
10	Communication, Journalism, and Related Programs	44	2.0%

Q26. When you participated in the internship program, what was your primary field of study?

Base: Interns

N: See Chart

5.1.4 Program Area

Figure 5-2: Program Area (Interns)

	Area	n= 2248	100.0%
1	Hospitality and Tourism	769	34.2%
2	The Sciences, Engineering, Architecture, Mathematics and Industrial Occupations	576	25.6%
3	Management, Business, Commerce and Finance	351	15.6%
4	Agriculture, Forestry and Fishing	138	6.1%
5	Information Media and Communications	120	5.3%
6	Arts and Culture	102	4.5%
7	Education	49	2.2%
8	Public Administration and Law	43	1.9%
9	Construction and Building Trades	40	1.8%
10	Health Related Occupations	30	1.3%

Q28. In which of the following occupational areas was your internship?

Base: Interns

N: See Chart

5.1.5 Demographics

The majority of participants are 25 – 34 years old. Overall, there is a roughly equal mix of male (48%) and female participants (51%). Ninety-one percent of participants are either native English speakers (16%), proficient in English (38%) or possess conversational (37%) level English speaking skills.

5.2 Public Diplomacy

Public diplomacy is an essential component and overall goal for exchange programs such as the Intern and Trainee programs.

A historian and expert on public policy who participated in this research study states:

The J1 was created as a way of facilitating people coming to the United States to get specific exposure to American culture and to American educational experiences, so the program was set up specifically because it was understood that personal experience was the best way of teaching somebody, the best way of building somebody/making America relevant to somebody's life so you could lay the foundation of a lifetime of cooperation with the United States and also help Americans to come to terms with foreigners and meet something of the outside world....

The policy expert continues that:

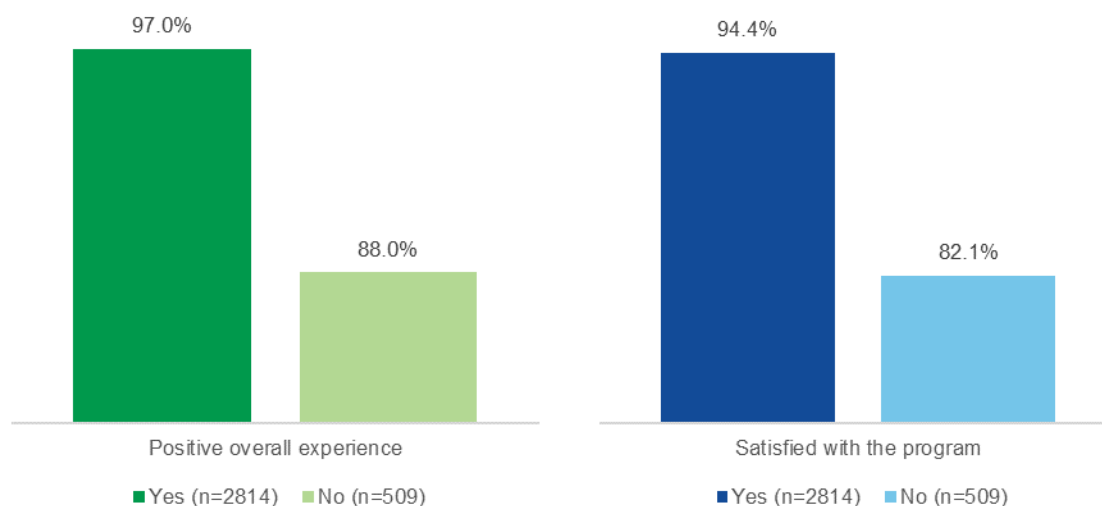
Many of the best friends of the United States, and of the American way of thinking, are people that have had exposure to the United States through exchanges...It doesn't always work, but when it does, it delivers big time.

These statements, paired with the stated intentions of exchange programs as presented in the Program Review section of this report, clearly demonstrate the foundational position that public diplomacy holds in the purpose and operation of these programs. Given its importance, the survey included several questions addressing public diplomacy. As presented earlier, over three quarters (79%) of respondents cite a desire to learn more about US culture and society as a top motivator to participate in an exchange program.

5.2.1 Cultural Exchange

Roughly 85% (84.7%) of Interns and Trainees participated in some type of cultural activities during their program experience. Of those who participated in some type of cultural activity, nearly all (97%) have a positive overall experience in the United States (Figure 5-3). Also, 94.4% are satisfied with their Intern or Trainee program.

Figure 5-3: Overall experience and satisfaction of Interns/Trainees that participated in cultural experiences



Q9. Did you participate in any cultural activities during your internship or trainee program?

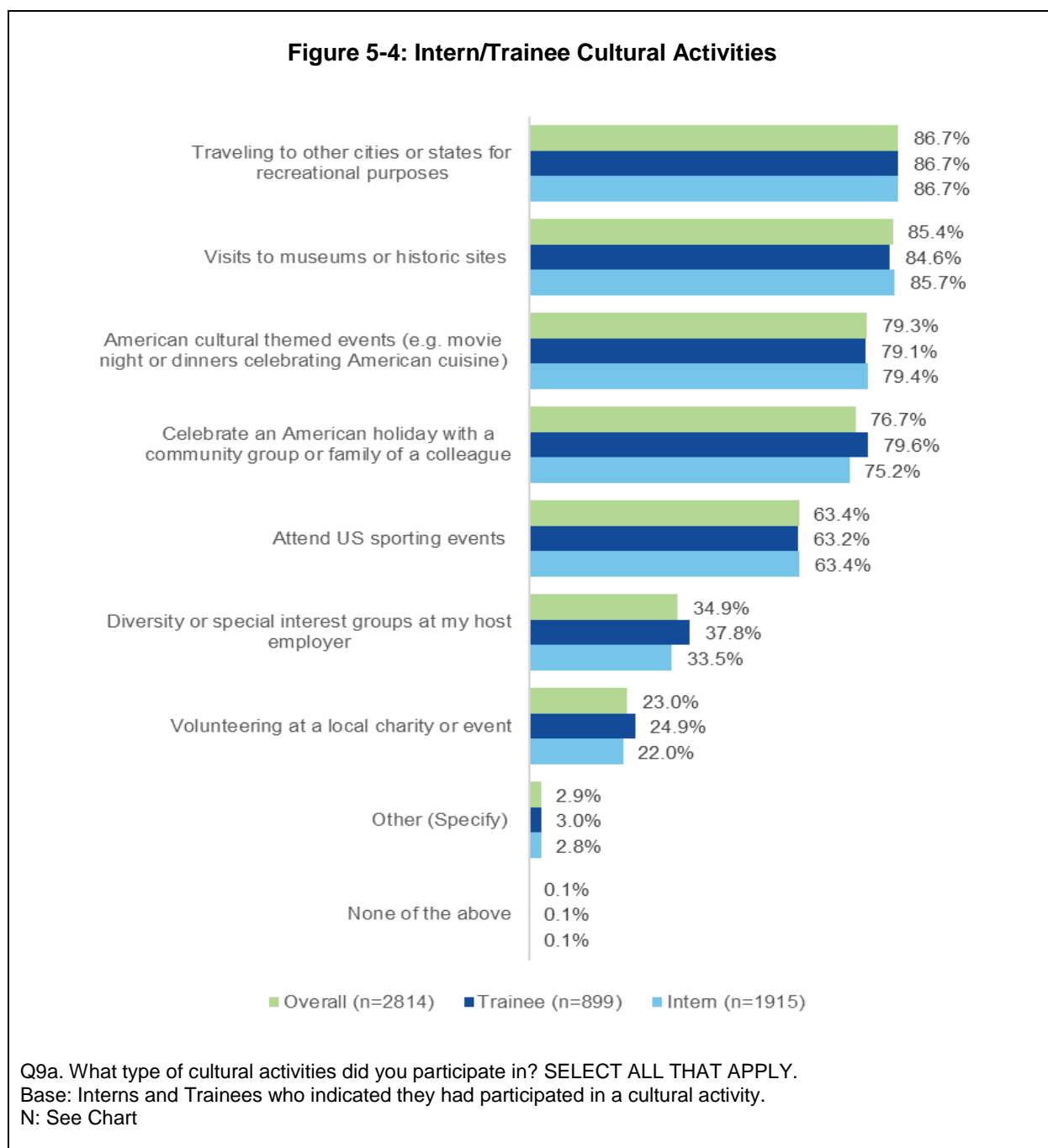
Q16. Overall, how would you assess your experience in the U.S.?

Q17. Overall how satisfied were you with your experience in your Intern or Trainee program?

Base: All respondents

N: See Chart

The types of activities vary. Figure 5-4 below shows the different activities as well as the frequency with which they occur.



Popular cultural activities include visits to museums or historic sites, traveling to other U.S. cities or states for recreational purposes, and participating in American-themed events such as movie nights or dinners celebrating American cuisine.

In both Intern and Trainee programs, cultural exchange opportunities are bilateral. Nearly ninety percent (86.2%) of participants share their own cultural traditions or activities from their country of origin with Americans they encounter through their program. Of those who share cultural traditions, nearly all (96.9%) have a positive overall experience in the United States. Also, roughly 94% are satisfied with their Intern or Trainee program.

Qualitative interviews conducted with host organizations also speak to the importance of cultural exchanges. Several host organizations discuss the centrality of creating these opportunities when working with Interns or Trainees. Curating a holistic experience for participants that includes on-the-job training in business practices and encouraging, if not explicitly creating, opportunities for cultural exchange is important to creating a positive experience for participants and meeting the objectives of the program:

We [the company] are super proud of our cultural aspect...we have a program at a local middle school...This is the time to represent their culture; this is the time to bring everything you want to tell people about your culture and we do that at the [local] middle school...so they [the J-1 participants] bring any souvenirs, a flag, currency, a national costume, bring what the kids can touch... we do that with classes, the kids ask them [J-1 participants] questions about their culture and country, and then the teacher will give us a tour of the school... And then there are volunteer opportunities are our local organization... They do clean-ups, local beach clean-ups, and things like that. And over Thanksgiving time we will do a canned food drive with Salvation Army. Just these little droppings of American culture.

- Human Resource Manager, hospitality/tourism, Florida,
equal use of both trainee and intern programs

5.2.2 Developing Personal Relationships

Establishing and maintaining friendships is an important part of public diplomacy, which speaks to the power of an individual's influence. Almost all (96.2%) participants become friends with Americans during their internship or training program. Over two-thirds (71.4%) of participants in both programs become friends with their co-workers and others they meet outside of the workplace. A majority (92.7%) keep in touch with those friends after they leave the United States.

Making and maintaining friendships is also related to overall satisfaction with the program and positive experiences in the United States. Of those who make American friends during their stay, almost all (96.7%) have an overall positive experience in the United States. Likewise, a large majority (93.7%) are satisfied with their program experience. Results are similar when

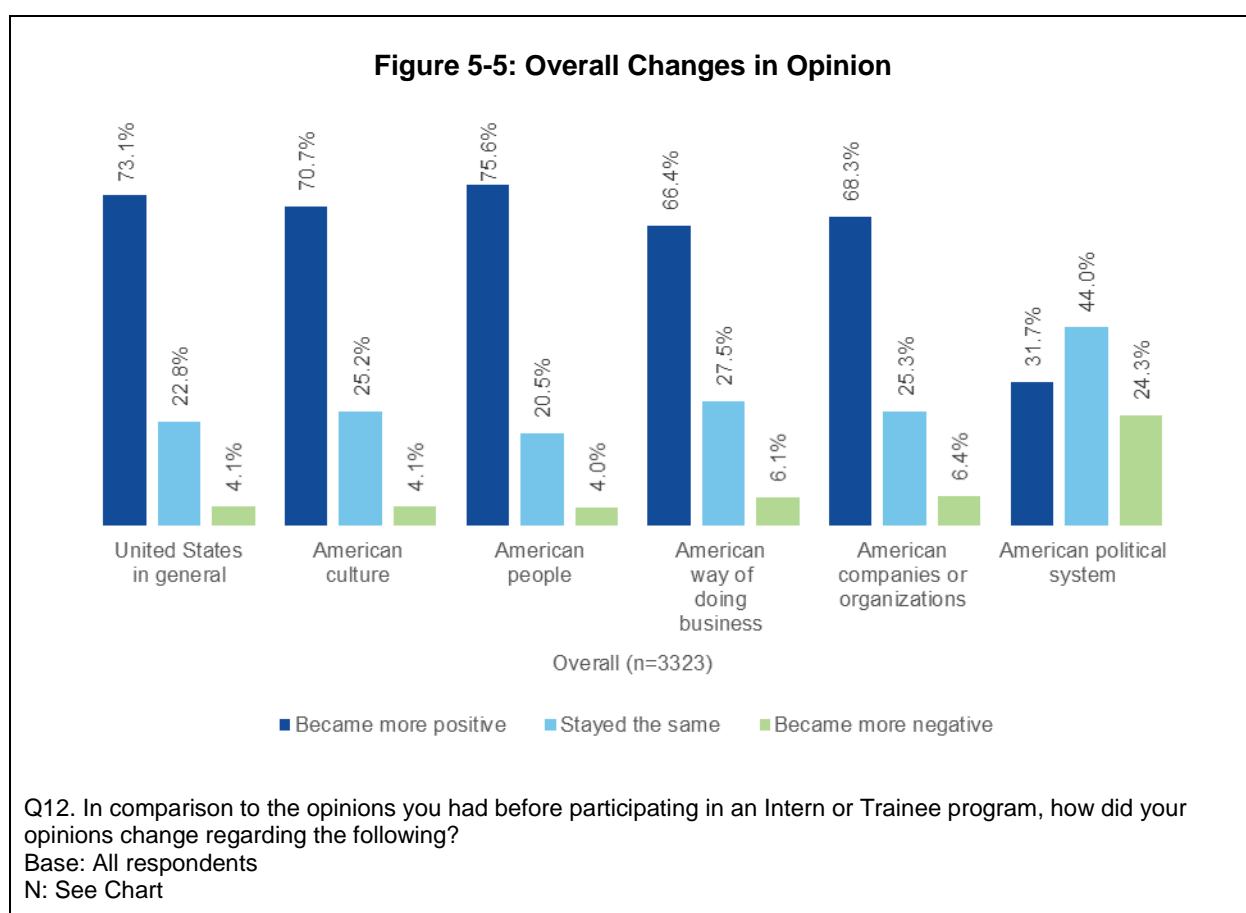
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looking at maintaining friendships. Of those who keep in touch with American friends after their departure, 97.2% have a positive overall experience in the United States and 94.4% are satisfied with their overall program experience. These results indicate that program participants are creating more long-term international connections and bonds that are important to public diplomacy in a global landscape.

5.2.3 Change in Attitudes

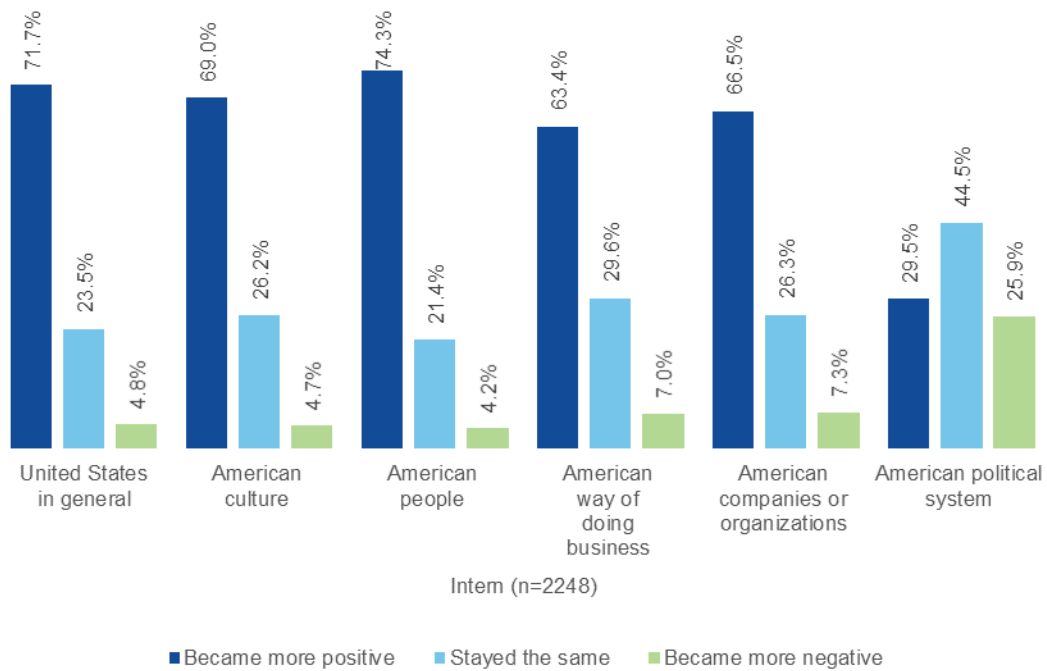
In comparison to opinions held before their participation in an Intern or Trainee program, nearly three quarters (73.1%) develop a *much more positive* or *more positive* opinion of the United States in general after their U.S. based program experience (Figure 5-5). Just over three-quarters (75.6%) develop a *much more positive* or *positive* opinion of American people after their experience. Similarly, 70.7% of participants report having a *much more positive* or *positive* opinion of American culture.

In terms of U.S. business and business practices, nearly 70% (66.4%) of participants report a *much more positive* or *more positive* opinion on the American way of doing business (66.4%) and American companies/organizations (68.3%).



Trainees have a slightly higher positive change toward the American way of doing business. Approximately 73% cite positive changes in their attitudes toward the American way of doing business in comparison to the 63.4% of Interns who cite positive change on this topic (Figures 5-6 and 5-7).

Figure 5-6: Intern Changes in Opinion

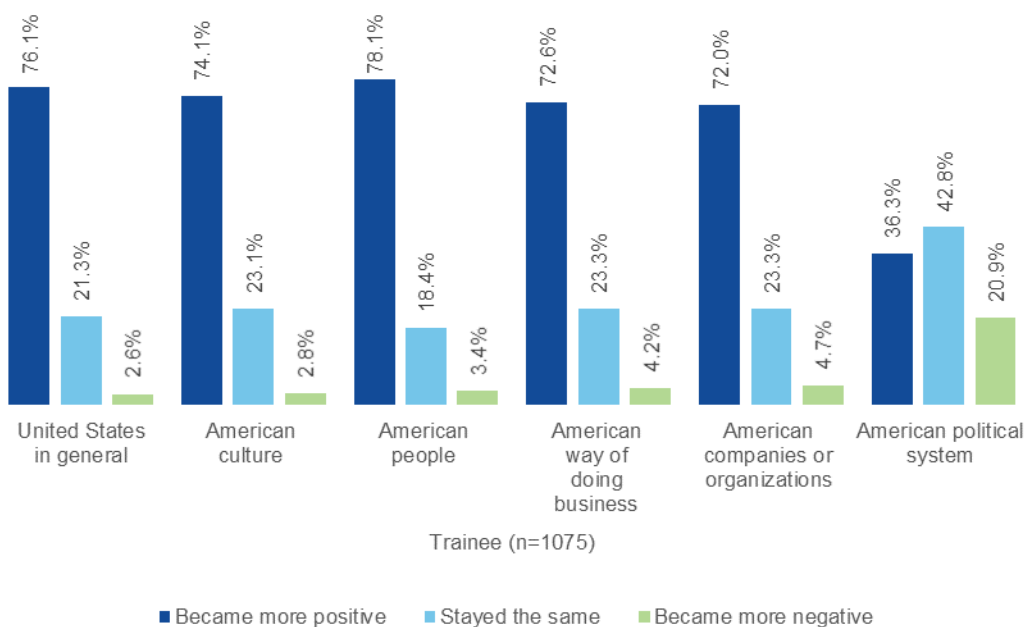


Q12. In comparison to the opinions you had before participating in an Intern or Trainee program, how did your opinions change regarding the following?

Base: All respondents who indicated they completed the program as an Intern

N: See Chart

Figure 5-7: Trainee Changes in Opinion



Q12. In comparison to the opinions you had before participating in an Intern or Trainee program, how did your opinions change regarding the following?

