

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

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

Presented by:



**Global Talent Bridge**  
Pathways to Success

An Initiative of World Education Services 



# Today's Agenda:

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- Welcome & Introductions

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

- About CCCIE & WES Global Talent Bridge Pathways to Success Seminars

- Skilled Immigrants: Profiles and Barriers  
Credential Evaluation, Licensing  
U.S. Job search

- Resources and Tools

- Program Models and Best Practices:

South Texas College

Juan Carlos Aguirre, Director, Continuing Education  
Matthew S. Hebbard, Director, Admission and Registrar

Palm Beach State College

Dr. Jeannette Manzanero, Director, Dr. Kathryn W. Davis  
Global Education Center

Alamo Colleges

Sonia Aguirre, Program Manager  
Welcome Back Center and I-BEST

# Our Organizations

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- **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](http://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

# CCCIE-WES Partnership

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**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

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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

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- 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?

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- 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

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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

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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**  
GANESHKHIND, PUNE 411 007.

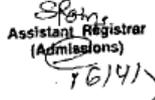
STATEMENT OF MARKS FOR  
F. V. B. COM EXAM  
(REVISED JUNE 1999)  
MAR/APR 2002

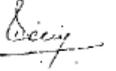
NO.:

SEAT NO. [REDACTED] CENTRE 001 PERM REG. NO. [REDACTED]  
NAME [REDACTED]  
COLLEGE (1221)

YEAR	COURSE NAME	MARKS OBTAINED		
		PP /OR	UEX	TOT
1110 *	FUNCTIONAL ENGLISH	14	44	058
1120 *	ACCOUNTANCY	12	62	074
1130 *	BUSINESS ECONOMICS (MICRO)	--	--	059
1140 *	COMMERCIAL MATHEMATICS & STATISTICS	--	--	062
1210 *	COMPANY LAW AND SECRETARIAL PRACTICE	--	--	055
1340 *	BANKING & FINANCE	--	--	056
1511 *	ADDITIONAL ENGLISH	--	--	064
<b>GRAND TOTAL : 428</b>		<b>RESULT: FIRST CLASS</b>		

  
**WORLD EDUCATION SERVICES, INC.**  


  
**TRUE COPY**  
 Assistant Registrar  
 (Admissions)  
 (7614)

  
 RECEIVED FROM INST.

NOTE: - OR INDICATES ORAL

CONTROLLER OF EXAMINATIONS STATEMENT NO.: 22756 DATE: 18 MAY 2002  
S = 0.135A Q = 0.135A 0.153 P = PREVIOUS MARKS  
AA = ABSENT EE = EXTERNAL PP = FAIL IN COURSE TE = TERM END EXAMINATION UEX = UNIVERSITY EXAMINATION PP = PRACTICAL EXAMINATION

## COURSE-BY-COURSE ANALYSIS

Name: SAMPLE, Accesswes  
Date of Birth: July 29, 1970  
Social Security #:

Date : May 25, 2007  
Ref #: 616330/  
Page: 3 of 3

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

## SUMMARY

Level of Study: Undergraduate

US Semester Credits: 120.0

GPA: 3.58

# Evaluations for Education

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## 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

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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.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:

**Credential  
Evaluation**

**Certification from  
professional  
association**

**Supplemental  
courses and/or  
English language  
requirements**

**Work experience/  
Internship**

**Examinations**

**Fingerprints,  
fees, citizenship,  
etc**

# Licensing Timeframes

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

Data Courtesy of Careers for New Americans / Upwardly Global

# Alternatives to Licensing

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**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

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- 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

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- 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

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**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

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## 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

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**IMPRINT – IM**migrant **PR**ofessional **IN**tegration – Promising practices and resources for practitioners

[www.imprintproject.org](http://www.imprintproject.org)

**Upwardly Global** – Guides to Licensed professions, Online training and webinars

[www.upwardlyglobal.org](http://www.upwardlyglobal.org)

**Community College Consortium for Immigrant Education (CCCIE)** – Resources and promising practices for community colleges

[www.cccie.org](http://www.cccie.org)

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

[www.globaltalentbridge.org/toolkit](http://www.globaltalentbridge.org/toolkit)

**Welcoming Center for New Pennsylvanians** – Comprehensive professional career guides

[www.welcomingcenter.org](http://www.welcomingcenter.org)

**Welcome Back Initiative** – Model programs for healthcare professionals, including community college partnerships

[www.welcomebackinitiative.org](http://www.welcomebackinitiative.org)

# WES International Degree Preview

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

- Free service from WES at [www.wes.org](http://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

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- 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

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## - 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

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- 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

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## 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



