



Supporting Immigrant Students: Community College Pathways to Career Success

Jill Casner-Lotto, Director
Community College Consortium for Immigrant Education

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Who Are We?

- ❖ CCCIE is composed of representatives from community colleges that demonstrate a commitment to immigrant education through innovative programs and services for immigrants.
- ❖ Representatives from community college associations (such as American Association of Community Colleges), experts in TESOL, and researchers of immigrant education issues are also CCCIE members.



Community College Members

Alamo Community College, TX
Bunker Hill Community College, MA
City College of San Francisco, CA
Johnson County Community College, KS
LaGuardia Community College, NY
Luzerne Community College, PA
Miami Dade College, FL
Montgomery College, MD
Northern Virginia Community College, VA
Pima Community College, AZ
Queensborough Community College, NY
Rio Hondo College, CA
South Texas College, McAllen, TX
Washington State Board of Community and Technical Colleges, WA
Westchester Community College, NY
Wright College, IL



Professional & Research Groups

American Association of Community Colleges
Literacywork International
National Community College Hispanic Council
Migration Policy Institute
World Education Services



**American Association
of Community Colleges**



World Education Services



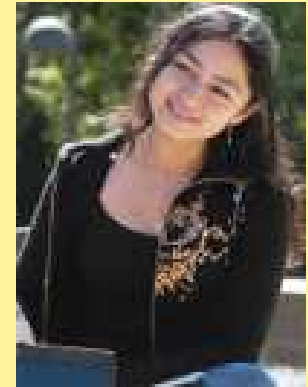


- ❖ Our **mission** is to raise awareness of the important role community colleges play in delivering educational opportunities to immigrants, and to promote and expand the range and quality of programs for immigrant students.
- ❖ Founded in 2008 as a national voice for immigrant education; funded by JM Kaplan Fund
- ❖ Supported and hosted by Westchester Community College



Community Colleges in the National Spotlight:

- ❖ President Obama's American Graduation Initiative—calling for 5 million more college graduates by 2020
- ❖ White House Summit on Community Colleges
- ❖ AACC Call to Action--affirming the need for dramatic increase in Americans with postsecondary degrees and certificates; lays out a “completion agenda.”





Community Colleges in the National Spotlight (con't):

- ❖ About half of the fastest growing jobs will require either an associate's or bachelor's degree. (U.S. Bureau of Labor Statistics 2009)
- ❖ Over the next decade, nearly 8 in 10 new jobs will require higher education and workforce training.
- ❖ Community colleges serve close to half of the undergraduate students in U.S.-- about 6.5 million credit students. In addition, community colleges serve 5 million non-credit students.
- ❖ Community colleges provide an accessible path to higher education and careers for *all* students.



Community Colleges as Critical Gateways for Immigrant Students: Affordability

- ❖ Immigrant students have higher unmet financial need than the average undergraduate and are more likely to enroll in community colleges or private for-profit institutions.

Accessibility

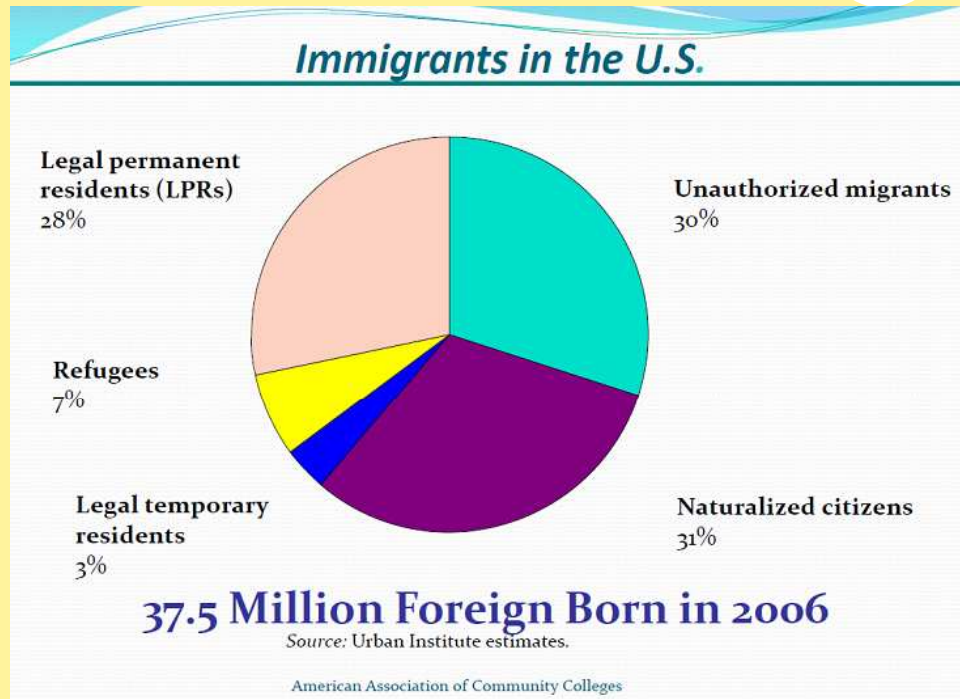
- ❖ Many immigrant students attend part-time and face especially demanding work/family challenges.
- ❖ Community colleges are a practical choice--often located close to home, more flexibility in time (e.g. evening courses) and place.
- ❖ Community colleges offer access to education, workforce skills training, English language proficiency.