Base: All respondents who indicated they completed the program as a Trainee

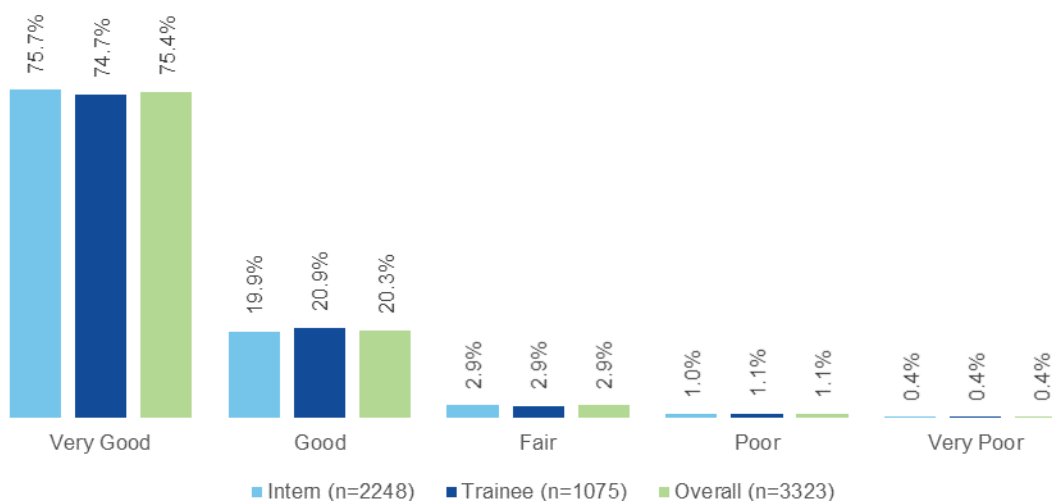
N: See Chart

The one area in which time spent in the U.S. has little impact for participants was the American political system. Forty-four percent stay neutral in their opinion on the American political system. Just under a quarter (24.3%) have a *more negative* or *much more negative* opinion of the American political system after participating in the program.

5.3 Program Impact

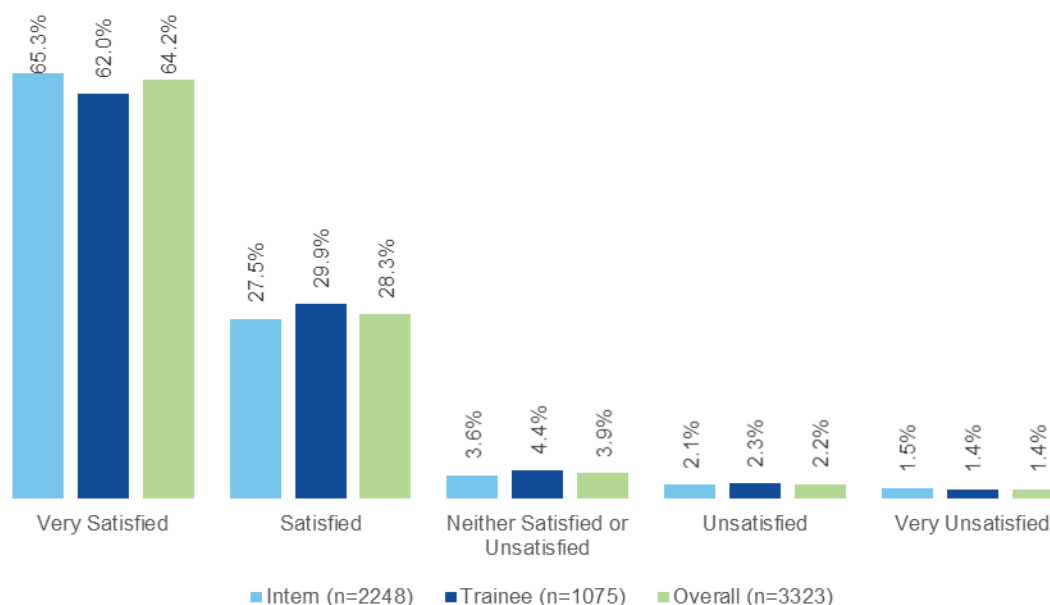
Overall, Interns and Trainees have a positive experience with their programs and with their overall experience in the U.S. When asked to assess their overall experience in the U.S., over ninety percent (95.7%) state that their experience was *very good* or *good* (Figure 5-8). Similarly, over ninety percent (92.5%) of participants in both programs are *very satisfied* or *satisfied* with their program experience (Figure 5-9). Less than five percent report a negative experience in the U.S. or with their program. Results are similar when looking at individual programs (i.e., Intern versus Trainee).

Figure 5-8: Overall Experience



Q16. Overall, how would you assess your experience in the U.S.?
 Base: All respondents
 N: See Chart

Figure 5-9: Overall Satisfaction



Q17. Overall how satisfied were you with your experience in your Intern or Trainee program?
 Base: All respondents
 N: See Chart

Gaining practical work experience and program satisfaction are related. Of the participants who gained a great deal of practical work experience, 98.4% also had an overall positive experience in the U.S. Similarly, nearly all (99.1%) of those who received a great deal of work experience are highly satisfied with their overall program experience. In contrast, those who received only a little practical work experience report lower rates of having an overall positive experience (39.2%) and program satisfaction (34.2%).

Results are similar when examining the level of practical work experience received and career advancement. Of those who received a *great deal* of practical work experience, nearly all (98%) believe their experience would help them to advance their current career or inform their future career opportunities. Results are similar when comparing alignment with one's T/IPP to career advancement, program experience satisfaction, and having a positive experience in the U.S.

DS-7002 - Training/Internship Placement Plans (T/IPP) are important documents that guide the participants' experience. Developed in collaboration between the host organization and the participant, T/IPPs detail the goals, work plan, and learning objectives of the internship or traineeship. In direct relation to meeting training needs and requirements, the vast majority of

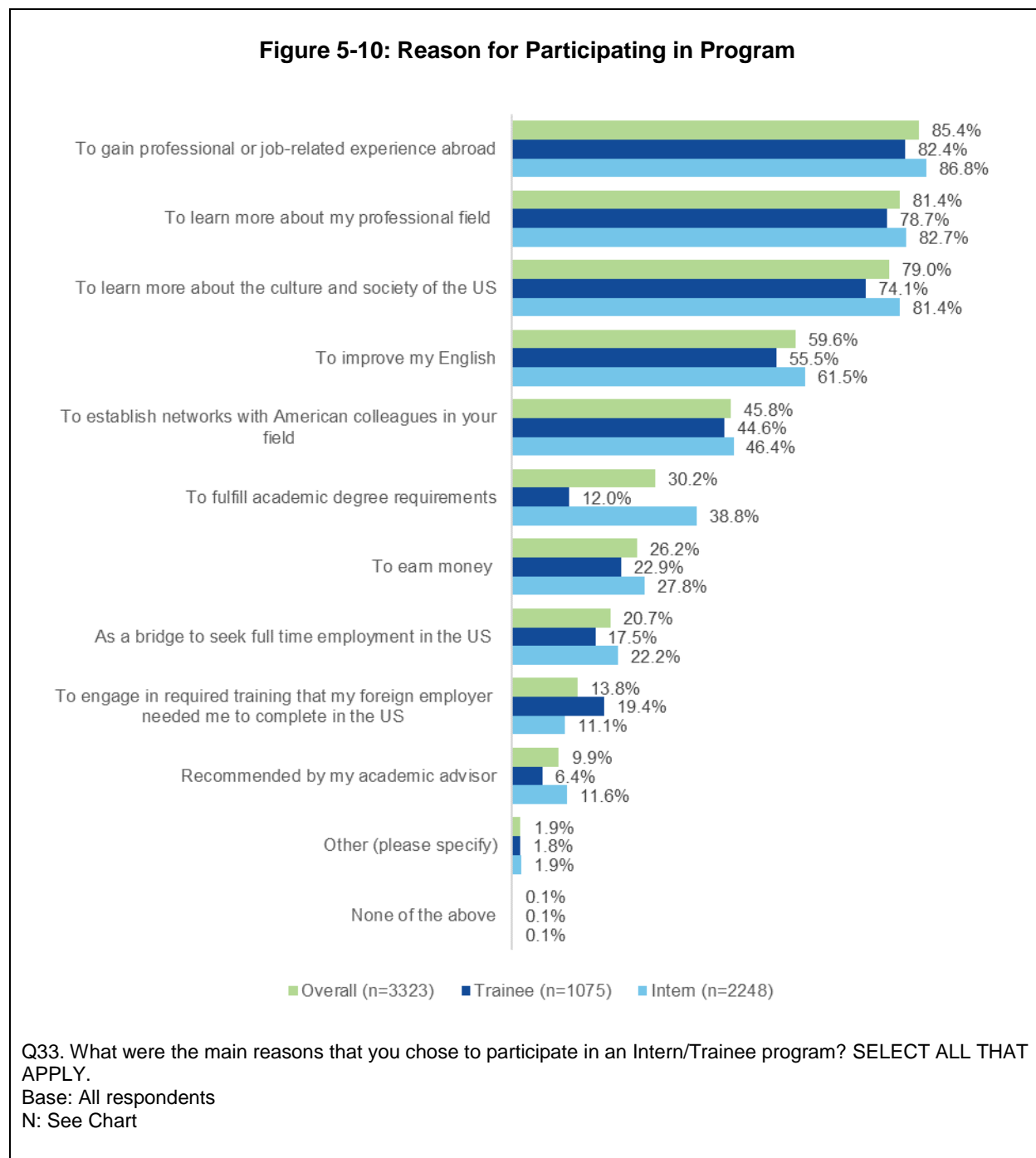
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participants (87.5%) think that their program experience as an Intern or Trainee aligned with the goals and outcomes outlined in their T/IPP *mostly* or *to a great extent*.

Results are consistent when comparing Intern and Trainee experiences. In both instances, the majority of Interns and Trainees (87.6% and 87%, respectively) find the experience matching their T/IPP *mostly* or *to a great extent*.

5.4 Program Needs & Uses/Motivation for Participation

Interns and Trainees may have a number of reasons for choosing to participate in a exchange program. Figure 5-10 shows the top reasons Interns and Trainees choose to participate in an international internship or training program.



Overall, the top reasons that participants in either program choose to participate are to gain job-related experience abroad (85.4%), to learn more about their professional fields (81.4%), and to learn more about U.S. culture and society (79.0%).

Just over a quarter (26.2%) of respondents say the ability to earn money is their primary motivation for participating in a program. One in five (20.7%) participate in the program for reasons such as a bridge, or means to obtain a full-time job in after completing the program, to seeking full-time employment in the U.S. Nearly fifteen percent (13.8%) participate as part of home-employer training requirements.

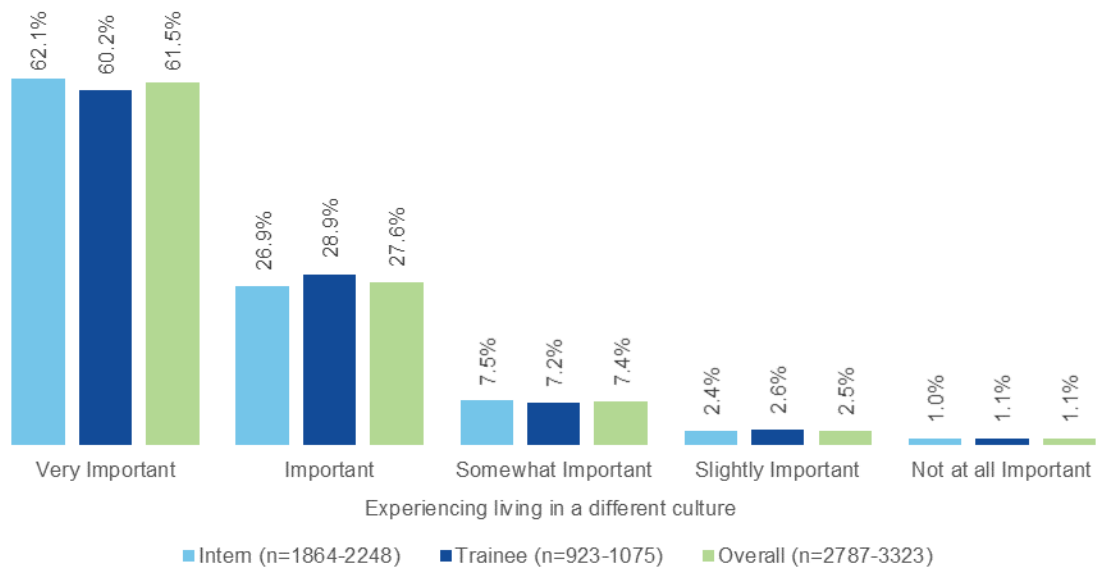
Results are similar when comparing Interns and Trainees. When asked to identify the primary reason(s) for choosing to complete an international internship, a majority of Intern alumni (86.8%) wanted to gain professional or job-related experience abroad. Interns also identified wanting to learn more about their professional fields (82.7%) and wanting to learn more about U.S. culture and society (81.4%) as top motivators for participating in an internship.

Less than thirty percent of Interns participate for purely financial reasons. Just under thirty percent (27.8%) complete the program to earn money. Roughly one in five (22.2%) participate in an internship as a bridge, or means to gain employment after completing a program, to seek full-time employment in the United States. A little over one in ten (11%) participate in the program to engage in some type of required training by a home-country employer.

For Trainees, top reasons for participation include gaining job related work experience abroad (82.4%), gaining experience in one's professional field (78.1%), and wanting to learn more about U.S. culture and society (74.1%). Roughly 23% of Trainees participate to earn money. Nearly twenty percent (19.4%) participate to meet home-country employer requirements or as a bridge to seek full-time employment in the U.S. (17.5%).

Reasons for participating in an internship or training program were also examined in terms of levels of importance as shown in Figures 5-11 – 5-13. Nearly 90% of participants think it is *very important* or *important* to experience living in a different culture (89.1%) and learning to interact with people from different cultures (86%). Nearly 90% (89.6%) think learning specific work skills is *very important* or *important*.

Figure 5-11: Importance of living in a different culture

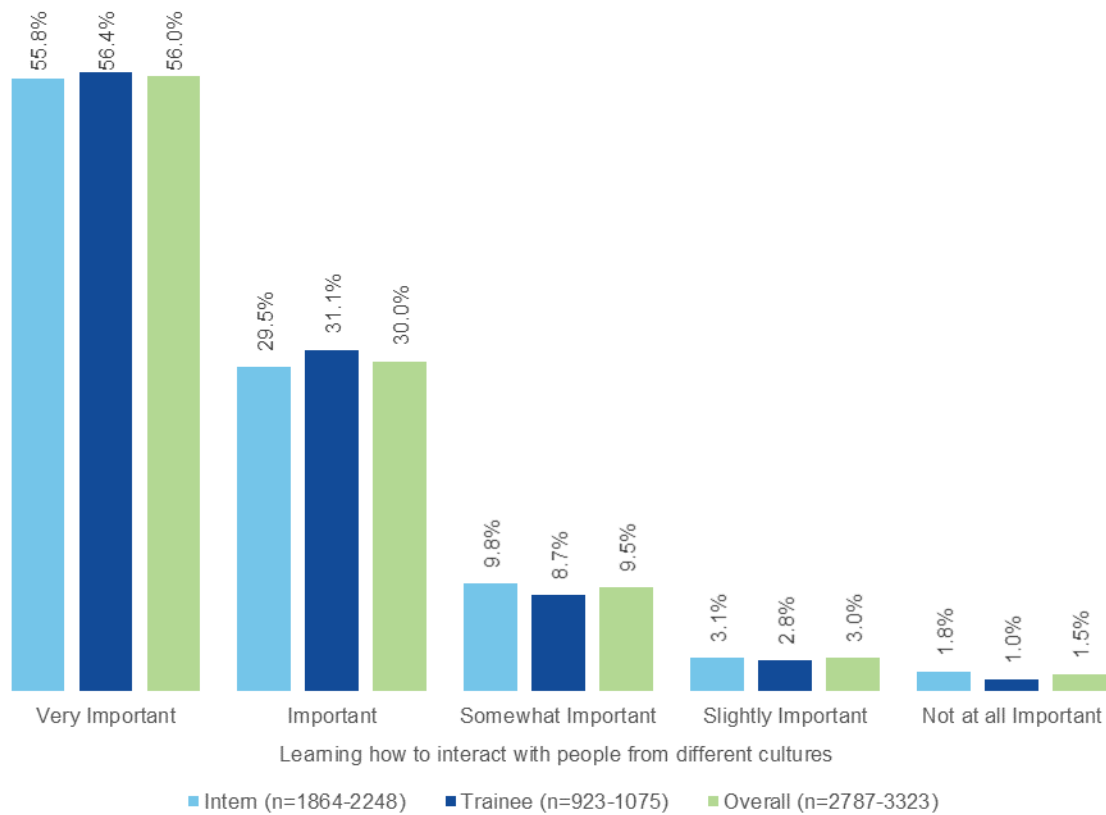


Q7. Thinking of the reasons why you initially decided to participate in an Intern or Trainee program, how important or unimportant were the following to your decision?

Base: All respondents

N: See Chart

Figure 5-12: Importance of learning how to interact with other cultures

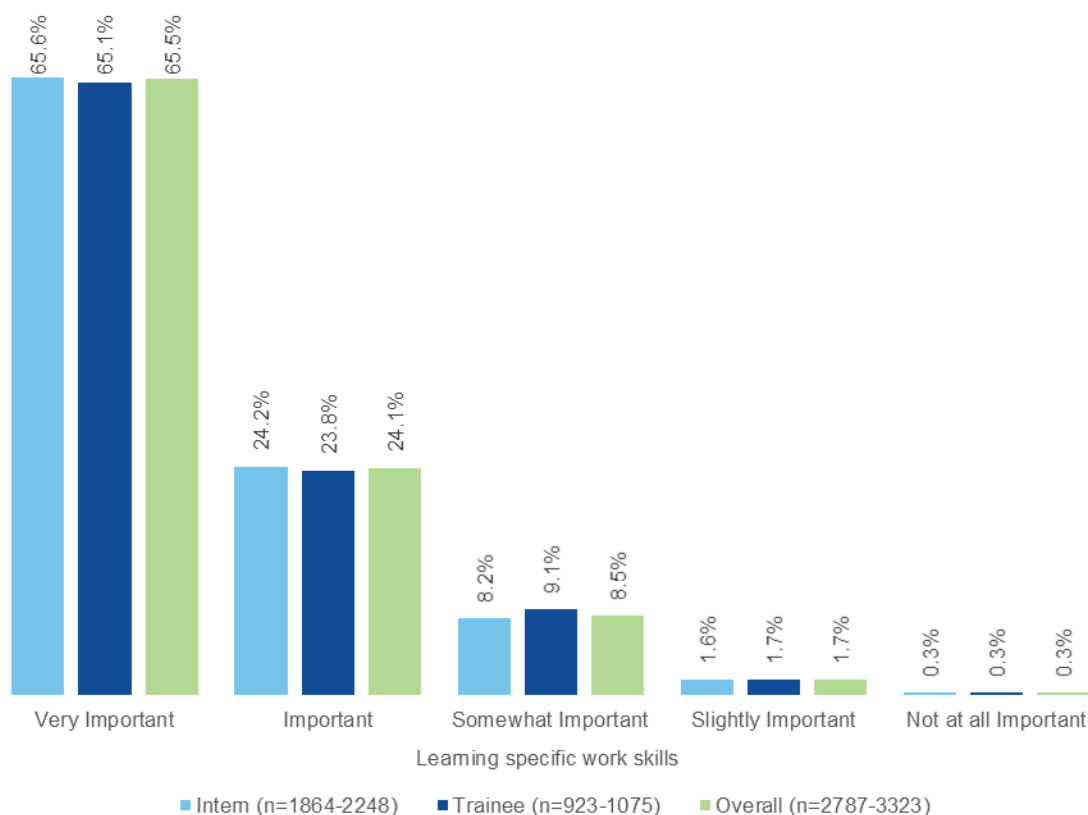


Q7. Thinking of the reasons why you initially decided to participate in an Intern or Trainee program, how important or unimportant were the following to your decision?