# South Texas College

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2. Need English, Credential Evaluation, and Job:  
Occupational ESL + Continuing Education Online  
Certificate Programs
  - Real Estate
  - Physical Therapy Aide
  - Administrative Medical Specialist
  - Medical Billing and Coding
  - ICD-10 Medical Coding
  - 50 others



# South Texas College

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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

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- 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

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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

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- 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



# Dr. Kathryn W. Davis Global Education Center

<http://www.palmbeachstate.edu/globaleducation/default.aspx>

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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

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- 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

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- 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

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COLLEGES

# What is the San Antonio Welcome Back Center?

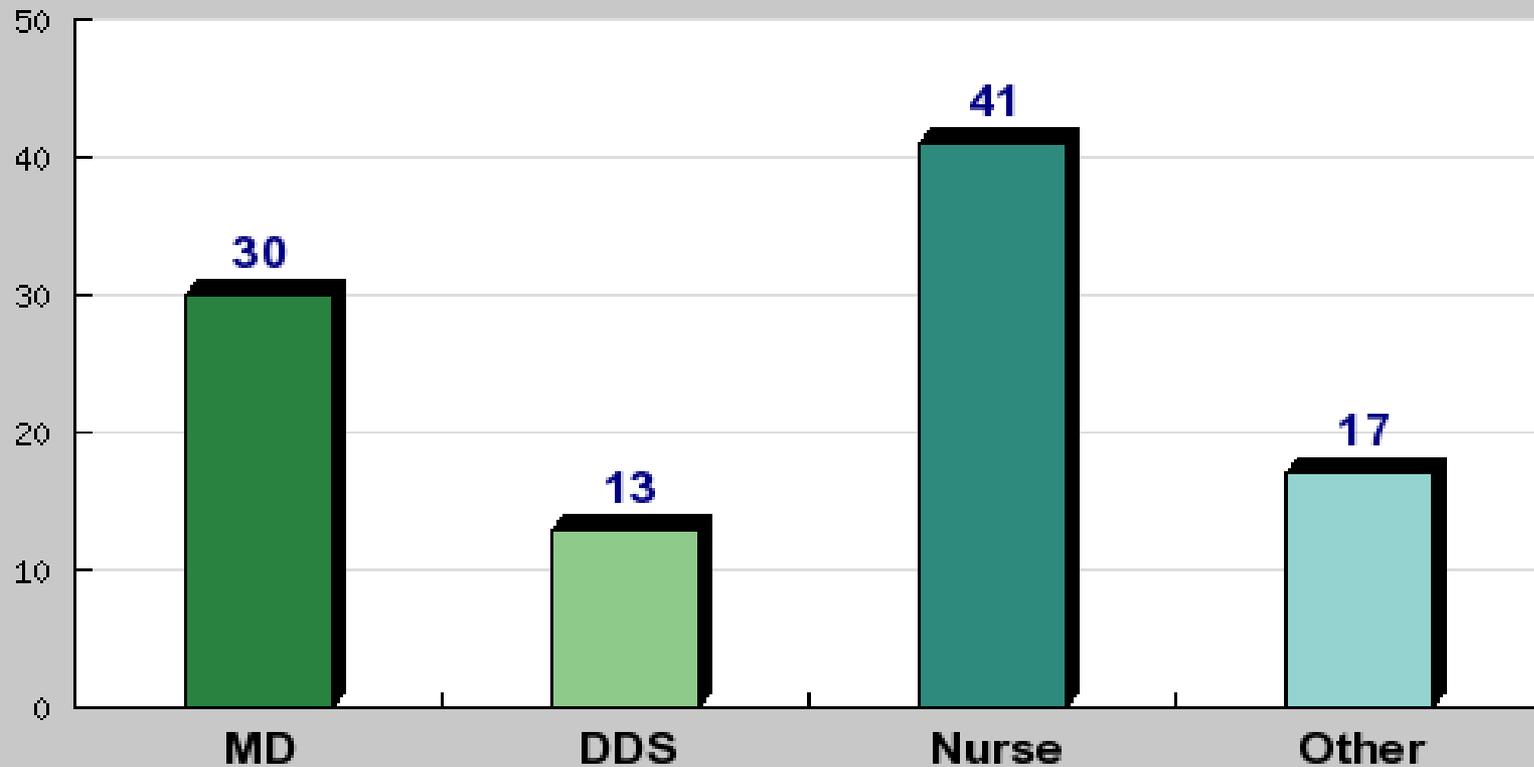
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The San Antonio Welcome Back Center is designed to build a bridge between internationally trained healthcare professionals and the San Antonio healthcare sector. Our goal is to provide guidance to internationally trained healthcare professionals in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