Community Colleges as ESL (English as a Second Language) Providers:

- ❖ ESL instruction for adults is the largest component of America's adult education system.
- ❖ Community colleges are among the largest providers of ESL services in many states and communities. At cc's in NYC, San Francisco, & Miami, ESL is single largest and fastest growing program.
- ❖ Community colleges offer both non-credit ESL (core English skills) and credit ESL (prep for academic & vocational programs).

(Passing the Torch: Strategies for Innovation in Community College ESL, Forrest P. Chisman and JoAnn Crandall, Council for Advancement of Adult Literacy, February 2007.)



Immigrant Student Enrollment at Community Colleges

- ❖ One-quarter of community college students come from an immigrant background

(National Center for Educational Statistics, U.S. Department of Education, 2006)



Profiles of Immigrant Students

The immigrant student population is a diverse population with diverse needs:

- ❖ Varying levels of English proficiency, prior education, and literacy in their native languages
- ❖ Various native languages, nationalities, cultures, and world views
- ❖ Various reasons they come to community colleges--to get an associate's degree, transfer to 4 yr. institution, get a vocational certificate, advance in the workplace, launch a new career



Challenges for Immigrant Students:

- Difficult transition to higher education
- Financial constraints
- Limited English proficiency*
- Limited prior education
- Differences in culture/expectations*
- Family/work responsibilities
- Difficulty with recognition of foreign credentials, education, job experience from home countries*
- Difficulty navigating college & community services*
- Difficult transition from ESL to job skills to employment*
- Issue of documentation for about 30% of immigrants*





Challenges Facing Community Colleges

- ❖ Rethinking how to meet needs of immigrant populations, recognizing they are not a monolith, and may need to address academic or language gaps, cultural differences
- ❖ Boosting college graduation rates of immigrant students
- ❖ Funding challenges--funding sustainability, developing new funding mechanisms to assist in tuition & program expenses
- ❖ Responding to varying levels and needs of limited English proficiency and remediation



Challenges Facing Community Colleges (con't)

❖ Improving non-credit ESL instruction:

- ✓ Overwhelming majority of ESL students enter programs at two lowest levels. (National Reporting Service)
- ✓ Only about 36 percent of ESL students advance one level per year. (NRS)
- ✓ Only a small percentage of ESL students are enrolled for four semesters; so few experience significant learning gains. (Council for Advancement of Adult Literacy)
- ✓ Only about 10% make transitions to credit ESL; even fewer make transitions to college academic or vocational programs. (CAAL)

(Passing the Torch: Strategies for Innovation in Community College ESL, Forrest P. Chisman and JoAnn Crandall, Council for Advancement of Adult Literacy, February 2007.)



Challenges Facing Community Colleges (con't)

- ❖ Creating career pathways that overlap ESL, academic skills, and workforce training--minimizing completion time
- ❖ Assessing skills & strengths; designing correct programs to fill in the gaps
- ❖ Creating new administrative practices; breaking down silos and bureaucracy
- ❖ Fostering a climate within the college & community that recognizes the importance of this work
- ❖ Sharing and replicating promising practices; bringing best models to scale



Promising Practices

- ❖ Online Database
- ❖ Upcoming Report: *Increasing Educational Opportunities for Immigrant Students: Community College Administrative & Managerial Practices that Support Success*

Strategic Partnerships

- ❖ American Association of Community Colleges
- ❖ Migration Policy Institute
- ❖ World Education Services



Awareness & Outreach

❖ MPI/CCCIE DREAM Act Research

- ✓ Development, Relief, and Education for Alien Minors Act (DREAM Act)--
Proposed legislation provides a path to legalization for eligible undocumented youth. The path: 2 yrs. of post-secondary education or military service
- ✓ What are the implications, challenges, action steps for community colleges?