Base: All respondents

N: See Chart

Figure 5-13: Importance of learning work skills



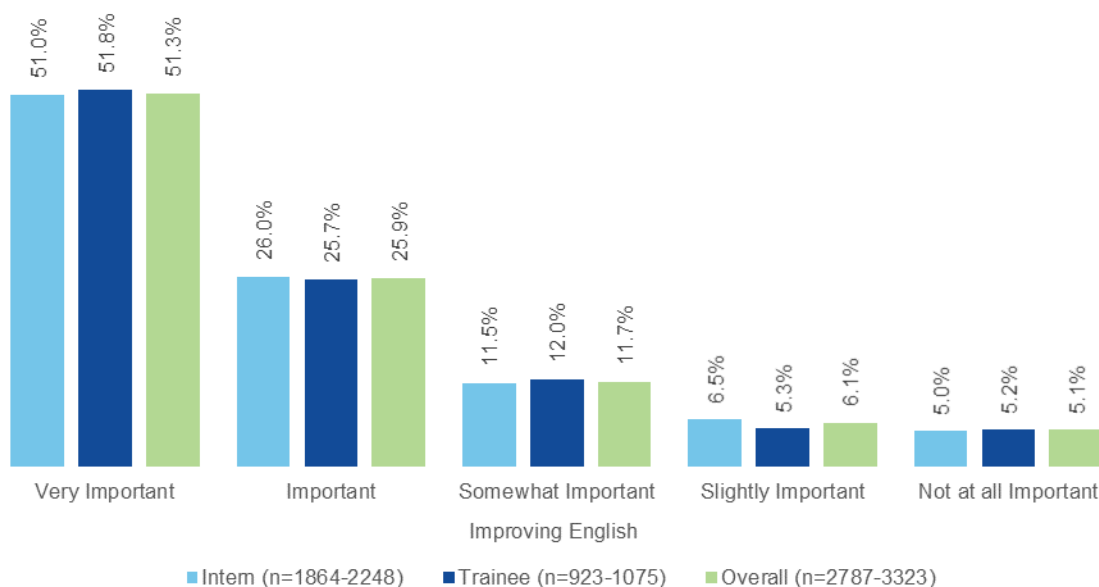
Q7. Thinking of the reasons why you initially decided to participate in an Intern or Trainee program, how important or unimportant were the following to your decision?

Base: All respondents

N: See Chart

Improving one's English (77.2% overall; Figure 5-14), the opportunity to visit the United States (74.7% overall), learning an American way of doing business (77.8% overall), and gaining work experience required for one's degree program (63.8% overall) are also deemed *very important* or *important*, but at lower rates. In terms of importance, Trainees (82.3%) value learning the American way of doing business slightly higher than Interns (75.7%).

Figure 5-14: Importance of improving English



Q7. Thinking of the reasons why you initially decided to participate in an Intern or Trainee program, how important or unimportant were the following to your decision?

Base: All respondents

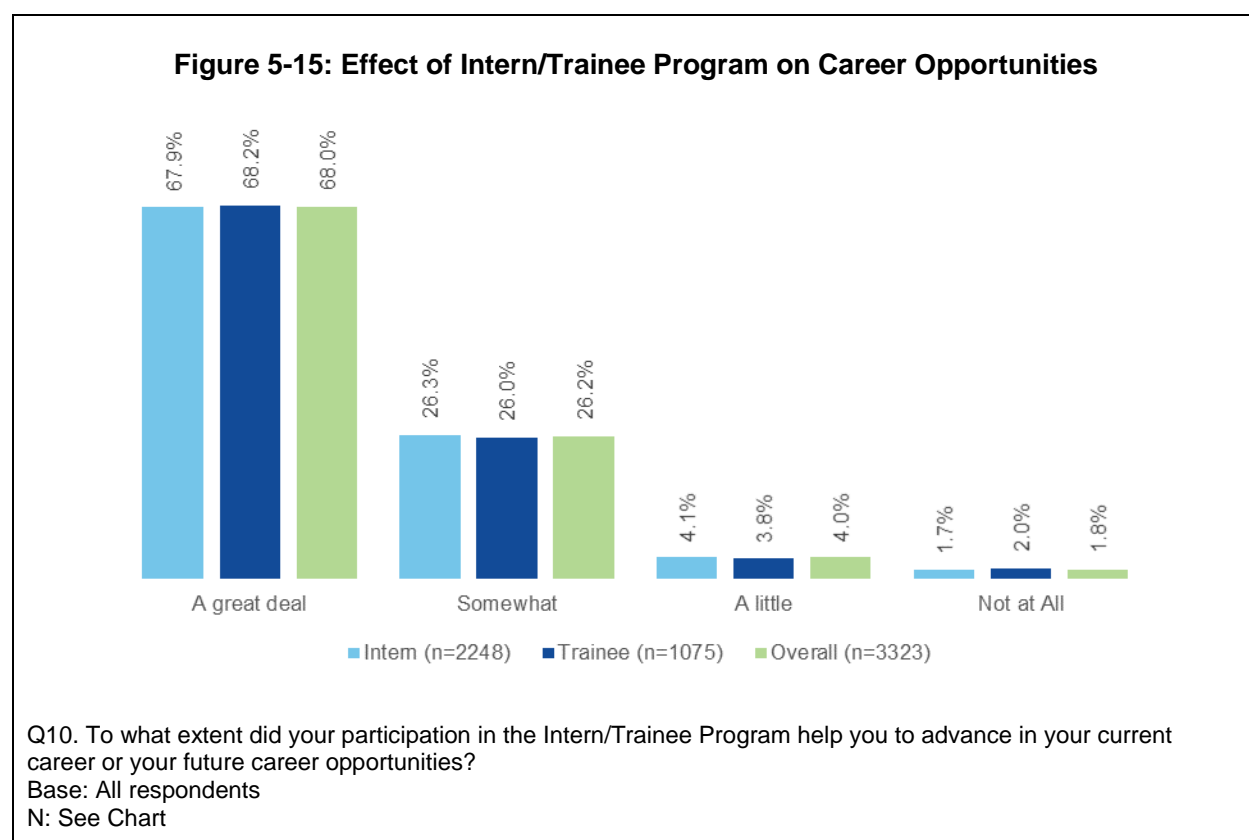
N: See Chart

Earning money ranks the lowest in importance for alumni. Less than half (40.5%) of participants think that earning money is *very important* or *important* when giving their reasons for participating in an intern or training program. Trainees (42.8%) value earning money in terms of importance slightly higher than Interns (39.5%). Overall, these results indicate that participants choose to participate in the program for reasons related to career and skills development and experiencing U.S. culture.

5.5 Benefits to Participant

Nearly all participants in both programs feel that they gained practical work experience. Figure D-1 in the Supplemental Report shows that over 95% of Interns and Trainees find their experience valuable in developing hands on, practical, on-the-job work experience.

Both Interns and Trainees feel their involvement in a program helped them advance in their current career or in future career opportunities. A majority (68%) feel it helped them a *great deal* (Figure 5-15).



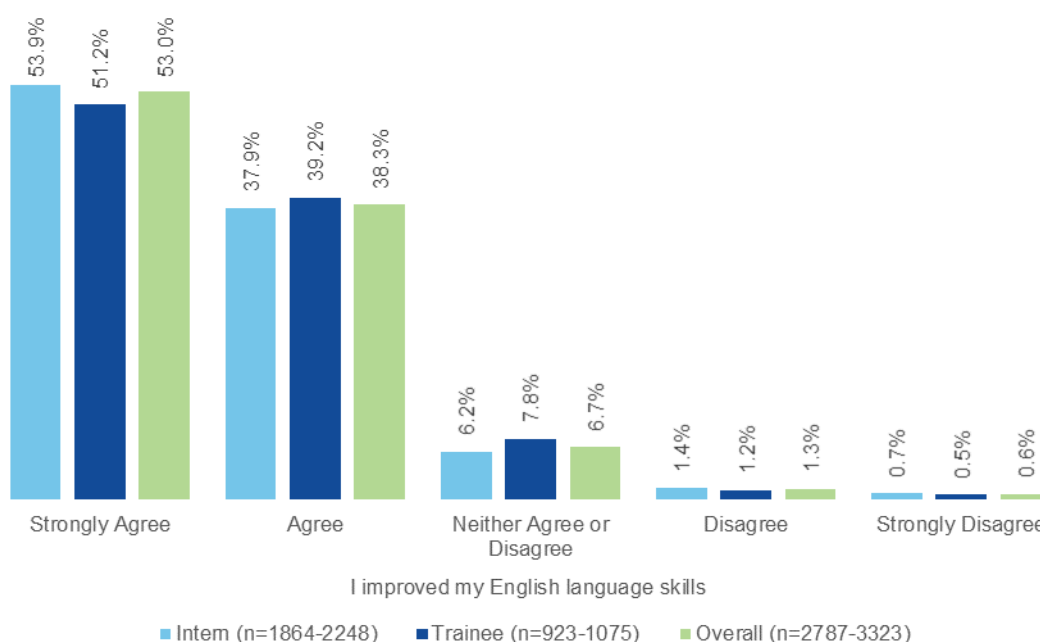
Results also show that a majority of (96.3%) participants *strongly agree* or *agree* that their experience with the program will help them in the future (see Figure D-2 in the Supplemental Report).

Participants were also asked about additional benefits of participation in an internship or training program. In relation to professional skill building, generally participants *strongly agree* or *agree* that their involvement helped them gain specific work skills (90.1%), learn to solve problems

(86.5%), work as part of a team (84.5%), and gain valuable work experience for future career opportunities (96.3%).

Survey results are similarly positive when examining benefits in terms of public diplomacy or developing a sense of transnational cultural competence. Participants in both programs *strongly agree* or *agree* that their involvement in the program led to improved English language skills, a better understanding of American culture, and an improved ability to interact with people from different cultures. As Figures 5-16 – 5-18 demonstrate, 90% or higher of both Interns and Trainees *strongly agree* or *agree* that their programs provided these benefits.

Figure 5-16: Improved Intern/Trainee's English language skills

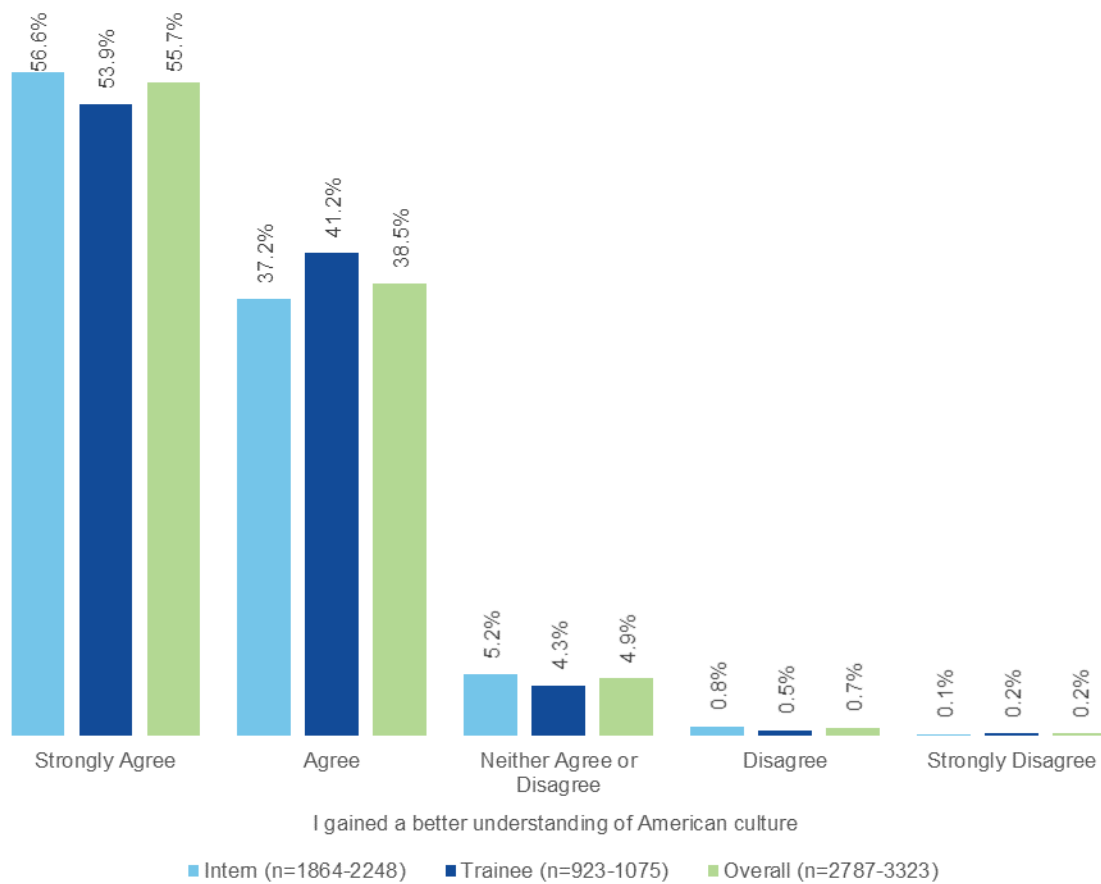


Q8. To what extent do you agree or disagree with the following statements: Because of participating in the Intern or Trainee program... I improved my English language skills.

Base: All respondents

N: See Chart

Figure 5-17: Improved understanding of American culture

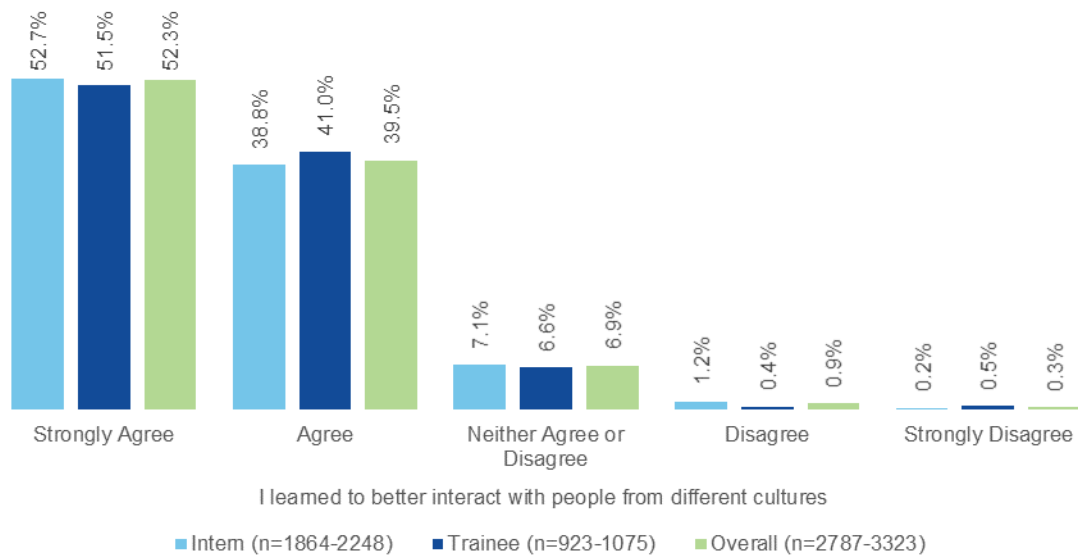


Q8. To what extent do you agree or disagree with the following statements: Because of participating in the Intern or Trainee program... I gained a better understanding of American culture.

Base: All respondents

N: See Chart

Figure 5-18: Improved ability to interact with people from different cultures



Q8. To what extent do you agree or disagree with the following statements: Because of participating in the Intern or Trainee program... I learned to better interact with people from different cultures.

Base: All respondents

N: See Chart

5.6 Economic Impact

Participating in an Intern or Trainee program can be a financially rewarding experience and a financial commitment or investment for young adults. The vast majority (89.3%) of participants in both programs receive a salary or stipend during their program. Most (87.9%) are able to cover living expenses (rent/food/entertainment) while in the U.S. with this money. More than half (53.9% and 56.1% respectively) are able to use money earned in the U.S. to repay themselves or others for money spent on initial program fees and travel expenses or to keep for savings.

In 2017, 26,250 interns and 10,918 trainees entered the United States, spending an estimated \$94 million of the money they initially brought into the country. During their time in the US, which is about 8 months on average, Interns spend an average of \$1,925 per month. Likewise, Trainees spend an average of \$2,075 per month during their stay (11 months on average). In total, the 2017 cohort for Interns and trainees spent an estimated \$662.6 million in the US during their participation in the program. In most cases, these monthly expenses are paid by their employer and recycled back into the US economy.

Figure 5-19:

Program Category	Participants 2017	Average Influx spent	Total Influx	Average monthly spent	Program duration (months)	Program total per participant	Total 2017 Participants per Month	Total Expenditures
Intern	26,250	\$2,426	\$63,688,538	\$1,925	8.04	\$15,474	\$50,520,750	\$406,186,830
Trainee	10,918	\$2,824	\$30,829,375	\$2,075	11.32	\$23,488	\$22,654,304	\$256,446,722
Total			\$94,517,912				\$73,175,054	\$662,633,552

Q18. Think about how you spent money EACH MONTH during your Intern or Trainee program, approximately how much did you spend on each of the following? Please enter a 0 if you did not spend money in any of the categories below.

Q20. Approximately, how much money did you bring with you when you came to the United States to participate in an Intern or Trainee program?

Q21. Of the money you brought to the U.S., approximately what percent did you spend in the US?

Base: All respondents

N: See Chart

In some cases, in addition to the salary or stipend received, host organizations provided additional benefits. A quarter to a third of participants receive additional benefits such as travel reimbursements, transportation, housing, or paid health insurance. Generally, participants paid for expenses related to their experience in the U.S. For most participants, however, earning money is not the primary reason for completing an internship or traineeship. In general, the benefits outweigh any costs associated with participating in the program.

6. Host Organization Survey: Detailed Findings

6.1 *Host Organization Characteristics*

An online survey was designed for completion by host organizations. The survey covered topics such as reasons for participation, benefits and challenges to the host organization, and program impact. A total of 1,834 host organizations started the survey. After cleaning, the final sample size for the host organization survey was 1,336. Respondents to the host organization survey had hosted participants at some point between 2015 and the present.

6.1.1 *Program Usage Profile*

The survey determined which Exchange programs businesses and organizations use. A majority of host organizations exclusively participate in the Intern program (54.0%), while few exclusively use the Trainee program (13.2%). Less than one-quarter of host organizations (22.6%) participate in some combination of both the intern and trainee program.

The number of Interns/Trainees hosted since January 1, 2017 by each host organization was ascertained. Most (82.7%) host organizations have hosted 20 or fewer international interns or trainees within the past year, with roughly seventy percent (70.8%) hosting between one to five EVP participants.

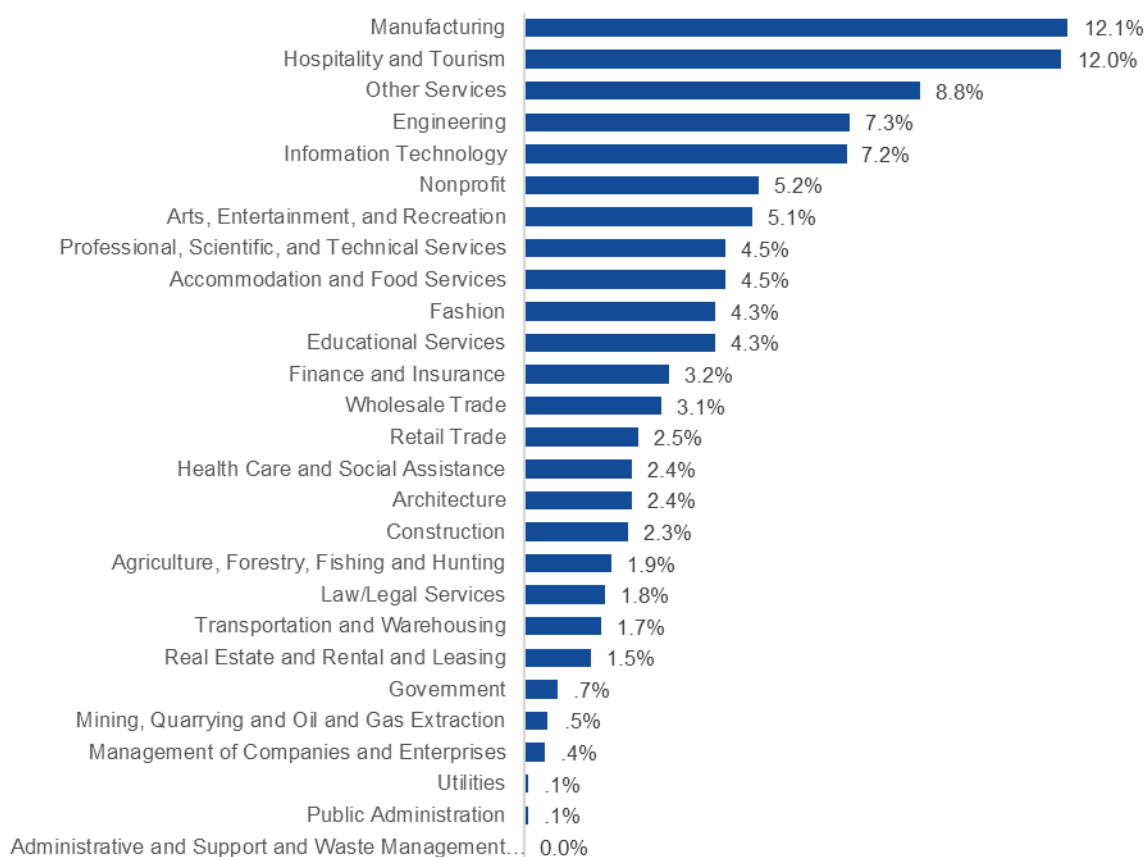
6.1.2 *Size*

The overall size of organizations was determined based on the number of full-time employees across all U.S. locations. Almost half (48.1%) of host organization respondents represent small businesses with less than 50 employees.

