Creating a Roadmap for Supporting Foreign-Educated Skilled Immigrants: What Community Colleges Can Do

Tex-Best 2013
San Antonio, TX
August 1, 2013

Presented by:

Global Talent Bridge
Pathways to Success

Community College Consortium for Immigrant Education

ALAMO COLLEGES

South Texas College

Palm Beach State College
## Today’s Agenda:

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<td>Jill Casner-Lotto, Director, Community College Consortium for Immigrant Education</td>
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<td>• About CCCIE &amp; WES Global Talent Bridge</td>
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<td>Pathways to Success Seminars</td>
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<td>South Texas College</td>
<td>Juan Carlos Aguirre, Director, Continuing Education</td>
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<td>Matthew S. Hebbard, Director, Admission and Registrar</td>
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<td>Palm Beach State College</td>
<td>Dr. Jeannette Manzanero, Director, Dr. Kathryn W. Davis</td>
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<td>Global Education Center</td>
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<td>Alamo Colleges</td>
<td>Sonia Aguirre, Program Manager</td>
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<td>Welcome Back Center and I-BEST</td>
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Our Organizations

• **Global Talent Bridge** is an initiative of World Education Services (WES) that is dedicated to helping skilled immigrants fully utilize their talents and education in the United States. Global Talent Bridge works with institutional partners and community organizations to help skilled immigrants leverage their training, achieve their professional goals, and contribute their talents to their full potential.

• **World Education Services (WES)** is a non-profit organization founded in 1974 that has served more than 750,000 individuals from around the world. WES’s mission is to foster the integration of persons educated outside the U.S. into academic and professional settings. Its primary service is providing foreign credential evaluation reports so that academic credentials earned abroad are understood and fully recognized in the U.S.

• **Community College Consortium for Immigrant Education (CCCIE)** is a national network of community colleges and other organizations committed to supporting immigrant education through innovative programs and services.

• **Alamo Colleges, South Texas College**, and **Palm Beach State College** are members of CCCIE.
What is CCCIE?
A national network of community colleges and other organizations committed to supporting immigrant education through innovative programs and services.

Mission
✓ To raise awareness of the important role community colleges play in delivering educational opportunities to immigrants
✓ To promote and expand the range and quality of programs for immigrant students among community colleges around the country

Current Initiatives
✓ Website resources (www.cccie.org), articles, presentations, Credentialing & Career Pathways for skilled immigrants
✓ Promising practices online database and reports
✓ Technical assistance to community colleges and practitioners
✓ Advocacy & outreach, including support for foreign educated/skilled immigrants to re-enter careers in US
Pathways to Success seminars offer practical advice and essential resources to skilled immigrants on how to:
• pursue further education
• obtain professional licensing or certification
• find suitable employment in the United States

Professional development forums:
• address systemic challenges facing skilled immigrants
• provide community college staff and partners with insights, strategies and resources to better advise and support students

Nine PTS seminars and five PD forums organized since June 2012 at six CCCIE member colleges (Bunker Hill CC, City College of San Francisco, Miami Dade College, Montgomery College, Northern Virginia CC, Palm Beach State College), reaching over 900 skilled immigrants and nearly 200 educators
Skilled Immigrants: A Profile

Who are we talking about?

• Immigrants/refugees/asylees with university education and/or professional experience earned abroad, seeking to work in their profession or pursue further education to qualify for a new career.

• Migration Policy Institute estimates that there are 7.2 million college-educated immigrants living in the U.S. (2011 data)

• 28% of college-educated immigrants are Limited English Proficient (LEP)
Barriers Facing Skilled Immigrants

- Recognition of foreign academic credentials
  - Credential evaluation
- Systemic issues related to professional licensing
  - Guidance on re-licensing, alternate careers, pathways
- Insufficient support for professional level job search
  - Professional job-readiness (resume, cover letter, interview skills, professional networking)
- English language proficiency
  - Advanced / Contextualized / Profession-specific ESL
Why Does This Matter?

• Immigrants do fill key roles in the economy....
  – Physicians/Surgeons/Dentists – 26.6%
  – Nurses – 18.6%
  – Scientists/Engineers – 23.5%
  – Management /Business/Finance - 13.7%

• But “brain waste” is a major problem affecting foreign-educated immigrants
  – More than 1.8 million are unemployed or under-employed, working in low- or semi-skilled jobs well below their educational level
  – Unemployment rate is higher than for U.S. peers

Source: Migration Policy Institute, Uneven Progress, 2008 – data updated 2012
Skill Underutilization of College-Educated Immigrants in Texas

Immigrants accounted for 16.5% of the college-educated workforce in Texas in 2010.