❖ WES/CCCIE Career Pathways

- ✓ Helping foreign educated, highly skilled immigrant professionals find new career pathways in U.S.
- ✓ Community college forums for immigrant professionals
- ✓ Technical assistance for community college staff



Key Features:

- ❖ ESL as a means to an end
- ❖ Academic/college readiness
- ❖ Workforce training/career development
- ❖ Community/employer partnerships
- ❖ Citizenship/Civics Preparation
- ❖ Providing access, support for immigrant students





- ❖ Restructuring academic models to respond to varying levels of LEP and remediation:
 - ✓ Integrating ESL with workforce training to create career pathways
 - ✓ Integrating ESL with academic content
 - ✓ Aligning non-credit with credit courses, coordinating ABE with community college ESL

- ❖ Developing strong wrap-around student services

- ❖ Reforming the credentialing process; creating new/alternative pathways

- ❖ Integrating immigrant education programs, goals into college's strategic planning process



I-BEST – Integrated Basic Education and Skills Training, Washington State Board of Community and Technical Colleges

- ✓ Programs are in 34 publicly funded community and technical colleges in Washington state; combines Basic Skills Education (including ABE/GED & ESL) with occupational training and work focus
- ✓ About 50% are ESL students. Some ESL students transition to ABE.
- ✓ Moves people further, faster, and better—ABE/ESL students move to college level work & job skills training w/out years of remediation



I-BEST (con't)

❖ Program components

- ✓ A basic skills instructor is paired with a professional-technical instructor in the same classroom at the same time.
- ✓ Provides academic and workforce skills that lead to a living wage job on a viable career path.
- ✓ Employer involvement assures employability of graduates
- ✓ Wrap-around student services for recruitment, retention, and transition



I-BEST (con't)

❖ Outcomes

- ✓ I-BEST students compared with non-I-BEST students:
- ✓ Earned, on average, 52 quarter-term college credits vs. 34 credits
- ✓ Were more likely to:
 - Persist into second year—78% vs. 61%
 - Gain an occupational certificate—55% vs. 15%
 - Show point gains in CASAS basic skills test—62% vs. 45%

(Community College Research Center, Teachers College, Columbia University, May 2009)



The Gateway Center - Westchester Community College

“As community colleges, a key part of our mission is to educate those who may not have the means to otherwise improve their lives. This includes those who are new to this country and others who cannot afford four-year institutions. By researching new approaches to immigrant education, we will be better able to serve this population, and will help other institutions do the same.”

--Joseph Hankin, President of Westchester Community College, Launch of Capital Campaign for Gateway

- ❖ A new 70,000-square foot facility centralizes programs and services for both immigrant and native-born students
- ❖ Offers an innovative learning environment—immigrant students can better integrate into society and native-born students can better understand richness of a multicultural community.



The Gateway Center

❖ Programs for immigrant & foreign students:

- ✓ A Welcome Center
- ✓ A Citizenship and Integration Center
- ✓ English Language Institute
- ✓ CCCIE
- ✓ International Student Services
- ✓ Modern Language Programs

❖ Business programs:

- ✓ Professional Development Center
- ✓ Institute for Entrepreneurial Studies
- ✓ Academic Business Center

❖ Other programs:

- ✓ Volunteer Center





Honors Bridge Program, Miami Dade College, North Campus

- ❖ A special option for students in the final level of English for Academic Purposes program; HB in place since 2004
- ❖ EAP—provides English language skills to prepare for college credit programs
- ❖ Provides a challenging curriculum & opportunity for academically strong students to prepare for application to Miami Dade's very rigorous Honors College.
- ❖ HB functions as a learning community of 25 students



Program Components:

- ❖ Service learning—20 hrs a week, positive student/faculty relationships (Habitat for Humanity, Hands-on Miami, Ronald McDonald House), can lead to internships or job, a way to integrate into society
- ❖ Students must write a research paper in writing course; make formal speeches in speaking/listening course; get a head start on required work in Honors College
- ❖ Honors College students serve as mentors and tutors; mentor in academic & nonacademic aspects



Outcomes:

- ❖ HB has had positive impact on retention—major factors: spending time with mentors and service learning time w/instructors make students feel connected to college
- ❖ Every HB student accepted into Honors College has completed that program & continued onto 4-yr institutions to finish a bachelor's degree.
- ❖ Students develop study groups and lifelong friendships.

Questions? Share Your Ideas!



Visit Our New Website!

www.cccie.org

Contact Information:

Teresita Wisell, Executive Director

Tere.wisell@sunywcc.edu

Jill Casner-Lotto, Director

Jill.Casnerlotto@sunywcc.edu