6.1.3 *Industry*

Host organization respondents represent businesses and organizations from a variety of different industries (Figure 6-1). Manufacturing (12.1%) and hospitality and tourism (12.0%) are the most represented industries. Many host organizations also represent businesses within the fields of engineering (7.3%) and information technology (7.2%).

Figure 6-1: Business Industry



Q28. What would you say is the primary industry of your organization?

Base: All respondents

N:1336

6.1.4 Location

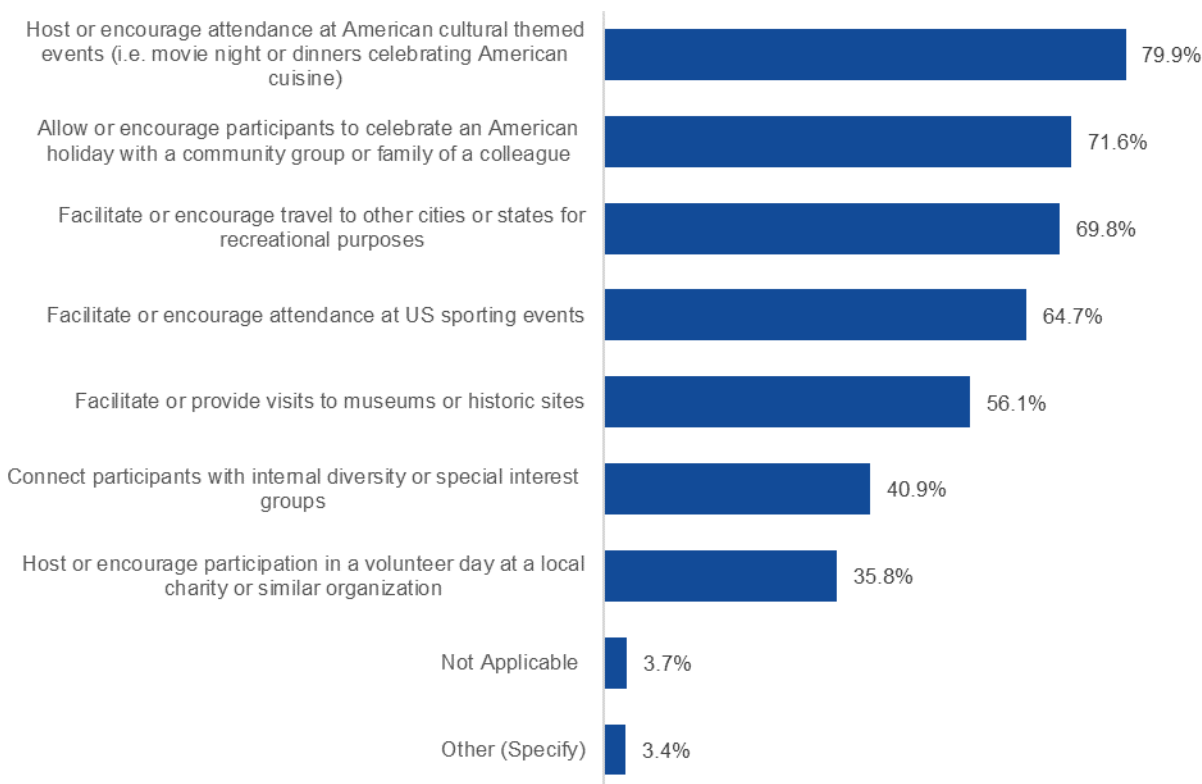
Businesses are also characterized based on location or base of operations. Over half (54.0%) of host organizations represent U.S. domestic business/organizations, defined as an organization that only operates in the U.S. Less than a quarter (23.9%) are U.S. headquartered or foreign headquartered (22.1%) multinational organizations.

6.2 Public Diplomacy

Intern/Trainee program participants are offered opportunities to participate in cross-cultural exchange to meet the public diplomacy aims of the Exchange program. These opportunities can encompass a broad range of activities, from discussing the American economy and trade to facilitating trips to American museums and cultural sites.

To evaluate this essential component of the program, host organizations were asked about the types of cultural activities and/or outings their organizations provide for international Interns/Trainees (Figure 6-2). Most host organizations host or encourage attendance at American-themed events (i.e. movie night or dinners celebrating American cuisine) (79.9%) or encourage participants to celebrate an American holiday with a community group or colleague's family (71.6%).

Figure 6-2: Cultural activities or outings provided for Interns/Trainees by host organizations



Q14. What type of cultural activities and/or outings do you provide for Interns/Trainees? SELECT ALL THAT APPLY.

Base: All respondents

N=1336

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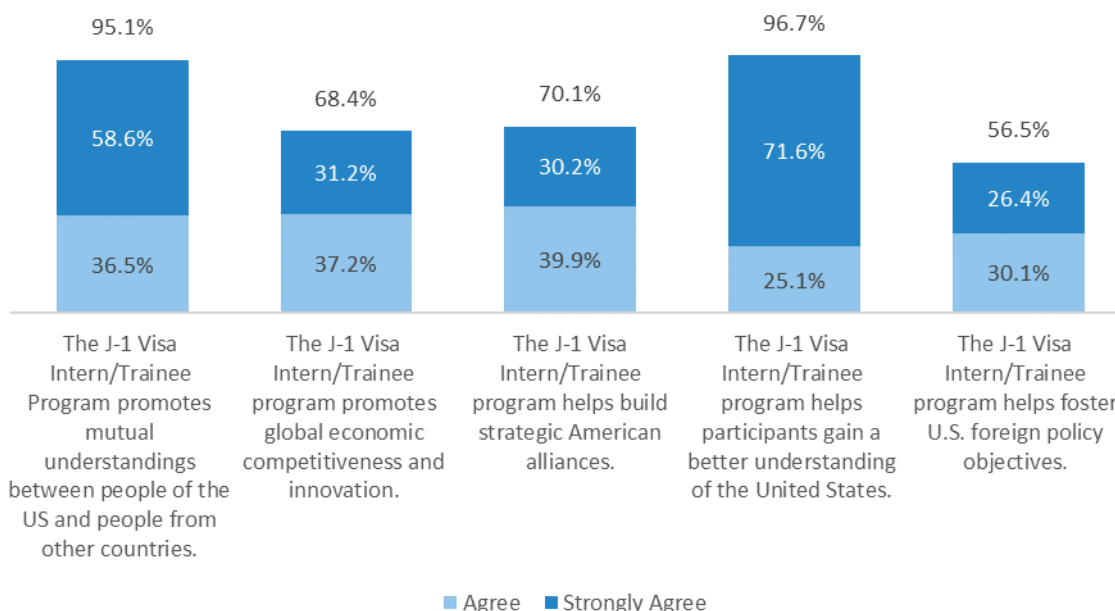
Qualitative interviews highlighted the value of exchange and hosting cultural activities for EVP participants:

The program is great for the United States and countries around the globe participating in this and bringing people together, closer...Once in a while we [workforce] get together in a very informal way and we do a potluck dinner or lunch and people create their own authentic food from their country and share. I think it creates a very good environment for people to bond outside of and at work and get to learn and share... It brings us together and helps us learn one from another.

-CEO, electronic refurbishing and recycling, Texas, Trainee program only

Nearly all (96.7%) respondents *strongly agree* or *agree* that the Intern/Trainee program helps participants gain a better understanding of the U.S. (Figure 6-3). Nearly all (95.1%) also *strongly agree* or *agree* that the program promotes mutual understandings between people of the U.S. and people from other countries. Approximately seven out of ten (68.4%) host organizations *strongly agree* or *agree* that the program promotes global economic competitiveness and innovation. Similarly, roughly seven out of ten (70.1%) believe the program helps build strategic American alliances. Roughly two out of five (40.7%) feel neutral about the program's ability to help foster foreign policy objectives.

Figure 6-3: Perceived achievement of program exchange goals



Q10. To what extent do you agree or disagree with the following statements?
 Base: All respondents
 N:1336

6.3 Program Impact

Host organization respondents were also asked about the positive and negative impacts of participating in the Intern/Trainee Program. A majority of host organizations feel that short-term impacts of program participation are positive and center around cultural diversity (Figure 6-4). Host organizations reveal that EVP participants broaden perspectives of current staff through exposure to different cultures (75.3%) and create cultural diversity in staff (74.8%). Many (71.0%) also indicate that the program helps staff develop intercultural communication skills.

The benefits and importance of cultural diversity was also apparent in host organization interviews. As one host organization noted with regard to developing intercultural communication skills:

You have to up your game in communication, and I think that's a positive thing- it's a challenge but makes the organization stronger...It's an opportunity for the organization to

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strengthen their communication which is going to strengthen all of their [the business's] relationships, whether it be with interns or employees hiring from the U.S.

--CEO, product manufacturing and distribution, Illinois, Intern program only

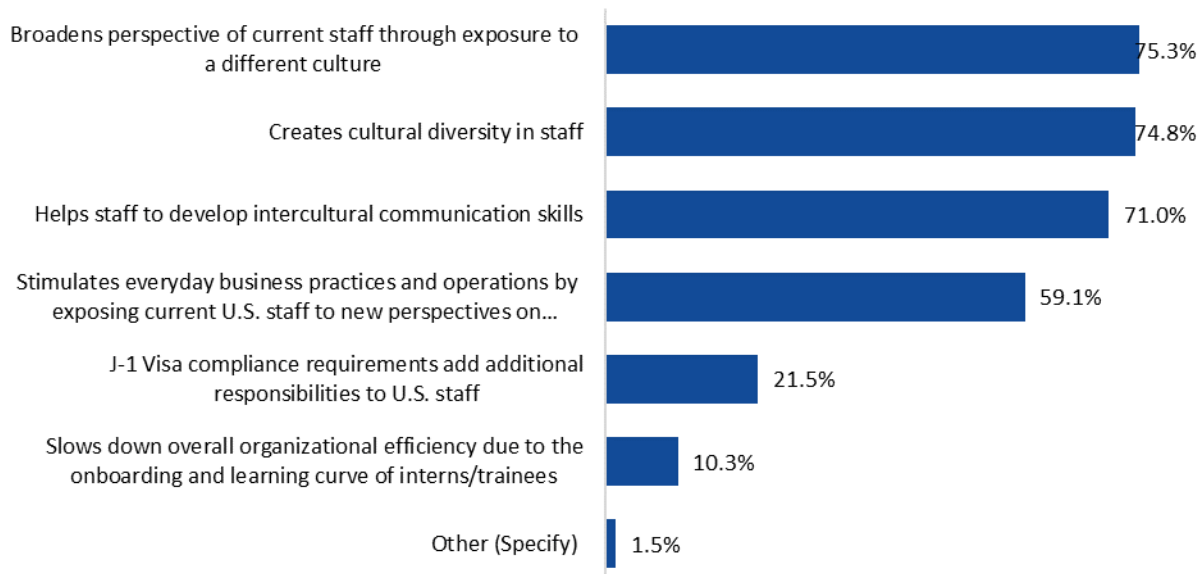
Similarly, another host organization contributed the following:

By bringing people through our training program from different nationalities and cultures, we are able to see an acceptance of the diversity of people and more collaboration between people of different ethnic groups and cultures. That's been productive for the company...we are learning how to communicate across cultural lines and work together which really helps overall morale of the company.

--Senior Immigration Paralegal, manufacturing, North Carolina, Trainee program only

Conversely, the added responsibilities to U.S. staff resulting from J-1 Visa compliance requirements is cited by less than one-quarter (21.5%) of respondents as an impact to their organization. Few also feel that participation in the program slows down overall organizational efficiency due to onboarding and the learning curve of Interns/Trainees (10.3%).

Figure 6-4: Short-term impact on businesses



Q5. What are the short-term impacts of your organization's participation in or involvement with the J-1 Visa Intern/Trainee Program? SELECT ALL THAT APPLY.

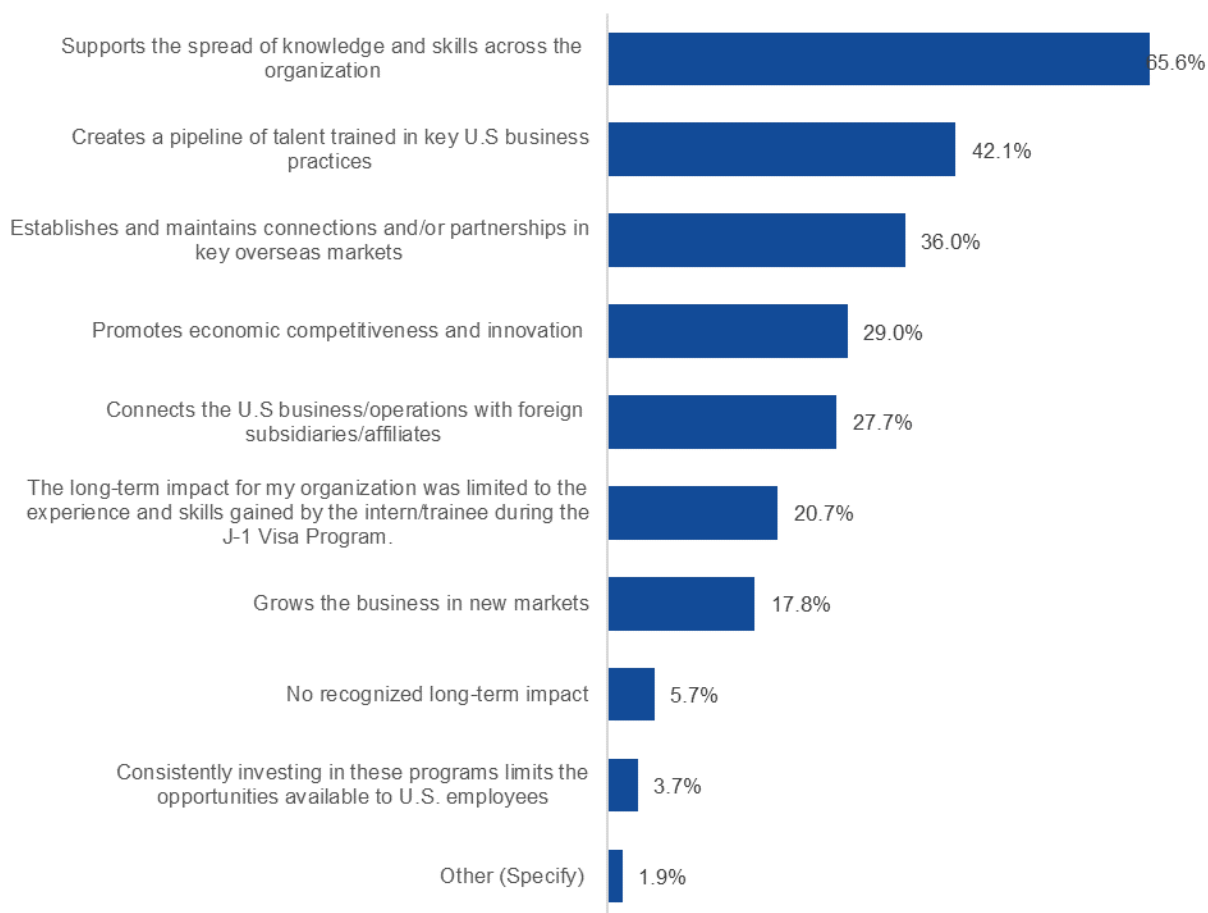
Base: All respondents

N: 1336

The short-term impact on businesses was evaluated by industry (see Figure D-3 in the Supplemental Report). Across the top five industries (Engineering, Manufacturing, Hospitality, Information Technology, and Other Services), host organizations select short-term benefits related to cultural diversity and development. For example, 82.3% of host organizations in Information Technology (IT) select broadening the perspective of current staff through exposure to a different culture as a short-term benefit of program participation. Nearly three-quarters (74.2%) of host organizations in hospitality/tourism and engineering also select this as an impact. A majority (81.3%) of IT host organizations think that a short-term impact of participation is to create cultural diversity in their staff. Nearly seven out of ten of host organizations (67.0%) in manufacturing think their participation helps staff to develop intercultural communication skills. Few (less than 20% across industries) cite logistical matters (i.e. meeting compliance requirements) or operational matters (i.e., slowdowns in efficiencies due to learning curve of participants) as potentially negative short-term impacts on their business.

Long-term, host organizations feel that the spread of knowledge and skills across the organization is an additional benefit of participating (65.6%) (Figure 6-5). Host organizations also believe that creation of a pipeline of talent trained in key U.S. business practices (42.1%) and establishment of connections and/or partnerships in key overseas markets (36.0%) are long-term impacts to their organization.

Figure 6-5: Long-term impact on businesses



Q6. What are the long-term impacts of your organization's participation in or involvement with the J-1 Visa Intern/Trainee Program? SELECT ALL THAT APPLY.

Base: All respondents

N: 1336

Qualitative interviews also confirmed these findings:

I love the fact that I know people in different countries. If I want to expand my business...I now have people I know based on working with them for 12 to 18 months, I have contacts that can help me explore those avenues. I love that about this internship program. If I'm going to expand, I'm to start with those people or at least they'll be able to introduce me to the right people.

--CEO, product manufacturing and distribution, Illinois,
Intern program only

It provides a very specific training geared towards one [product] and it takes that information and disseminates the information worldwide. So, our people come, participate in the program, and then they go back to their home office and they're able to have information about the product that may not be widely known in the marketplace and they are able to work with our engineers in different parts of the world. They are using information learned in the training to not only better market and sell our product, but also allows them to give input to better our products.

--Senior Immigration Paralegal, manufacturing, North Carolina,
Trainee program only

Few host organizations maintain that the program has no recognized long-term impact (5.7%) or that consistently investing in these programs limits the opportunities available to U.S. employees (3.7%).

When looking at long-term impact on businesses based on size, survey results reveal that a majority of all companies (small – 62.6%; medium – 72.1%; and large – 67.3%) think that their participation supports the spread of knowledge and skills across the organization (see Figure D-4 in the Supplemental Report). Just over half (51.7%) of large companies, nearly half (46.3%) of medium sized companies, and over a third (37.2%) of small companies think creating a pipeline of talent trained in key U.S. business practices is a top long-term benefit. Less than 10% of businesses think that the program has no impact. Less than 5% of all companies think that consistently investing in Intern/Trainee programs limits the opportunities available to U.S. employees.