“Brain waste” affected almost 20% of college-educated immigrants in Texas:

• In 2010, there were 103,753 college-educated immigrants who were either unemployed or working in unskilled jobs such as dishwashers, security guards, and housemaids, representing 19.5% of the college-educated immigrant labor force in Texas.

• Among the native-born college-educated persons in Texas, 14.3% were underutilized.

Source: Migration Policy Institute http://www.migrationinformation.org/datahub/acscensus.cfm#
The Basics of Credential Recognition and Licensing

Foreign education does have value, and can be utilized, in the U.S. for Professional and Academic Purposes!

- “Credential Evaluation” enables educated immigrants to gain recognition of their credentials and access to opportunities
- Helps licensing boards, employers, academic institutions understand qualifications earned outside the U.S.
- US system is de-centralized, no single standard
- Always check with the institution, employer or board about the evaluation service(s) they recommend or will accept
## Sample Credential Evaluation

### UNIVERSITY OF PUNE

**Statement of Marks**

<table>
<thead>
<tr>
<th>NO.</th>
<th>CENTRE</th>
<th>PERM. REG. NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Year** | **Course Name** | **Marks Obtained**
---|------------------|-------------------|
1110 | Functional English | 44 44 058
1120 | Accountancy       | 60 60 074
1130 | Business Economics (Micro) | -- 050
1140 | Commercial Mathematics & Statistics | -- 060
1210 | Company Law and Secretarial Practice | -- 052
1340 | Banking & Finance | -- 056
1511 | Additional English | -- 064

**Grand Total**: 428

**Result**: First Class

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**COURSE-BY-COURSE ANALYSIS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Ref #: 6163307</th>
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<tbody>
<tr>
<td>May 25, 2007</td>
<td>Page: 3 of 3</td>
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</table>

**Name**: SAMPLE, Aneesws

**Date of Birth**: July 29, 1970

**Social Security #:**

<table>
<thead>
<tr>
<th>INSTITUTIONS - DATES - SUBJECTS</th>
<th>U.S. Semester Credits</th>
<th>U.S. Grades</th>
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<tbody>
<tr>
<td>University of Pune</td>
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<tr>
<td>2001-2002</td>
<td></td>
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<tr>
<td>(L) English Language I</td>
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<td>B+</td>
</tr>
<tr>
<td>(L) Accounting</td>
<td>6.0</td>
<td>A</td>
</tr>
<tr>
<td>(L) Business Economics I</td>
<td>6.0</td>
<td>B+</td>
</tr>
<tr>
<td>Microeconomics</td>
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<td></td>
</tr>
<tr>
<td>(L) Commercial Mathematics and Statistics</td>
<td>6.0</td>
<td>A</td>
</tr>
<tr>
<td>(L) Business Entrepreneurship</td>
<td>6.0</td>
<td>B+</td>
</tr>
<tr>
<td>(L) Banking and Finance</td>
<td>6.0</td>
<td>B+</td>
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<tr>
<td>(L) English Language II</td>
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<td>A</td>
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<tr>
<td>2002-2003</td>
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<td></td>
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<tr>
<td>(L) Business Management</td>
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<tr>
<td>(L) Advanced Accounting I</td>
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<td>B+</td>
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<tr>
<td>(L) Business Economics II</td>
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<tr>
<td>Macroeconomics</td>
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<tr>
<td>(L) Costing</td>
<td>6.0</td>
<td>A</td>
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<tr>
<td>(L) Business Communication</td>
<td>6.0</td>
<td>B+</td>
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<tr>
<td>(L) Marketing and Advertising I</td>
<td>6.0</td>
<td>B</td>
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<tr>
<td>2003-2004</td>
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<td>(U) Mercantile and Industrial Law</td>
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<td>B</td>
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<td>(U) Advanced Accounting II</td>
<td>6.0</td>
<td>A</td>
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<tr>
<td>(U) Indian and Global Economic Development</td>
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<tr>
<td>(U) Business Taxation and Auditing</td>
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<tr>
<td>(U) Marketing and Advertising II</td>
<td>8.0</td>
<td>B+</td>
</tr>
<tr>
<td>(U) Marketing and Advertising III</td>
<td>8.0</td>
<td>B+</td>
</tr>
</tbody>
</table>

**SUMMARY**

- **Level of Study**: Undergraduate
- **US Semester Credits**: 120.0
- **GPA**: 3.58

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Evaluations for Education

Students do not have to start over!!