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COLLEGES

# Professions

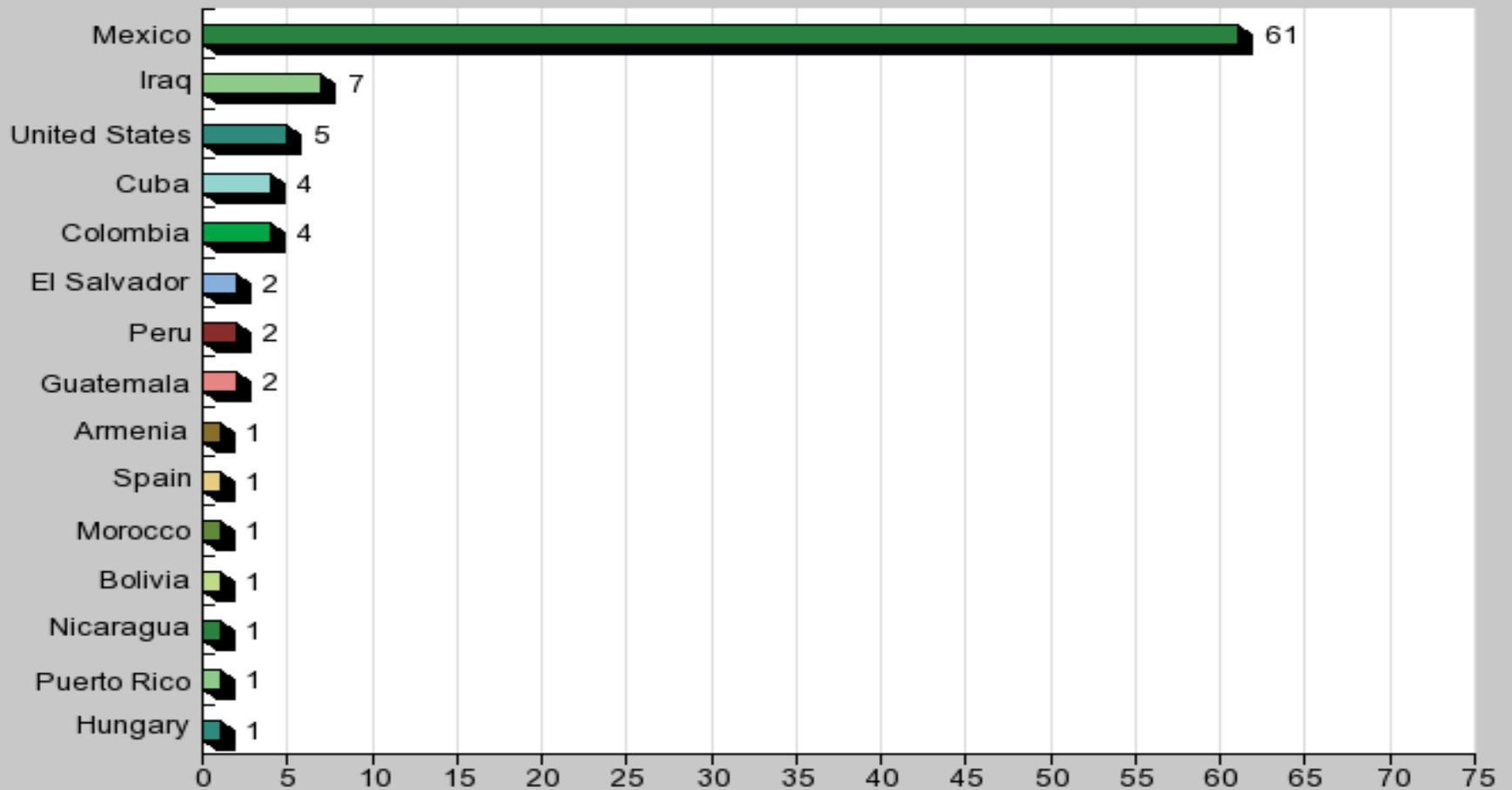


(N=101)



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COLLEGES

# Top 15 Countries Of Origin



(N=101)



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# What's New

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- Expanding medical career paths (pathologist, veterinary psychologist)
- Expanding ESL Classes-
  - ESL for Healthcare Professionals
  - ESL Reading and Writing
  - Test of English as a Foreign Language (TOEFL)
  - International English Language Testing System (IELTS) study groups

## **Coming soon!**

- Orientation to the US Healthcare System



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# Opportunity

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- 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



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COLLEGES

# San Antonio Welcome Back Center

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- 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

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- 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



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COLLEGES

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Q & A

# Contact Us

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