Results are similar when examining survey responses in terms of location. Spreading knowledge across the organization and creating a pipeline of talent both emerge as top long-term benefits to participation. More than 60% of all business locations (U.S. domestic business/organizations, U.S.-headquartered multinational business/organizations, and foreign-headquartered multinational business/organizations) consider supporting the spread of knowledge and skills across the organization as a long-term benefit. Nearly 60% (58.0%) of

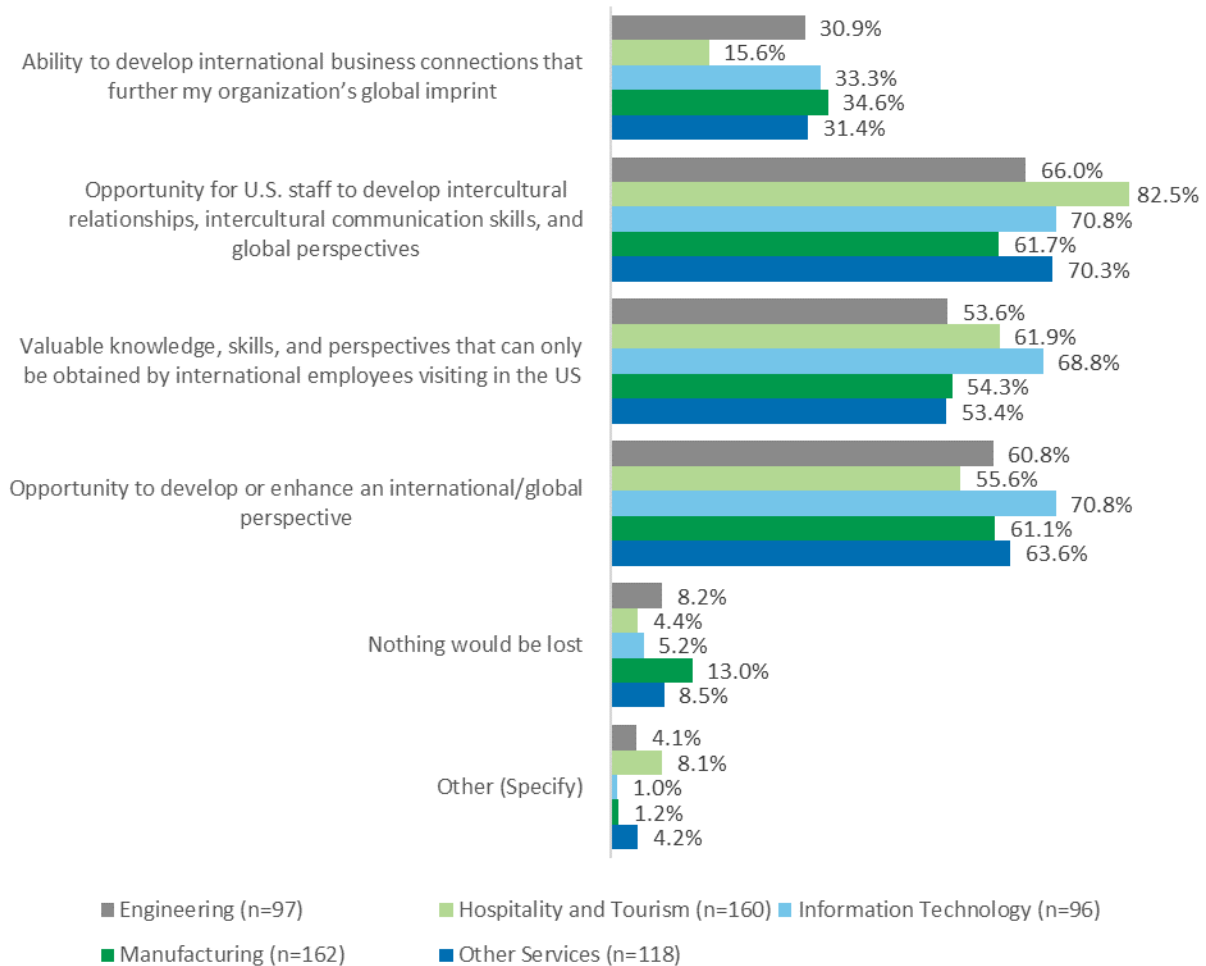
foreign-headquartered organizations select creating a pipeline of talent trained in key U.S. business practices as a long-term benefit. Slightly lower proportions of U.S.-headquartered multinational business/organizations (49.5%) and U.S. domestic business/organizations (32.3%) select this as a long-term benefit. Establishing and maintaining connections and/or partnerships in key overseas markets appears to be more beneficial to U.S.-headquartered multinational business/organizations (41.0%) and foreign-headquartered multinational business/organizations (43.3%) than U.S. domestic organizations (30.7%). Less than 10% of organizations across all locations feel the program has no impact. Less than 5% of companies in all locations think that consistently investing in Intern/Trainee programs limits the opportunities available to U.S. employees.

Finally, when considering long term impacts by industry, survey results show that over two-thirds of engineering companies (67.0%), manufacturing companies (69.1%), hospitality and tourism companies (71.9%), information technology (71.9%), and Other services (67.8%) consider supporting the spread of knowledge and skills across the organization as a long-term benefit.

Creating a pipeline of U.S.-trained talent is another top reason across industries. A higher proportion of IT companies (66.7%) select this as a key long-term impact when compared to hospitality and tourism (40.0%), Other services (45.8%), manufacturing companies (48.8%) and engineering organizations (53.6%). Half (50.0%) of manufacturing companies select connecting the U.S. business/operations with foreign subsidiaries/affiliates, which is far more than hospitality (18.8%), Other services (24.6%), engineering (32.0%) and IT firms (36.5%). Less than 10% of organizations across industries feel the program has no impact. Less than 10% of companies in all industries think that consistently investing in Intern/Trainee programs limits the opportunities available to U.S. employees.

When analyzed by industry, survey results show that the majority (82.5%) of companies in hospitality/tourism think of the program as an opportunity for U.S. staff to develop intercultural relationships, intercultural communication skills, and global perspectives (Figure 6-6). This finding is not surprising, given the nature of a field in which employees may have direct contact with individuals from different countries or cultural backgrounds. If the host organization could not participate in the program, this opportunity to develop intercultural skills is cited as an asset that would be lost with 66.0% of engineering companies, 70.8% of IT companies, 61.7% of manufacturing companies and 70.3% of Other Services companies.

Figure 6-6: Cost to businesses if they could not participate in the program by primary industry of organization



Q9. What would be lost if your organization could not participate in the J-1 Visa Intern/Trainee Program? SELECT ALL THAT APPLY.

Q28. What would you say is the primary industry of your organization?

Base: All respondents

N:1336

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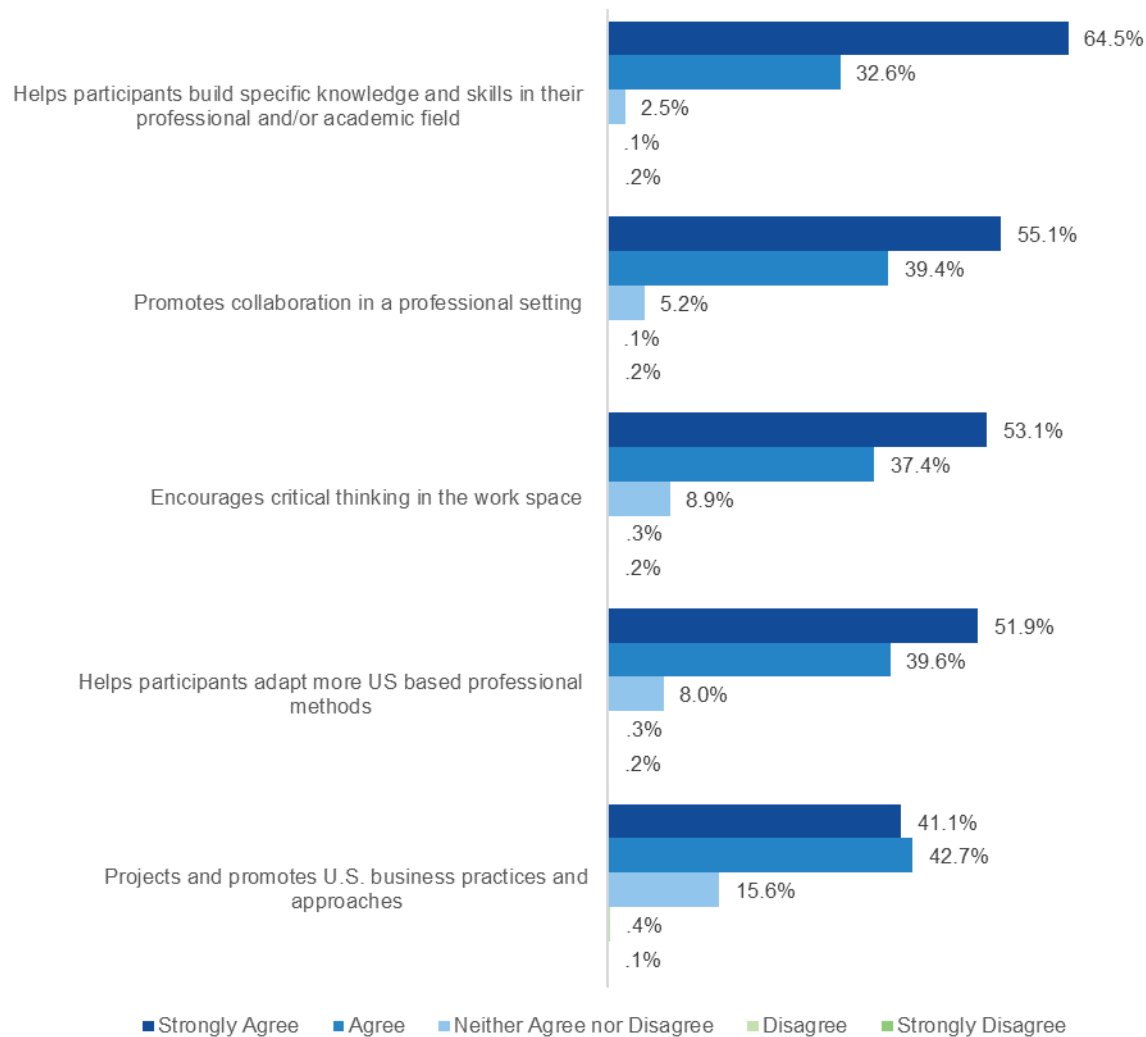
The extent to which host organizations agree that the Intern/Trainee Program accomplishes certain goals of the Exchange Visitor Program was also evaluated (Figure 6-7). Host organizations *strongly agree* that the program helps participants build specific knowledge and skills in their professional and/or academic field (64.5%) and promotes collaboration in a professional setting (55.1%). Over three quarters (83.8%) *strongly agree or agree* that the program projects and promotes U.S. business practices and approaches.

Qualitative findings detailed host organizations' commitment to building skills and knowledge of future professionals:

It is not just sitting down in a room with us... we want them to participate and understand why they are doing what they're doing. They are getting hands-on, practical experience while being supervised. We really work together close with them, so we have the chance and spend the time to sit down and train them.

--Project Architect/ Project Manager, architectural design, New York, both programs (more Trainees than Interns)

Figure 6-7: Perceived business accomplishment of program goals



Q15. To what extent do you agree that the J-1 Visa Intern/Trainee Program accomplishes the following:

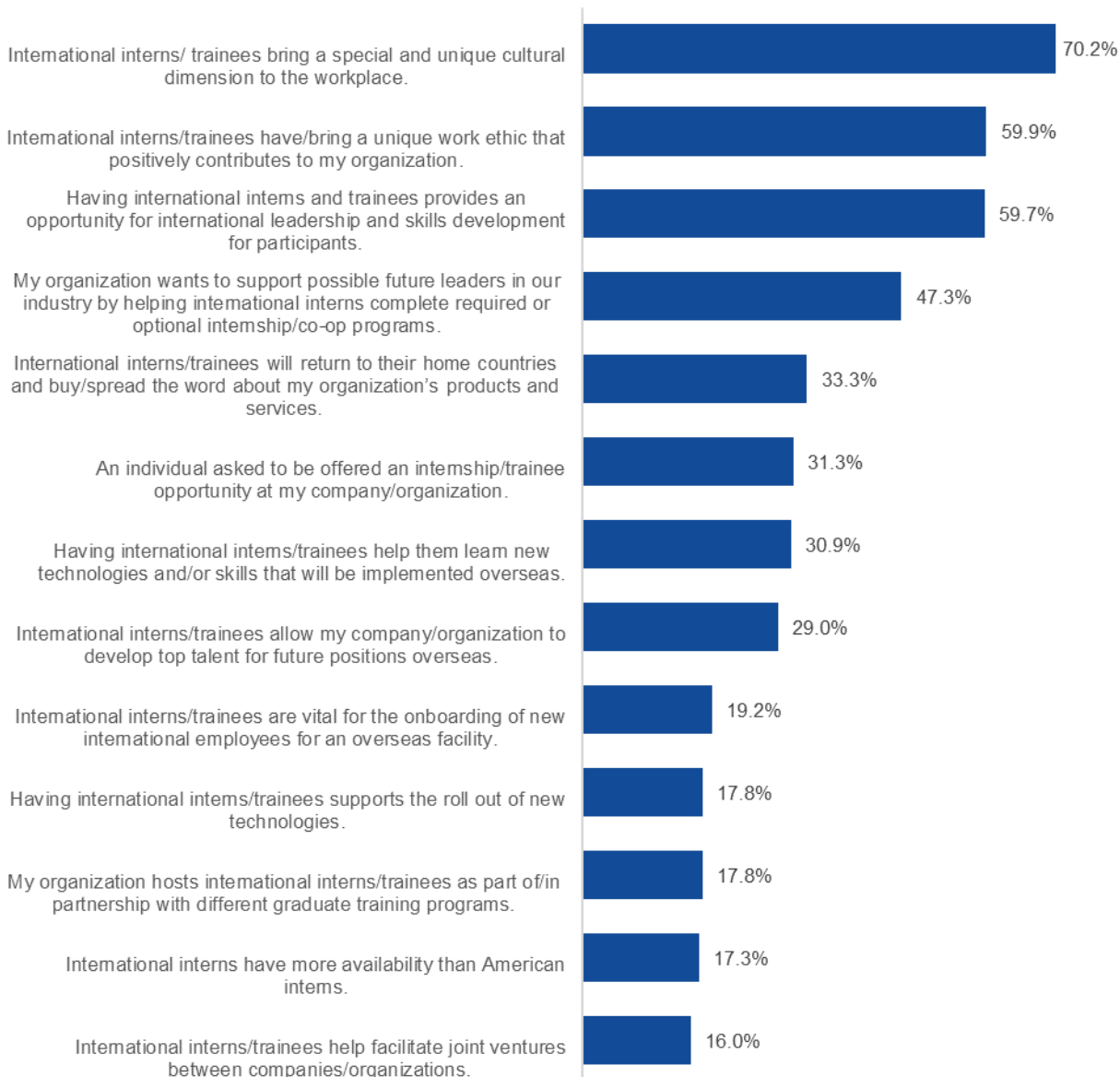
Base: All respondents

N: 1336

6.4 *Program Needs/ Uses*

Reasons for choosing to participate in a internship or trainee program vary among host organizations. Reasons range from wanting to support future leaders in the industry to a desire to bring a special and unique cultural dimension to the workplace. Figure 6-8 shows the top reasons host organizations choose to participate in an international internship or training program.

Figure 6-8: Primary reason for host organization participation in the Intern/Trainee Program



Q3. What is the primary reason(s) for your organization's participation in the J-1 Visa Intern/Trainee Program?
SELECT ALL THAT APPLY

Base: All respondents

N:1336

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Overall, the top reason that host organizations choose to participate is to bring a special and unique cultural dimension to the workplace (70.2%). Host organizations also cite the fact that Interns/Trainees bring a unique work ethic that positively contributes to the organization (59.9%) and the desire to provide participants an opportunity for international leadership and skills development (59.7%) as additional reasons for participating in the internship and trainee programs.

Supporting the survey results, the unique work ethic of Interns/Trainees emerged frequently throughout the qualitative interviews conducted with host organizations. The following quote is one example of this recurrent topic:

One of the things I love about the program is that for the most part I get people coming in really wanting to prove themselves. It takes a lot to leave a family and comfort zone and country and come to some place completely new and invest money in that... when you get out of your comfort zone, that's when true growth happens. It definitely happens for the individual. Through their growth, it is fed back to the company.

-CEO, product manufacturing and distribution, Illinois,
Intern program only

The value of the unique cultural dimension that Interns/Trainees bring to the workplace and the desire of the host organization to impart participants with valuable skills that could advance their careers were also reflected in the interview sessions:

The idea that we can bring people from different countries...help them learn and do something to help the world be a better place and... to bring some diversity into the office... as part of our group was quite attractive.

--Regional Director, construction management,
Massachusetts, Intern program only

Most of the people who come through the program are going to be decision-makers at some point so it's important for them to understand and work with different nationalities and in different situations, and maybe, by being here, it would give them a little bit of understanding what that's like. In general [it's] that but also to gain skills so we can maintain our level of production... Most of the people are moving up in the company and becoming a subject-matter expert and this is one of the steps to becoming a subject matter expert.

--Supervisor of Technical Professional Unit, energy, Texas,
in-house program designations, both programs (more
Trainees than Interns)

The last excerpt also indicates the ability to interact with people of different cultures as a crucial professional/business skill. This aligns with participants' recognition that improved English language skills and an improved ability to interact with people from different cultures are

important tools in professional development. Recall that participants in both programs *strongly agree* or *agree* that their involvement in the program led to improved English language skills, a better understanding of American culture, and an improved ability to interact with people from different cultures and could be considered benefits of their participation.

Less than one-fifth of host organizations indicate that having Interns/Trainees help facilitate joint ventures between companies/organizations (16.0%) as the primary reason for their organization's participation (see Figure D-7 in the Supplemental Report). Less than one-fifth of host organizations (17.3%) indicate that the increased availability of international interns compared to American interns is a primary reason for participation.

Reasons for participating in the Intern/Trainee program vary only slightly by location. Overall, by location, the top three reasons for participation remain the same but at different rates. For example, most (72.4 %) U.S. domestic business/organizations respond that participants bring a unique cultural dimension to the workplace, more than three out of five (62.7%) think that participants bring a unique work ethic that positively contributes to the organization, and more than half (55.8%) want to provide participants an opportunity for international leadership and skills development. Roughly two-thirds (65.1%) of foreign headquartered multinational businesses/organizations think that Interns/Trainees bring a unique cultural dimension to the workplace, more than half (53.2%) think Interns/Trainee bring a unique work ethic that positively contributes to the organization, and nearly seven out of ten (68.5%) desire to provide participants an opportunity for international leadership and skills development.

The top reasons for host organizations participating in the Intern and Trainee programs vary between industry. The majority of (62.9%) host organizations in the engineering field and manufacturing fields (64.8%) participate in the program as an opportunity to provide international skills and leadership development, while the majority of host organizations in the other top industry fields (hospitality and IT) select the unique cultural dimension that participants bring to the workplace as a top reason for participation. Work ethic and the unique cultural dimension that participants can bring to the work environment are also cited as top reasons for participation across the four fields. Just over three out of five host organizations (61.3%) in the hospitality field select the opportunity to support possible future industry leaders by helping them to complete required or optional internship/co-op programs as a top reason.

Compared to those in other industries, a greater proportion of host organizations in the hospitality and tourism industry note that international Interns/Trainees bring and have a unique

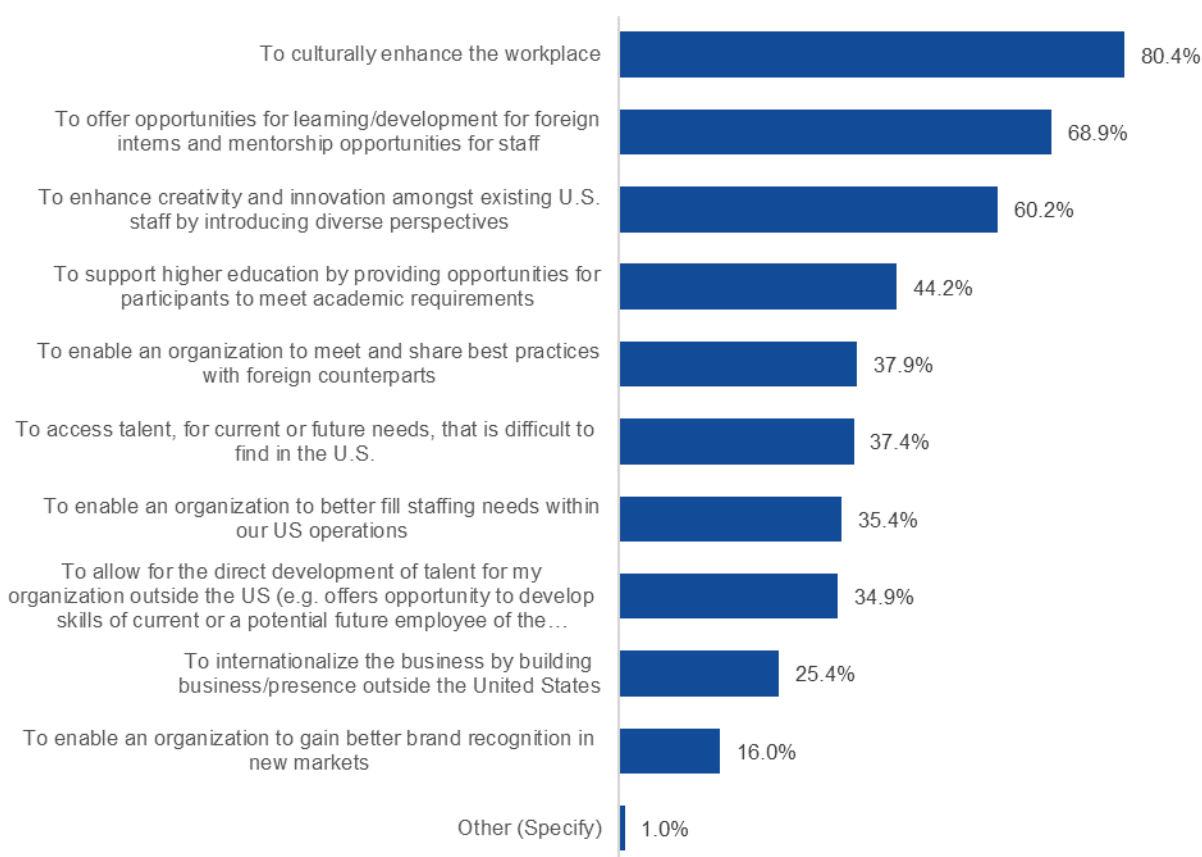
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work ethic (80.6%) that positively contributes to the organization. Over a quarter (26.9%) of hospitality and tourism host organizations select the belief that international interns have more availability than American interns as a reason for participating in the program (26.9%). More host organizations in IT feel that international participants allow their company to develop top talent for future positions overseas (52.1%) and help support the roll out of new technologies (44.8%).