• For Education
  – Gain admission into University programs
  – Acquire transfer credits and/or advanced standing to an institution

• Credential evaluations can validate foreign high school and university education, so students who have...
  - Completed **high school** in their home country are eligible for college admission and **should not be guided into GED programs**
  - Had **some university/college education** have the opportunity to **receive transfer credit** or gain advanced standing
  - Earned a **bachelor’s degree** may be **eligible for graduate study**
Evaluations for Professional Licensing

Licensing is state regulated, with separate boards for each profession. Texas regulations are available at: [http://www.dshs.state.tx.us/Licensing-Occupations.shtm](http://www.dshs.state.tx.us/Licensing-Occupations.shtm), [http://www.tea.state.tx.us/index2.aspx?id=5342&menu_id=865&menu_id2=794](http://www.tea.state.tx.us/index2.aspx?id=5342&menu_id=865&menu_id2=794)

Licensing requirements are complicated, and usually include most of the elements listed below:

<table>
<thead>
<tr>
<th>Credential Evaluation</th>
<th>Certification from professional association</th>
<th>Supplemental courses and/or English language requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work experience/Internship</td>
<td>Examinations</td>
<td>Fingerprints, fees, citizenship, etc</td>
</tr>
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</table>

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# Licensing Timeframes

<table>
<thead>
<tr>
<th>PROFESSION</th>
<th>Approximate Time/Costs</th>
<th>Approximate Time/Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More Efficient Path</td>
<td>Less Efficient Path</td>
</tr>
<tr>
<td>Accountant (CPA)</td>
<td>10 months $1,600</td>
<td>4 years $4,500</td>
</tr>
<tr>
<td>Architect</td>
<td>5 1/2 years $6,600</td>
<td>11 years $10,680</td>
</tr>
<tr>
<td>Dentist</td>
<td>4 years 8 months $101,800</td>
<td>7 1/2 years $122,500</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>3 years 9 months $2,265</td>
<td>7 years 8 months $8,110</td>
</tr>
<tr>
<td>Physician</td>
<td>5 years 1 to 5 years residency $9,900</td>
<td>10 years 1 to 5 years residency $15,650</td>
</tr>
<tr>
<td>Professional Engineer</td>
<td>4 years 8 months $800</td>
<td>10 years 9 months $1,700</td>
</tr>
<tr>
<td>Teacher (K-12)</td>
<td>1 year and 4 months $650</td>
<td>4 years $31,000</td>
</tr>
</tbody>
</table>

Data Courtesy of Careers for New Americans / Upwardly Global
Alternatives to Licensing

Even without being licensed, many professionals can utilize their skills in alternate or related fields; for example:

- **Teachers** can work in private schools, as instructors at community colleges or non-profit organizations, or as trainers in private industry. There are also teaching fellowships that allow them to license while working.
- **Accountants** can work in many positions, including bookkeepers, accounting clerks, loan officers, budget analysts, etc.
- **Healthcare professionals** can consider non-regulated occupations such as medical interpretation or positions in health administration, research or community health.
- **Engineers** or **Architects** can work in technical, advisory and management positions that can have an important impact on engineering projects.
Evaluations for Employment

• Many employers are not familiar with evaluation, therefore it is necessary for immigrants to market their equivalency

• Larger employers tend to have formal process in place, and may require credential evaluation as a condition of employment

• Smaller employers often have no familiarity or process for evaluation

• Advisors may have to “coach” individuals on how to market their education to employers
U.S. Job Search

• Individuals generally lack
  • Understanding of, Experience in, and Skills Required for professional level job search

• Institutionally
  • Workforce programs geared to fast, inexpensive placement into “survival” jobs, regardless of qualifications, experience
  • Licensing requirements costly, complex, lengthy

To help immigrants find professional opportunities requires substantial investment, special expertise
What Skilled Immigrants **DO** Need

**Contextualized ESL:** Skilled immigrants can master the English that they need best if they enroll in an integrated, contextualized ESL program relevant to their field of professional interest.

**Intensive ESL:** Skilled immigrants can master English faster when enrolled in an intensive ESL program. An intensive ESL program is defined as one which meets at least 12-15 hours or more per week for a fixed number of weeks.

**Managed Enrollment Programs:** Second language learners of English master English faster when enrolled in a managed enrollment program. Skilled immigrants should avoid open-admission and rolling admission programs.

**Proper English Language Assessment:** To assess whether their academic or professional English is good enough to successfully pursue academic coursework or professional opportunities, skilled immigrants should sit for the TOEFL, TOEIC, TSE or the IELTS, not the TABE or Best Plus.
Advocating for Your Students

Individual

• Being an advocate for students as they plan their career path and encounter obstacles

• Develop a referral network and resource library so your students can access appropriate services and reliable information

Programmatic

• Advocate internally for advanced/contextualized ESL offerings

• Engage with local partners to share resources and leverage complementary services

• Collaborate on specialized funding proposals
Resources to Support Skilled Immigrants

**IMPRINT** – IMmigrant PRofessional INtegration – Promising practices and resources for practitioners
www.imprintproject.org

**Upwardly Global** – Guides to Licensed professions, Online training and webinars
www.upwardlyglobal.org

**Community College Consortium for Immigrant Education (CCCLE)** – Resources and promising practices for community colleges
www.cccie.org

**Global Talent Bridge** – Comprehensive overview of the issues, including a toolkit for ESL practitioners and other resources
www.globaltalentbridge.org/toolkit

**Welcoming Center for New Pennsylvanians** – Comprehensive professional career guides
www.welcomingcenter.org

**Welcome Back Initiative** – Model programs for healthcare professionals, including community college partnerships
www.welcomebackinitiative.org
WES International Degree Preview

On-line ‘look up’ to get a U.S. equivalency for foreign academic credentials

• Free service from WES at www.wes.org
• Based on degree, not coursework or grades
• Can help in assessing career and education options
• Not a substitute for a credential evaluation
  – Based solely on self-reported information
  – “Preview” results cannot used for official purposes
  – Individual’s own documents must be reviewed and evaluated
Role of the Community College

• What opportunities can a community college offer someone with foreign higher education?

  – Fill gaps in education to prepare for graduate school or to gain licensure.
  – Enhance and update job skills
  – Pursue short-term certification or license
  – Learn professional English language skills
  – Opportunity to gain access to new networks
South Texas College

- Student Demographics
  • 30,824 credit students
    – Over 12,000 Dual enrollment
  • 6,842 non-credit students
  • More than 95% Hispanic/Latino
  • More than 70% first generation
  • More than 88% on some sort of aid
  • Class size averages 25 students per faculty member
  • Proximity to U.S./Mexico border
South Texas College

- Credit Programs of Study – 126 Total
  • Certificates: 50
  • Associate Degrees: 73
  • Baccalaureate Degrees: 3
- Continuing Education Programs: 40 onsite & 50 online
- Certificate Programs Leading to Jobs for Skilled Immigrants
  • Banking
  • Import/Export & Marketing
  • Medical Assistant
  • CAD
  • Multimedia/Networking/CIT
South Texas College

Programs and Initiatives to Assist Foreign-Educated Skilled Immigrants:

1. Need English, Credential Evaluation, and Job:
   Occupational ESL + Continuing Education Onsite Certificate Programs:
   - Substitute Teacher
   - Real Estate
   - Child Development Associate
   - Dialysis Technician
   - Emergency Care Attendant
   - Medical Billing and Coding
   - Pharmacy Technician Trainee
   - Teacher Assistant
   - Frontline Supervisor
   - Dental Assisting
   - EKG Technician
   - Health Info Mgmt Clerk
   - Medical Receptionist
   - Phlebotomy

- Real Estate
- Physical Therapy Aide
- Administrative Medical Specialist
- Medical Billing and Coding
- ICD-10 Medical Coding
- 50 others
South Texas College

3. Need English, Credential Evaluation shows High School Equivalency, Want a Career
   – Occupational ESL + Credit Program When Ready
4. Need English, Credential Evaluation shows College Degree, Want a Different Career
   – Occupational ESL + Credit Program When Ready
5. Ready with English and Credential Evaluation
   – TOEFL to enter University
   – Alternative Teacher Certification Program
   – Programs in 1 and 2 above
6. Almost Ready with English, Credential Evaluation shows College Degree, Want a Job in Same Field
   – Occupational ESL Refresher
   – Transfer Evaluation if Applicable
South Texas College