6.5 Benefit to Host Organization

When asked about the main benefits of participating in the Intern/Trainee program, over three quarters (80.4%) of host organizations indicate that participants culturally enhance the workplace (Figure 6-9). Nearly seventy percent (68.9%) also feel that participation offers opportunities for learning/development for participants and mentorship opportunities for staff (68.9%). More than half (60.2%) of host organizations feel that Interns/Trainees enhance creativity and innovation amongst existing U.S. staff by introducing diverse perspectives.

Figure 6-9: Main benefits



Q4. In your opinion, what are the main benefits of participating in the J-1 Visa Intern/Trainee Program? SELECT ALL THAT APPLY

Base: All respondents

N: 1336

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The importance of these types of benefits was reinforced during the qualitative interviews. Several host organizations mentioned the benefits of having unique and diverse perspectives to their business. One host organization noted this beneficial aspect of the program when stating:

It is somebody who brings in new perspectives, new ideas... Our J-1s have really brought in perspectives that we otherwise wouldn't have. Whether developing a tool or product, they're able to provide how they would do it or have it or go about it... That brings real value to the business.

---Chief Program Innovation Officer and Central General Manager, nonprofit organization, New York, both (equal use of both)

Another host organization commented that:

We've noticed that having their different viewpoints has really helped shape [the] potential in different ways of projects. Looking at their experiences in university projects or other experiences is different from what we've had from folks in the U.S., so when they are able to bring that knowledge to us and apply that, those experiences in different countries, it definitely shapes the direction of certain projects.

---Engineering Program Manager, information technology, California, both programs (more Interns than Trainees)

Yet another host organization contributes that:

The [interns] bring diversity to a team and different perspectives... a lot of them have experience and they bring that to us, they tell us different ways of working and looking at things, so it's really helpful to get their ways of working.

--Regional Director, construction management, Massachusetts, Intern program only

Another host organization also noted the learning/development for participants and mentorship opportunities for staff as beneficial when stating,

These guys [program participants] get the additional learning experience and mentoring, and we enjoy that."

--Human Resource Manager, hospitality/tourism, Florida, both (equal use of both)

Taken together, these types of statements by host organizations reinforce the importance of cultural diversity, creating spaces of learning, mentorship, creativity and innovation as beneficial aspects of the programs.

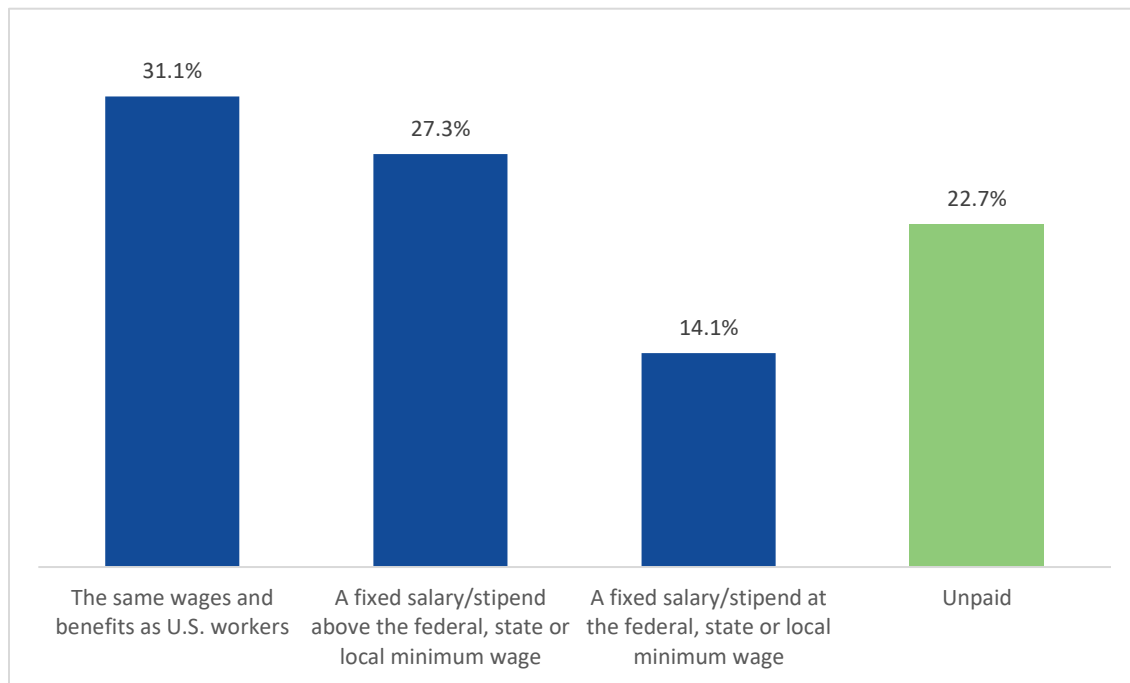
Fewer than one in five host organizations feel that a main benefit of participating in the program is to enable their organization to gain better brand recognition in new markets (16.0%). Only one-quarter believe that participation internationalizes the business by building a presence outside the U.S. (25.4%).

6.6 *Economic Impact*

Interns and Trainees in the Exchange Visitor Program may be financially compensated for their work. Most (77.3%) host organizations reveal that their Interns/Trainees receive monetary compensation. The remaining percentage do not because their programs meet the requirements for an unpaid program under the Fair Labor Standards Act (FLSA).

Most host organizations state that their organization pays American and EVP Interns/Trainees comparably (90.8%). Nearly one-third businesses (31.3%) offer international Interns/Trainees the same wages and benefits as U.S. workers (Figure 6-10). Over one-quarter pay a fixed salary/stipend above the federal, state or local minimum wage (27.3%).

Figure 6-10: Level of monetary compensation



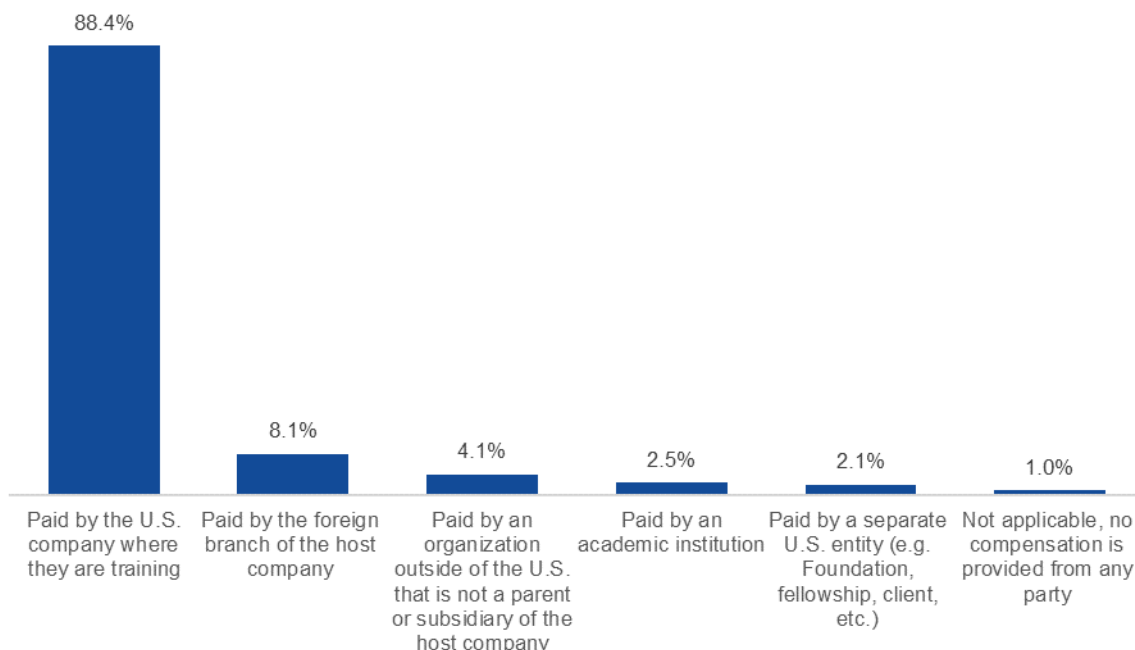
Q22. What is the level of monetary compensation?

Base: Only respondents who responded "yes" when asked "Do your organization's Interns/Trainees receive monetary compensation?"

N: 1336

Largely, international Interns/Trainees receive monetary compensation from the U.S. company where they are training (88.4%). To a lesser extent, international visitors are paid by the foreign branch of the host company (8.1%) or by an organization outside of the U.S. that is not a parent or subsidiary of the host company. The sources of payment to international Interns/Trainees as identified by host organizations is presented in Figure 6-11.

Figure 6-11: Source of payments



Q23. How are the J-1 Visa Interns/Trainees paid (i.e. what is the source of their payment)?

Base: Only respondents who responded "yes" when asked "Do your organization's Interns/Trainees receive monetary compensation?"

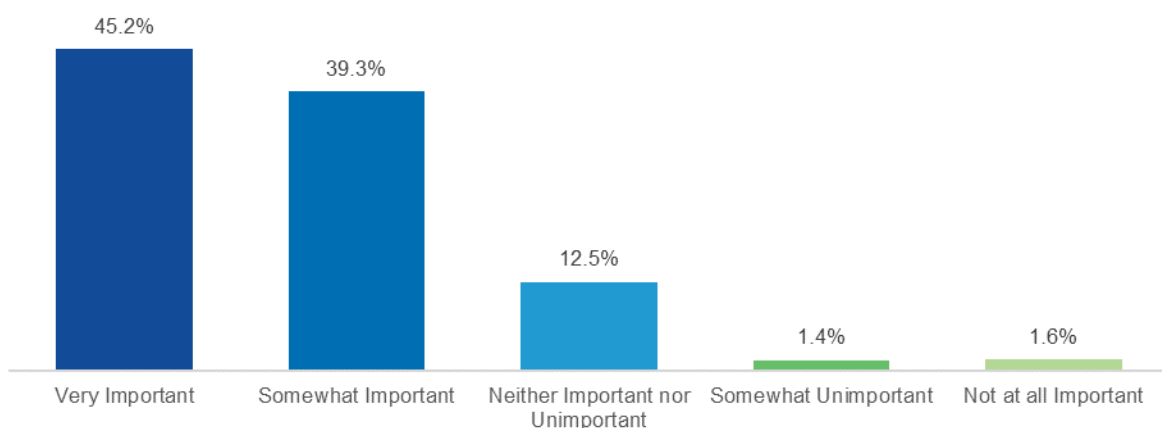
N: 1033

Host organizations may also offer additional benefits to Interns/Trainees outside of monetary compensation. Nearly one-third of host organizations compensate or reimburse international participants for travel, such as paying for plane tickets to come to the U.S. (31.0%). Host organizations also provide transportation (29.1%) or housing during the program (25.7%). Almost one-third of host organizations indicated that their organization does not provide additional benefits (31.9%).

6.7 Program Value to Employers

The value of the program was analyzed by asking respondents to consider the importance of the program to their company/organization. As Figure 6-12 demonstrates, a majority (84.5%) consider the program important to their business, with nearly half indicating that it is *very important* (45.2%). Very few (3.0%) host organizations feel that the program is *unimportant*.

Figure 6-12: Importance of program



Q7. How important is the J-1 Visa Intern/Trainee Program to your business/organization?

Base: All respondents

N: 1336

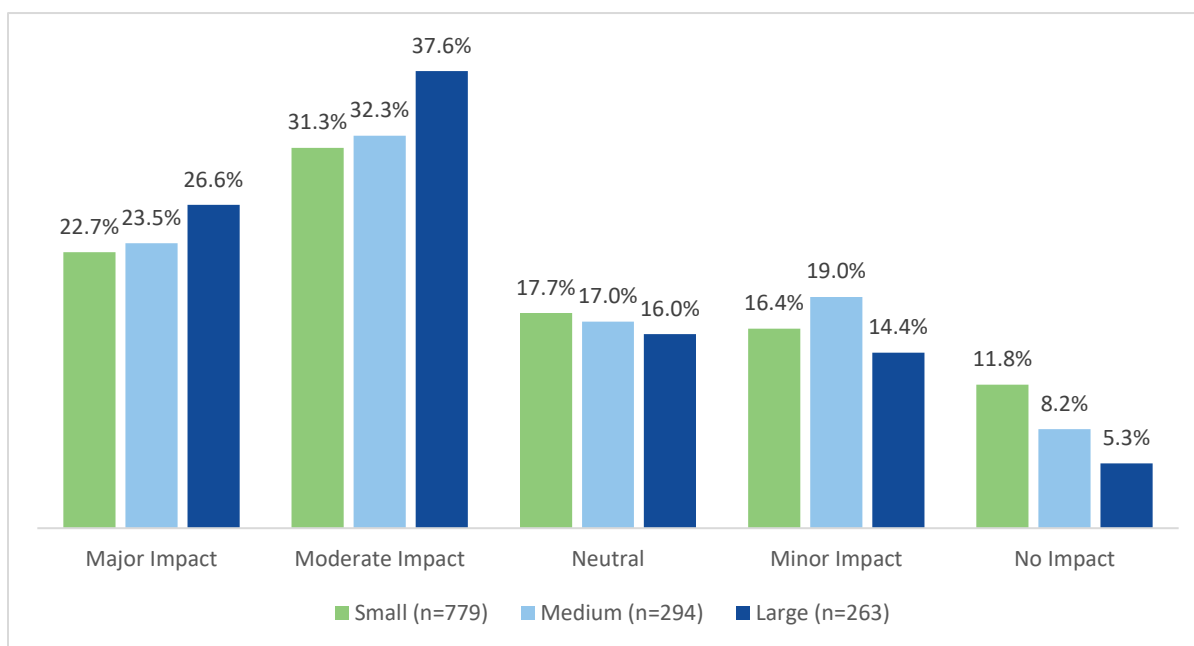
Over three quarters (81.6%) of host organizations who exclusively use the Intern program find the program to be *very important* or *somewhat important* (see Figure D-5 in the Supplemental Report). Nearly nine in ten (87.5%) host organizations who exclusively use the Trainee program find the program to be *very important* or *somewhat important*. Just over nine in ten (91.0%) host organizations who use a combination of both programs find it to be *very important* or *somewhat important*.

When examining results by industry, similarly high levels of importance are revealed (see Figure D-6 in the Supplemental Report). Roughly nine in ten (90.7%) hospitality/tourism companies find the program to be *very* or *somewhat important*. Over three quarters of engineering (82.4%), manufacturing (85.8%), IT (90.7%), and Other services (87.3%) organizations find the program to be *very* or *somewhat important*.

Value of the program was also evaluated based on the magnitude of program loss, or the degree of loss host organizations would feel if the program were no longer available. Survey results show that if the Intern/Trainee program was no longer available, over half of respondents (56.5%) state that this would have a *moderate* (32.8%) or *major* (23.7%) negative impact on their organization. Fewer than one in five host organizations think that the absence of a program would have a *minor negative impact* (16.6%) or think there would be *no impact* on their organization (9.7%).

Over a quarter (26.6%) of large companies would see a *major* impact on their organizations. Nearly four out of ten (37.6%) large business would see a *moderate* impact (Figure 6-13). Similarly, just under a quarter (23.5%) of medium sized businesses would see a *major* impact. Slightly under a third (32.3%) of medium sized business would see a *moderate* impact. Less than a quarter (22.7%) of small and just under a third (31.3%) of small businesses would see a *major impact*. Across all company sizes, less than twenty percent would consider a program loss as *neutral* or of *minor* impact. Less than 12% of all companies reported a loss of the program as having *no* impact on their business.

Figure 6-13: Magnitude of impact on businesses if the program was no longer available by business size



Q8. What would be the negative impact on your organization if the J-1 Visa Intern/Trainee Program was no longer available?

Q26. Please estimate the overall size of your organization across all U.S. locations by selecting one of the options below. Please reply based on the number of full-time employees.

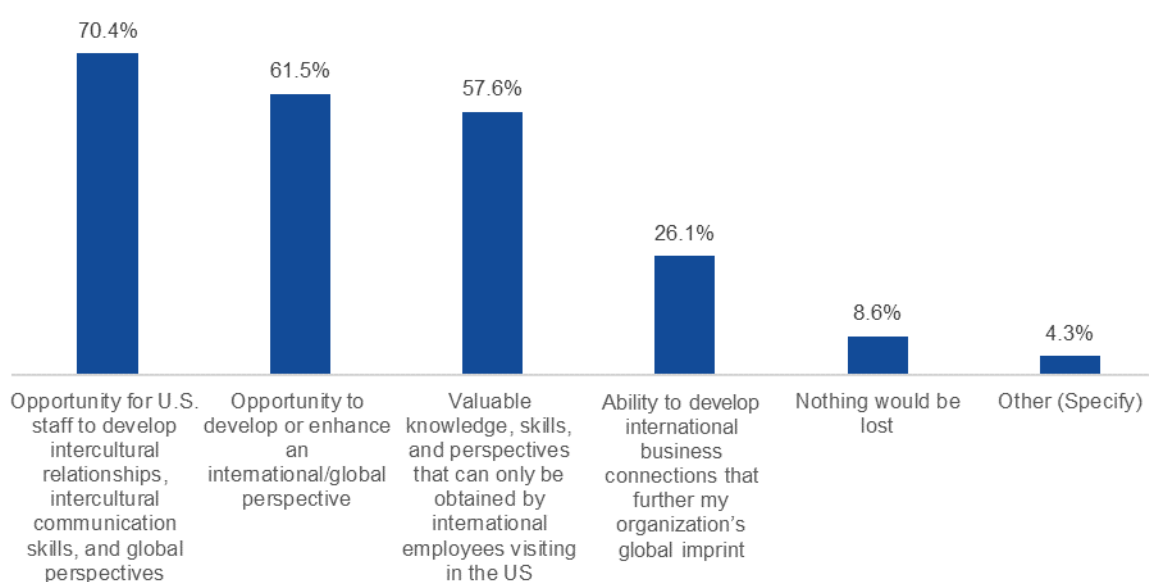
Base: All respondents

N: 1336

Host organizations were also asked to consider the impacts on their business if they could no longer participate in the Intern/Trainee program. Survey results revealed that a majority (70.4%) of host organizations believe that the opportunity for U.S. staff to develop intercultural

relationships, intercultural communication skills, and global perspectives would be lost if their organization could no longer participate in the program (Figure 6-14). Similarly, more than three out of five (61.5%) host organizations feel the opportunity to develop or enhance an international/global perspective and nearly three out of five (57.6%) of host organizations feel that valuable knowledge, skills, and perspectives that can only be obtained by international employees visiting in the U.S. would also be lost.

Figure 6-14: Cost to businesses if they could not participate in the program



Q9. What would be lost if your organization could not participate in the J-1 Visa Intern/Trainee Program? SELECT ALL THAT APPLY.