- Other Supportive Services for Skilled Immigrants:
  - Advising
  - ESL Placement
  - Aptitude and Interest Inventory
  - General Academic Advisement
  - Program Advisement
  - Career Planning and Placement
  - Counseling
  - Admissions and Residency Services
  - Academic Support Services

- Continuing Education Completion Rate: 95%
Palm Beach State College

Has four campuses to serve Palm Beach County

- Belle Glades
- Boca Raton
- Lake Worth
- Palm Beach Gardens

- Offer over 150 Bachelor’s, Associate degrees, Credit Certificates, Vocational and Apprenticeship programs
- Diverse faculty, staff & student population
- Among the top 10 colleges awarding Associate Degrees according to Community College Week’s ranking in 2011-12
- Affordable, low student teacher ratio
PBSC Student Profile

• 29,300 Credit students enrolled Fall 2012
• 36% are first generation in college
• 25% of students have children
• 26% of credit students were born in another country
• 39% work more than 30 hours per week
• 50% of degree-seeking students receive financial aid, loans or scholarships
A one-stop education resource and referral center for:

• First-generation college students
• Immigrants—various education/skill levels
• Deferred Action for Childhood Arrivals
• Multi-generational immigrant family members

2,049 students served since 2007
Career Center and Workforce Alliance Partnership

• Since its inception the Global Education Center has maintained a two-prong approach toward facilitating employment of skilled immigrants:

1. Referring students to a bilingual career center specialist for interest assessment, resume writing and interview preparation and

2. Maintaining a relationship with a bilingual employment specialist with the Workforce Alliance, our local workforce board whom we refer immigrants for job placement assistance.
World Education Services/CCCIE seminar

• Pathways to Success: Making your Education Work in the United States workshop has elevated the visibility of the Global Education Center (G.E.C.) within the college community.

• Fostered communication between student services departments and the GEC.

  Admissions and advising
  Financial Aid
  Career Centers
  Bachelor’s programs
  International Admissions
  English programs (Intensive and Academic)
Welcome Back Center
What is the San Antonio Welcome Back Center?

The San Antonio Welcome Back Center is designed to build a bridge between internationally trained healthcare professionals and the San Antonio healthcare sector. Our goal is to provide guidance to internationally trained healthcare professionals in order to integrate linguistically and culturally competent health services into underserved communities in the San Antonio area.
Top 15 Countries Of Origin

- Mexico: 61
- Iraq: 7
- United States: 5
- Cuba: 4
- Colombia: 4
- El Salvador: 2
- Peru: 2
- Guatemala: 2
- Armenia: 1
- Spain: 1
- Morocco: 1
- Bolivia: 1
- Nicaragua: 1
- Puerto Rico: 1
- Hungary: 1

(N=101)
What’s New

• Expanding medical career paths (pathologist, veterinary psychologist)

• Expanding ESL Classes-
  o ESL for Healthcare Professionals
  o ESL Reading and Writing
  o Test of English as a Foreign Language (TOEFL)
  o International English Language Testing System (IELTS) study groups

Coming soon!
• Orientation to the US Healthcare System
Opportunity

• Developing partnerships
  – Mexican American Hispanic Physicians Association
  – Hispanic Chamber of Commerce
  – Philippine Nurses Association
  – Texas Diversity Council
  – National Association of Hispanic Nurses

• Career ladders
  – University Hospital System
  – Career Finders
  – I-BEST
  – Alamo Colleges
San Antonio Welcome Back Center

- Validated Credentials: 11
- Obtained Licenses in their Original Professions: 9
- I-BEST training: 8
- Other training: 5

Challenges

- TOEFL 5 tested: 0 passed
- ESL levels
# National WBC Outcomes

- Validated Credentials: 3,549
- Passed Licensing Exams: 2,043
- Obtained Licenses in their Original Professions: 1,179
- Obtained Advancement in Health Career: 647
- Obtained Employment in the Health Sector for the First Time: 1,812
- MDs accepted into Residency Programs: 118
Q & A
Contact Us

- Jill Casner-Lotto, CCCIE
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  saguirre10@alamo.edu