Base: All respondents

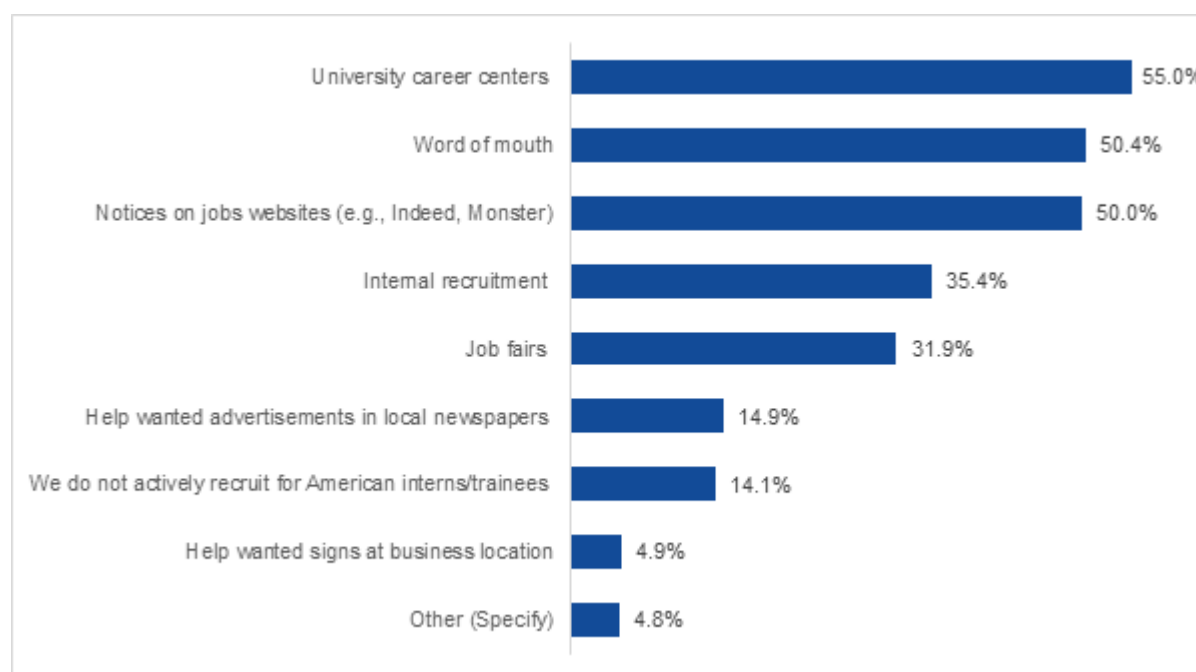
N:1336

More than 50% of organizations across industries feel that the valuable knowledge, skills, and perspectives gained from international employees and the opportunity to develop or enhance an international/global perspective would be costly losses if the Intern/Trainee programs were not available to them. Less than 15% of industries think that nothing would be lost if the programs were eliminated.

6.8 Host Organization Recruitment Efforts

When asked about typical recruitment methods for American interns/trainees, more than half of host organizations state that they utilize university career centers (55.0%), word-of-mouth referral (50.4%), or job sites such as Indeed or Monster (50.0%). Roughly a third of host organizations rely on job fairs (31.9%) or internal recruitment (35.4%) for identifying American interns and trainees. Recruitment practices for Americans interns/trainees are detailed in Figure 6-15.

Figure 6-15: Recruitment practices for American interns/trainees



Q19. How does your organization typically recruit American interns/trainees? SELECT ALL THAT APPLY.

Base: All respondents

N: 1336

Compared to recruitment practices for Americans, host organizations typically rely less on foreign university career centers (31.7%), word-of-mouth referrals (35.0%), and notices on job sites (21.2%) when recruiting for international interns/trainees. Instead, recruitment occurs via host organizations' international subsidiary/affiliate organizations (40.5%). Fewer than one in five host organizations indicate that their organization does not actively recruit for international interns/trainees (17.9%).

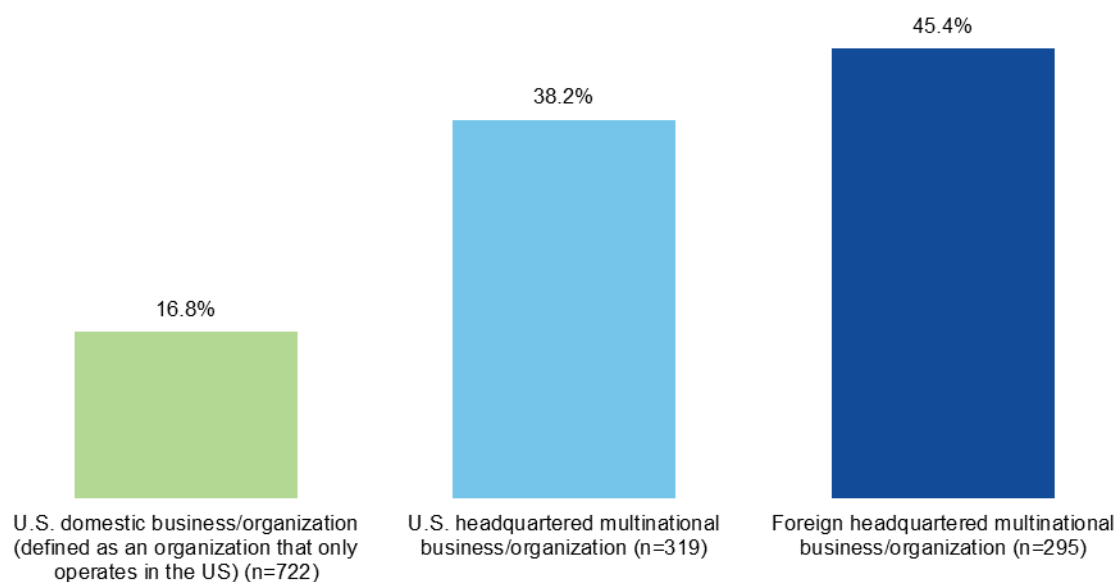
6.9 Reciprocity/Recruitment

Host organization respondents revealed the extent to which program exchange reciprocity occurs within their organization and characterized their organization's recruitment practices for American and international interns/trainees.

6.9.1 Program Reciprocity and Exchange

Overall, most host organizations do not offer comparable international trainee programs or internships for Americans abroad (71.8%) while approximately half (50.2%) of large businesses do. Nearly 30% (27.2%) and just over 20% (21.2%) of small business offer reciprocal programming. Most multinational businesses (83.6%) do offer comparable international trainee programs or internships for Americans abroad.

Figure 6-16: Reciprocity: presence of comparable international trainee programs or internship opportunities for Americans abroad by location/ base of operations



Q27. How would you characterize your business/organization in terms of location/base of operations?

Q12. Does your organization offer comparable international trainee programs or internship opportunities to Americans abroad?

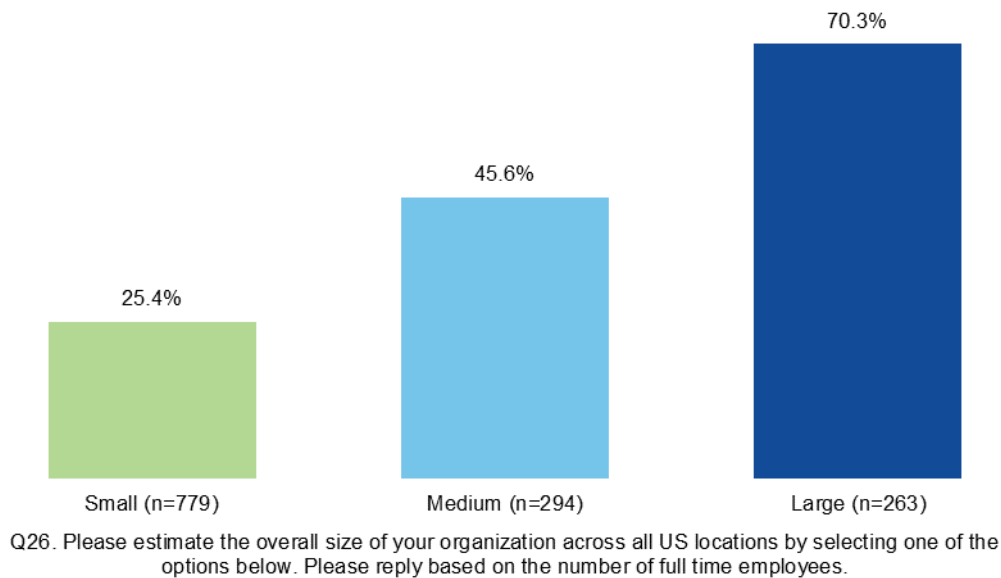
Q27. How would you characterize your business/organization in terms of location/base of operations?

Base: All respondents

N: 1336

Overall, most organizations do not send American employees abroad for short-term assignments (61.3%) (Figure 6-17). However, a majority of large businesses do (70.3%).

Figure 6-17: Reciprocity: sending American employees abroad by business size



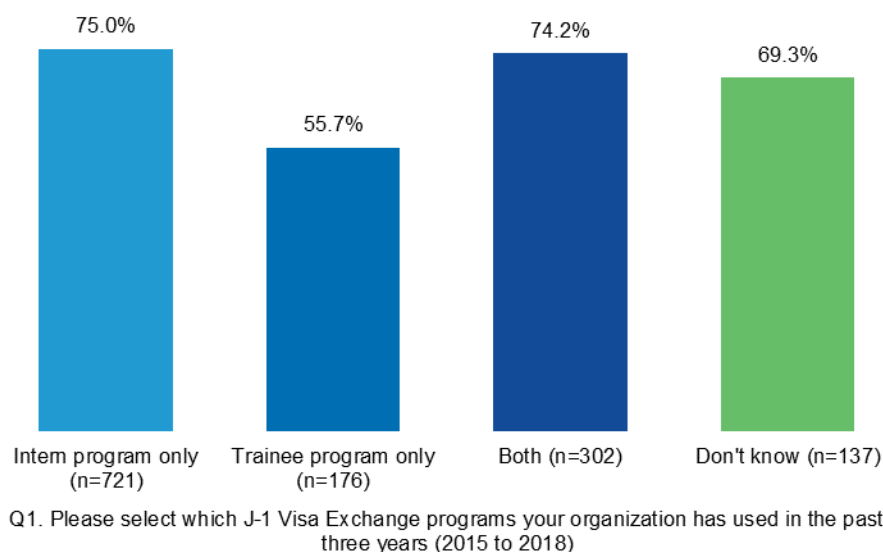
Q13. Does your organization send American employees abroad for short-term assignments? and Q26. Please estimate the overall size of your organization across all U.S. locations by selecting one of the options below. Please reply based on the number of full-time employees.

Base: All respondents

N: 1336

While most host organizations do not offer opportunities for Americans abroad, many do offer equivalent intern or trainee program opportunities for Americans in the U.S. Nearly three-fourths (71.7%) of host organizations have U.S.-based equivalent programs for Americans. Most businesses that only host Interns and those who host both Interns and Trainees offer equivalent intern or trainee program opportunities for Americans in the U.S (75.0% and 74.2%, respectively) (Figure 6-18). Comparatively, just over half of organizations that only host trainees have equivalent opportunities (55.7%).

Figure 6-18: Presence of equivalent intern or trainee program opportunities for Americans in the U.S. by program usage profile



Q16. Does your organization offer equivalent intern or trainee program opportunities for Americans in the U.S.?
Base: All respondents
N: 1336

Host organizations also indicate that internships and trainee opportunities are available to Americans equally, or more, than to international participants in the U.S. (71.6%). Again, most businesses who only host Interns and those who host both Interns and Trainees have equivalent intern or trainee program opportunities available equally, or more, to Americans than international participants in the U.S. (72.8% and 73.5%, respectively).

Host organizations typically rely less on foreign university career centers (31.7%), word-of-mouth referrals (35.0%), and notices on job sites (21.2%) when recruiting for international interns/trainees. Instead, recruitment occurs via host organizations' international subsidiary/affiliate organizations (40.5%). Fewer than one in five host organizations indicate that their organization does not actively recruit for international interns/trainees (17.9%).

6.10 Program Challenges

Host organizations identified challenges they have encountered in working with the Intern/Trainee Program (Figure 6-19). Overall, the primary challenges include navigating lengthy and/or complicated application processes (44.2%) and identifying qualified candidates (42.3%).

Host organization interviews revealed host organizations' challenges with the J-1 application process may be a more recent issue:

It's [J-1 application] been more difficult than it used to be, much more demanding...it's been a little more complicated on our side recently.

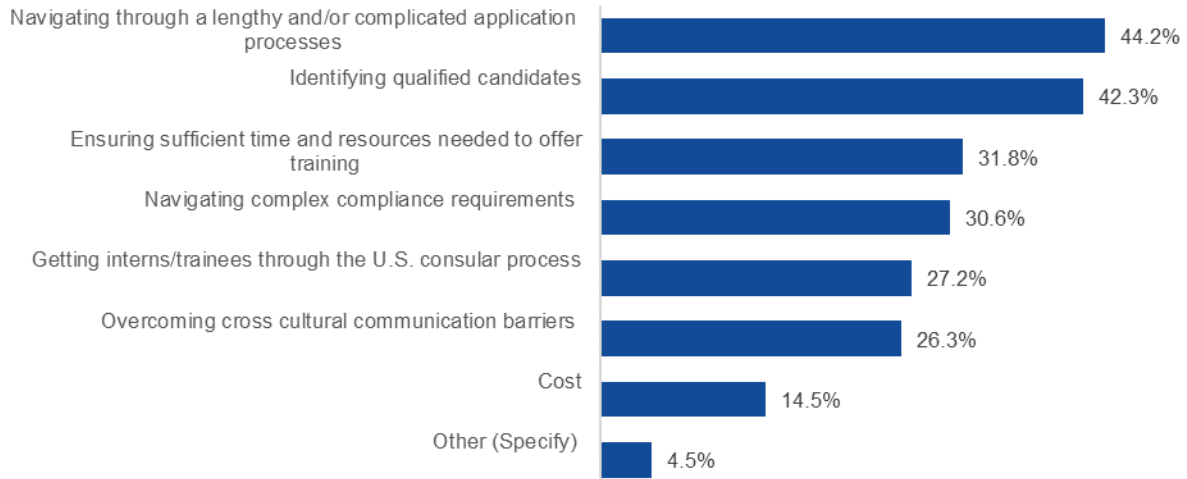
- Project Architect/Project Manager, architectural design, New York, both programs (more Trainees than Interns)

While finding sufficient time and resources for training was not identified by survey respondents as one of the top challenges, this issue was mentioned in in-depth interviews:

That's a challenge- finding time [to train participants]. It's not a few minutes; it needs to be a big chunk of time that I need to really be dedicated in my schedule to sit down and train.

- Project Architect/Project Manager, architectural design, New York, both programs (more Trainees than Interns)

Figure 6-19: Challenges working with the Intern/Trainee Program



Q11. What are some of the challenges in working with the J-1 Visa Intern/Trainee Program? SELECT ALL THAT APPLY.

Base: All respondents

N: 1336

7. Conclusion

Based on quantitative and qualitative research, this study shows that participation in the Intern and Trainee Exchange Programs result in positive short and long-term impacts for both Interns/Trainees and host organizations. Interns and Trainees gain valuable practical work experience and skills that benefit their career trajectories. Building and gaining professional skills and learning about U.S. culture and society are top drivers of participation for Interns and Trainees. In line with the program's overall public diplomacy goals, participants gain an enriched understanding of American business practices, American culture and develop more positive opinions about the US in general.

Host organizations participate and benefit from the Intern/Trainee programs in different ways. Cultural diversity, a unique work ethic, and providing international leadership and skills development are top reasons that host organizations participate. Short and long-term impacts of the program revolve around cultural diversity and developing an international workforce. For host organizations, participation in the program have impacts at home and abroad. For example, survey results show that host organizations believe that EVP participants broaden perspectives of current staff through exposure to different cultures and create cultural diversity in staff. Their participation also leads to creation of a pipeline of talent trained in key U.S. business practices and the establishment of connections and/or partnerships in key overseas markets.

Finally, survey results show that Intern and Trainee programs contribute to the US economy. In 2017, 26,250 interns and 10,918 trainees entered the United States. During their time in the US, which is about 8 months on average, Interns spend an average of \$1,925 per month. Likewise, Trainees spend an average of \$2,075 per month during their stay (11 months on average). In total, the 2017 cohort for Interns and trainees spent an estimated \$662.6 million in the US during their participation in the program.

8. Appendices

Appendix A. Participant Alumni Survey



J-1 Visa Intern and Trainee Programs

Participant Alumni Survey

March 2018

Welcome to the Intern/Trainee Programs survey. Your responses will be used in an evaluation of the programs. The survey will take approximately 10 -15 minutes to complete.

Your responses will be strictly confidential and reported in group form only.

Email. Please enter your e-mail address to proceed with the survey.

1. Under which J-1 Visa category did you most recently participate in training in the U.S.?

- ☐ Intern
- ☐ Trainee

2. Was completing an internship part of fulfilling your degree requirements?

- ☐ Yes
- ☐ No

3. What were the main reasons that you chose to participate in an intern/trainee program? **SELECT ALL THAT APPLY.**

- ☐ To fulfill academic degree requirements
- ☐ To learn more about the culture and society of the US
- ☐ To engage in required training that my foreign employer needed me to complete in the US
- ☐ To learn more about my professional field
- ☐ To earn money
- ☐ To establish networks with American colleagues in your field
- ☐ As a bridge to seek full time employment in the US
- ☐ Recommended by my academic advisor
- ☐ To gain professional or job-related experience abroad
- ☐ To improve my English
- ☐ Other (please specify) _____
- ☐ None of the above

4. To what extent did your experience as an intern or trainee align with the goals and outcomes outlined in your Form DS-7002 - Training/Internship Placement Plan (T/IPP)?

- ☐ To a great extent
- ☐ Mostly
- ☐ Somewhat
- ☐ A little
- ☐ Not at All

5. To what degree do you think your program has provided you with practical work experience?

- ☐ A great deal
- ☐ Somewhat
- ☐ A little
- ☐ Not at All

6. How good was your English before coming to the US for the intern/trainee program?

- ☐ Native speaker
- ☐ Proficient
- ☐ Conversational
- ☐ Elementary
- ☐ Hardly spoke any English

Intern and Trainee Exchange Program Review Report

7. Thinking of the reasons why you initially decided to participate in an intern or trainee program, how important or unimportant were the following to your decision?

	Very Important	Important	Somewhat Important	Slightly Important	Not at all Important
Improving English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning about the American way of doing business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiencing living in a different culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to interact with people from different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning specific work skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earning money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining work experience required for my degree program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intern and Trainee Exchange Program Review Report

8. To what extent do you agree or disagree with the following statements. Because of participating in the intern or trainee program...

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I improved my English language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned about the American way of doing business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to better interact with people from different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned specific work skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained valuable work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained a better understanding of American culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my own culture better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have gained experiences that will help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intern and Trainee Exchange Program Review Report

me in the
future

I learned how ☐ ☐ ☐ ☐ ☐

to work as part
of a team

I learned how ☐ ☐ ☐ ☐ ☐

to solve
problems

9. Did you participate in any cultural activities during your internship or trainee program?

- ☐ Yes
- ☐ No

9a. What type of cultural activities did you participate in? SELECT ALL THAT APPLY.

- ☐ Visits to museums or historic sites
- ☐ American cultural themed events (e.g. movie night or dinners celebrating American cuisine)
- ☐ Attend US sporting events
- ☐ Volunteering at a local charity or event
- ☐ Celebrate an American holiday with a community group or family of a colleague
- ☐ Traveling to other cities or states for recreational purposes
- ☐ Diversity or special interest groups at my host employer
- ☐ Other (Specify) _____
- ☐ None of the above

9b. Did you share any cultural traditions or activities from your country of origin with Americans?

- ☐ Yes
- ☐ No

10. To what extent did your participation in the Intern/Trainee Program help you to advance in your current career or your future career opportunities?

- ☐ A great deal
- ☐ Somewhat
- ☐ A little
- ☐ Not at All

Intern and Trainee Exchange Program Review Report

11. How much do you think your internship or trainee experience has helped your career?

- ☐ Has helped a lot
- ☐ Has helped somewhat
- ☐ Has helped a little
- ☐ Has not helped at all

12. In comparison to the opinions you had before participating in an intern or trainee program, how did your opinions change regarding the following

	Became much more positive	Became more positive	Stayed the Same	Became more negative	Became much more negative
United States in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American way of doing business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American companies/organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American political system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. During your intern or trainee program, did you become friends with Americans?

- ☐ Yes
- ☐ No

14. Did you become friends with your co-workers, someone outside of the workplace or both?

- ☐ Co-workers
- ☐ People I met outside of the workplace
- ☐ Both

Intern and Trainee Exchange Program Review Report

15. Did you keep in touch with any of your American friends after you left the United States?

- ☐ Yes
- ☐ No

16. Overall, how would you assess your experience in the U.S.?

- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor

17. Overall how satisfied were you with your experience in your intern or trainee program?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neither Satisfied or Unsatisfied
- ☐ Unsatisfied
- ☐ Very Unsatisfied

18. Think about how you spent money **EACH MONTH** during your intern or trainee program. Approximately how much did you spend on the following? Please enter 0 if you did not spend money in any of the categories below.

Housing (enter 0 if employer provided) _____

Food your prepared at home _____

Entertainment (going to movies, going out to eat, etc.) _____

Purchases (e.g., electronics, clothing, etc.) _____

Travel _____

Paying back your travel expenses or fees _____

19. Did the company or organization that you worked for provide any of the following benefits?
SELECT ALL THAT APPLY.

- ☐ Compensation or reimbursement for travel i.e. pay for plane tickets
- ☐ Provide housing during program
- ☐ Provide transportation
- ☐ Meals or other living expenses

Intern and Trainee Exchange Program Review Report

- ☐ Pay any associated fees for the program
- ☐ Offer health insurance
- ☐ Other (Specify) _____
- ☐ None of the above

20. Approximately, how much money did you bring with you when you came to the United States to participate in an intern or trainee program?

ENTER AMOUNT IN US DOLLARS

21. Of the money you brought to the U.S., approximately what percent did you spend in the U.S.?

ENTER PERCENTAGE

22. How long did your internship or trainee program last?

ENTER NUMBER OF MONTHS

23. Did you receive a salary/stipend for your internship or trainee program?

☐ Yes

☐ No

24. The money I earned while in the United States was enough to: **SELECT ALL THAT APPLY.**

- ☐ Cover my living expenses (rent/food/entertainment) while in the U.S.
- ☐ Pay myself (or others) back the money spent on initial program fees and travel expenses, if applicable
- ☐ Keep some money for savings
- ☐ None of the above

25. What type of business are you working for in home country?

- Accommodation and Food Services
- Administrative and Support and Waste Management and Remediation Services
- Agriculture, Forestry, Fishing and Hunting
- Arts, Entertainment, and Recreation
- Construction
- Educational Services
- Finance and Insurance
- Health Care and Social Assistance
- Information Technology
- Management of Companies and Enterprises
- Manufacturing
- Mining, Quarrying and Oil and Gas Extraction
- Non-Profit Organization
- Professional, Scientific, and Technical Services
- Public Administration
- Real Estate and Rental and Leasing
- Retail Trade
- Student
- Tourism/Hospitality
- Transportation and Warehousing
- Utilities
- Wholesale Trade
- Other (Specify) _____

26. When you participated in the internship program, what was your primary field of study?

- Accounting/Finance
- Agriculture, Agriculture Operations, and Related Sciences
- Architecture and Related Services
- Area, Ethnic, Cultural, Gender, and Group Studies
- Basic Skills and Developmental/Remedial Education
- Biological and Biomedical Sciences
- Business, Management, Marketing, And Related Support Services
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Construction Trades
- Education
- Engineering
- Engineering Technologies and Engineering-Related Fields

- English Language and Literature/Letters
- Family and Consumer Sciences/Human Sciences
- Foreign Languages, Literatures, and Linguistics
- Health Professions and Related Programs
- Health-Related Knowledge and Skills
- High School/Secondary Diplomas and Certificates
- History
- Homeland Security, Law Enforcement, Firefighting and Related Protective Services
- International Relations
- Interpersonal and Social Skills
- Legal Professions and Studies
- Leisure and Recreational Activities
- Liberal Arts and Sciences, General Studies and Humanities
- Library Science
- Mathematics and Statistics
- Mechanic and Repair Technologies/Technicians
- Military Science, Leadership and Operational Art
- Military Technologies and Applied Sciences
- Multi/Interdisciplinary Studies
- Natural Resources and Conservation
- Parks, Recreation, Leisure, and Fitness Studies
- Personal and Culinary Services
- Personal Awareness and Self-Improvement
- Philosophy and Religious Studies
- Physical/Natural Sciences
- Precision Production
- Psychology/Sociology
- Public Administration and Social Service Professions
- Residency Programs
- Science Technologies/Technicians
- Social Sciences
- Theology and Religious Vocations
- Tourism/Hospitality
- Transportation and Materials Moving
- Visual, Performing and Creative Arts

27. In which of the following occupational areas did you train in while in the US?

- Agriculture, Forestry, and Fishing
- Arts and Culture
- Construction and Building Trades
- Education

Intern and Trainee Exchange Program Review Report

- Social Sciences
- Library Science
- Counseling and Social Services
- Health Related Occupations
- Hospitality and Tourism
- Information Media and Communications
- Management, Business, Commerce and Finance
- Public Administration and Law
- The Sciences, Engineering, Architecture, Mathematics and Industrial Occupations

28. In which of the following occupational areas was your internship?

- Agriculture, Forestry and Fishing
- Arts and Culture
- Construction and Building Trades
- Education
- Social Sciences
- Library Science
- Counseling and Social Services
- Health Related Occupations
- Hospitality and Tourism
- Information Media and Communications
- Management, Business, Commerce and Finance
- Public Administration and Law
- The Sciences, Engineering, Architecture, Mathematics and Industrial Occupations

29. Did you participate in the Intern Work & Travel Pilot Program, [for Irish students only](#), also known as the Grad Visa?

- Yes
- No

30. How would you describe your current employment or educational status? **SELECT ALL THAT APPLY.**

- I am employed full time
- I am employed part -time
- I am attending college or university working toward my undergraduate degree full time
- I am attending college or university working toward my undergraduate degree part time
- I am enrolled in an advanced degree program (e.g., Masters level, Doctorate program) full time

Intern and Trainee Exchange Program Review Report

- ☐ I am enrolled in an advanced degree program (e.g., Masters level, Doctorate program) part time
- ☐ Unemployed and looking for work
- ☐ Unemployed
- ☐ Other _____

31. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

32. What is your age?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-50
- ☐ 51+

33. What is your country of citizenship?

34. In what US state or territory did your internship or trainee program take place?

Appendix B. Host Organization Survey



J-1 Visa Intern and Trainee Programs

Host Organization Survey

March 2018

Welcome to the Intern/Trainee Programs Host Organization survey. Your responses will be used in an evaluation of the programs. The survey will take approximately 10 -15 minutes to complete.

Your responses will be strictly confidential and reported in group form only.

e. Please enter your e-mail address to proceed with the survey.

s. Please select the position which best describes or aligns with your role at your organization for the J-1 Exchange Visitor Program.

- ☐ Supervisor
- ☐ Company representative

1. Please select which J-1 Visa Exchange programs your organization has used in the past three years (2015 to 2018)

- ☐ Intern program only
- ☐ Trainee program only
- ☐ Both - Equal mix of Intern and Trainee program
- ☐ Both – More Intern program than Trainee program

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- Both – More Trainee program than Intern program
- Don't know

2. How many J-1 Visa Interns/Trainees has your organization hosted since January 1, 2017?

- None
- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 - 30
- 31 - 40
- 41 - 50
- 50+
- Don't Know

3. What is the primary reason(s) for your organization's participation in the J-1 Visa Intern/Trainee Program? **SELECT ALL THAT APPLY.**

- International interns/trainees are vital for the onboarding of new international employees for an overseas facility.
- Having international interns and trainees provides an opportunity for international leadership and skills development for participants.
- My organization hosts international interns/trainees as part of/in partnership with different graduate training programs.
- Having international interns/trainees supports the roll out of new technologies.
- International interns/trainees have/bring a unique work ethic that positively contributes to my organization.
- International interns/ trainees bring a special and unique cultural dimension to the workplace.
- International interns have more availability than American interns.
- International interns/trainees will return to their home countries and buy/spread the word about my organization's products and services.
- International interns/trainees help facilitate joint ventures between companies/organizations.
- International interns/trainees allow my company/organization to develop top talent for future positions overseas.
- An individual asked to be offered an internship/trainee opportunity at my company/organization.
- My organization wants to support possible future leaders in our industry by helping international interns complete required or optional internship/co-op programs.

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- Having international interns/trainees help them learn new technologies and/or skills that will be implemented overseas.
- Other (Specify) _____

4. In your opinion, what are the main benefits of participating in the J-1 Visa Intern/Trainee Program? **SELECT ALL THAT APPLY.**

- To internationalize the business by building business/presence outside the United States
- To culturally enhance the workplace
- To allow for the direct development of talent for my organization outside the US (e.g. offers opportunity to develop skills of current or a potential future employee of the organization)
- To enable an organization to meet and share best practices with foreign counterparts
- To enable an organization to better fill staffing needs within our US operations
- To enable an organization to gain better brand recognition in new markets
- To offer opportunities for learning/development for foreign interns and mentorship opportunities for staff
- To support higher education by providing opportunities for participants to meet academic requirements
- To enhance creativity and innovation amongst existing U.S. staff by introducing diverse perspectives
- To access talent, for current or future needs, that is difficult to find in the U.S.
- Other (Specify) _____

5. What are the short-term impacts of your organization's participation in or involvement with the J-1 Visa Intern/Trainee Program? **SELECT ALL THAT APPLY.**

- Stimulates everyday business practices and operations by exposing current U.S. staff to new perspectives on business practices and approaches
- Broadens perspective of current staff through exposure to a different culture
- Helps staff to develop intercultural communication skills
- Creates cultural diversity in staff
- Slows down overall organizational efficiency due to the onboarding and learning curve of interns/trainees
- J-1 Visa compliance requirements add additional responsibilities to U.S. staff
- Other (Specify) _____

6. What are the long-term impacts of your organization's participation in or involvement with the J-1 Visa Intern/Trainee Program? **SELECT ALL THAT APPLY.**

- ☐ Establishes and maintains connections and/or partnerships in key overseas markets
- ☐ Connects the U.S business/operations with foreign subsidiaries/affiliates
- ☐ Creates a pipeline of talent trained in key U.S business practices
- ☐ Supports the spread of knowledge and skills across the organization
- ☐ Promotes economic competitiveness and innovation
- ☐ Grows the business in new markets
- ☐ The long-term impact for my organization was limited to the experience and skills gained by the intern/trainee during the J-1 Visa Program.
- ☐ Consistently investing in these programs limits the opportunities available to U.S. employees
- ☐ No recognized long-term impact
- ☐ Other (Specify) _____

7. How important is the J-1 Visa Intern/Trainee Program to your business/organization?

- ☐ Very Important
- ☐ Somewhat Important
- ☐ Neither Important nor Unimportant
- ☐ Somewhat Unimportant
- ☐ Not at all Important

8. What would be the negative impact on your organization if the J-1 Visa Intern/Trainee Program was no longer available?

- ☐ No Impact
- ☐ Minor Impact
- ☐ Neutral
- ☐ Moderate Impact
- ☐ Major Impact

9. What would be lost if your organization could not participate in the J-1 Visa Intern/Trainee Program? **SELECT ALL THAT APPLY.**

- ☐ Ability to develop international business connections that further my organization's global imprint
- ☐ Opportunity for U.S. staff to develop intercultural relationships, intercultural communication skills, and global perspectives
- ☐ Valuable knowledge, skills, and perspectives that can only be obtained by international employees visiting in the US

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- Opportunity to develop or enhance an international/global perspective
- Nothing would be lost
- Other (Specify) _____

10. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The J-1 Visa Intern/Trainee Program promotes mutual understandings between people of the US and people from other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J-1 Visa Intern/Trainee program promotes global economic competitiveness and innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J-1 Visa Intern/Trainee program helps build strategic American alliances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The J-1 Visa Intern/Trainee program helps participants gain a better understanding of the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The J-1 Visa Intern/Trainee program helps foster U.S. foreign policy objectives. ☐ ☐ ☐ ☐ ☐

11. What are some of the challenges in working with the J-1 Visa Intern/Trainee Program?

SELECT ALL THAT APPLY.

- ☐ Identifying qualified candidates
- ☐ Overcoming cross cultural communication barriers
- ☐ Navigating complex compliance requirements
- ☐ Navigating through a lengthy and/or complicated application processes
- ☐ Ensuring sufficient time and resources needed to offer training
- ☐ Cost
- ☐ Getting interns/trainees through the U.S. consular process
- ☐ Other (Specify) _____

12. Does your organization offer comparable international trainee programs or internship opportunities for Americans abroad?

- ☐ Yes
- ☐ No

13. Does your organization send American employees abroad for short-term assignments?

- ☐ Yes
- ☐ No

14. What type of cultural activities and/or outings do you provide for interns/trainees? SELECT ALL THAT APPLY.

- ☐ Facilitate or provide visits to museums or historic sites
- ☐ Host or encourage attendance at American cultural themed events (i.e. movie night or dinners celebrating American cuisine)
- ☐ Facilitate or encourage attendance at US sporting events
- ☐ Host or encourage participation in a volunteer day at a local charity or similar organization
- ☐ Allow or encourage participants to celebrate an American holiday with a community group or family of a colleague

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- Facilitate or encourage travel to other cities or states for recreational purposes
- Connect participants with internal diversity or special interest groups
- Other (Specify) _____
- Not Applicable

15. To what extent do you agree that the J-1 Visa Intern/Trainee Program accomplishes the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Projects and promotes U.S. business practices and approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps participants build specific knowledge and skills in their professional and/or academic field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps participants adapt more US based professional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes collaboration in a professional setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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thinking in the
work space

16. Does your organization offer equivalent intern or trainee program opportunities for Americans in the US?

- ☐ Yes
- ☐ No

17. Are opportunities to participate in internships or trainee programs available to Americans equally, or more, than international participants in the US?

- ☐ Yes
- ☐ No

18. Do you train American interns and trainees alongside international interns and trainees?

- ☐ Yes
- ☐ No

19. How does your organization typically recruit **American** interns/trainees? **SELECT ALL THAT APPLY.**

- ☐ Help wanted advertisements in local newspapers
- ☐ Notices on jobs websites (e.g., Indeed, Monster, J-1 sponsors)
- ☐ Help wanted signs at business location
- ☐ Word of mouth
- ☐ Job fairs
- ☐ Internal recruitment
- ☐ University career centers
- ☐ We do not actively recruit for American interns/trainees
- ☐ Other (Specify) _____

20. How does your organization typically recruit **international** interns/trainees? **SELECT ALL THAT APPLY.**

- ☐ Via our international subsidiary/affiliate organizations
- ☐ Notices on jobs websites (e.g., Indeed, Monster, J-1 sponsors)
- ☐ Word of mouth
- ☐ Job fairs
- ☐ Foreign university career centers / Academic department / University job boards

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- ☐ We do not actively recruit for international interns/trainees
- ☐ Other (Specify) _____

21. Do your organization's interns/trainees receive monetary compensation?

- ☐ Yes
- ☐ No, the programs meet the requirements for an unpaid program under the Fair Labor Standards Act (FLSA)

22. What is the level of monetary compensation?

- ☐ A fixed salary/stipend **at** the federal, state or local minimum wage
- ☐ A fixed salary/stipend **above** the federal, state or local minimum wage
- ☐ The same wages and benefits as U.S. workers
- ☐ Less than U.S. workers in the same or similar position

23. How are the J-1 Visa interns/trainees paid (i.e. what is the source of their payment)?

SELECT ALL THAT APPLY.

- ☐ Paid by the U.S. company where they are training
- ☐ Paid by a separate U.S. entity (e.g. Foundation, fellowship, client, etc.)
- ☐ Paid by the foreign branch of the host company
- ☐ Paid by an organization outside of the U.S. that is not a parent or subsidiary of the host company
- ☐ Paid by an academic institution
- ☐ Not applicable, no compensation is provided from any party

24. Do you pay American interns/trainees and J-1 Interns/trainees comparably?

- ☐ Yes
- ☐ No

25. Does your organization provide any of the following benefits to J-1 Visa interns/trainees?

SELECT ALL THAT APPLY.

- ☐ Compensation or reimbursement for travel (e.g. pay for plane tickets)
- ☐ Housing during the program
- ☐ Transportation
- ☐ Meals or other living expenses

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- ☐ Payment of any associated or related fees for the program
- ☐ Health insurance
- ☐ A per-diem in addition to any fixed salary/stipend
- ☐ Other (Specify) _____
- ☐ No. My organization does not provide additional benefits.

26. Please estimate the overall size of your organization across all US locations by selecting one of the options below. Please reply based on the number of full time employees.

- ☐ 1 - 4 employees
- ☐ 5 - 9 employees
- ☐ 10 - 19 employees
- ☐ 20 - 49 employees
- ☐ 50 - 99 employees
- ☐ 100 - 249 employees
- ☐ 250 - 499 employees
- ☐ 500 - 999 employees
- ☐ 1,000 - 4,999 employees
- ☐ 5,000 - 9,999 employees
- ☐ 10,000 - 24,999 employees
- ☐ 25,000 or more employees

27. How would you characterize your business/organization in terms of location/base of operations?

- ☐ U.S. domestic business/organization (defined as an organization that only operates in the US)
- ☐ U.S. headquartered multinational business/organization
- ☐ Foreign headquartered multinational business/organization

28. What would you say is the primary industry of your organization?

- ☐ Accommodation and Food Services
- ☐ Administrative and Support and Waste Management and Remediation Services
- ☐ Agriculture, Forestry, Fishing and Hunting
- ☐ Architecture
- ☐ Arts, Entertainment, and Recreation
- ☐ Construction
- ☐ Educational Services
- ☐ Engineering
- ☐ Fashion

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- Finance and Insurance
- Government
- Health Care and Social Assistance
- Hospitality and Tourism
- Information Technology
- Law/Legal Services
- Management of Companies and Enterprises
- Manufacturing
- Mining, Quarrying and Oil and Gas Extraction
- Nonprofit
- Professional, Scientific, and Technical Services
- Public Administration
- Real Estate and Rental and Leasing
- Retail Trade
- Transportation and Warehousing
- Utilities
- Wholesale Trade
- Other Services

Appendix C. Host Organization Individual Interview Protocol

Introduction:

Hello, my name is <insert name>. It's nice to meet you and thank you very much for taking the time to participate in this interview. The purpose of this interview is to hear about your experiences working with the Intern and Trainee program. Insights from your interview will be used in a final report evaluating the program.

I'd like you to know that your comments are confidential. While they may be used in our final report, you will not be individually identified by name. This interview will take approximately 30 minutes. Do you have any questions before we begin?

If it's all right with you, may I record this interview for note-taking purposes?

Background Information:

Name of company or business that you work for or own?

What is your title/position in the company?

How would you describe the type of business that you run/manage?

What is the most recent year you company worked with the Intern/Trainee Program (had an intern or trainee at your organization)?

Which program have you used? Intern, trainee or both?

Questions:

1. Why did your company or organization decide to participate in the Intern/Trainee Program?
2. How have you used the Intern/Trainee Program? What function does it serve for your organization?
3. How does the Intern/Trainee Program fulfill company need in ways that other programs might not?
4. How is Intern/Trainee Program beneficial to an organization in your industry? What, if any, benefits do you see in having the Intern/Trainee Program in your industry vs. another?
5. What influences your decision to use an intern vs. a trainee? (Why select intern vs. trainee)
 - a. If your organization has used both, what if any differences are there in how participants are utilized in company/organization?
 - b. Are there any challenges/benefits in using intern vs. trainee? Can you explain?
6. What are some of the overall benefits to your business that come from your involvement with the Intern/Trainee Program?

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7. What value does participation in the Intern/Trainee Program bring to your business? (This can be financially or in other ways such as increasing cultural diversity and awareness among employees). Can you provide an example of the way(s) Intern/Trainee Program participants have contributed to and brought value to your organization?
8. How have you recruited interns or trainees? Do you actively recruit for participants or do potential participants generally reach out to you?
9. How does this program differ from your regular staffing efforts?
10. Having people in the workplace from another country may have some impact on your organizational climate/culture. Has this happened at your organization, and if so, how has organization been impacted?

Open Ended Closing Question – Are there any topics or issues that we didn't cover in our interview that you think we should know as we evaluate this program?