

Resources and Tools for High Skilled Immigrants: ESL and Degree Validation

Going DEEP: Empowering Latino and Immigrant Student Success
Elizabethtown Community and Technical College
October 18, 2013

Presented by:



Global Talent Bridge

Pathways to Success

An Initiative of World Education Services



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.



- **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

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)

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 Kentucky

Immigrants accounted for **5.3 %** of the college-educated workforce in Kentucky in 2010.

“Brain waste” affected **almost 1 out of 5** college-educated immigrants in Kentucky:

- In 2010, there were **4,803** college-educated immigrants who were either unemployed or working in unskilled jobs such as dishwashers, security guards, and housemaids, representing **19.3%** of the college-educated immigrant labor force in KY.
- Among the native-born college-educated persons in KY, **16.8%** 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
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 (222)

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
GRAND TOTAL : 428		RESULT: FIRST CLASS		


WORLD EDUCATION SERVICES, INC.

TRUE COPY
Spine
Assistant Registrar
(Admissions)
TG/4)

 15
RECEIVED FROM INST.

NOTE: - OR INDICATES ORAL

CONTROLLER OF EXAMINATIONS STATEMENT NO.: 22756 DATE: 18 MAY 2002

S = 0.135A Q = 0.135A 0.163 P = PREVIOUS MARKS
AA = ABSENT EE = EXTERNAL FF = 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 #: [REDACTED]

Date : May 25, 2007
Ref #: 616330/
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INSTITUTIONS - DATES - SUBJECTS	U.S.	
	Semester Credits	U.S. Grades
University of Pune		
2001-2002		
(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
2002-2003		
(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
2003-2004		
(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

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

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

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.

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

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 **PR**ofessional **IN**tegration – 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 (CCCIE) – 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

Contact Us



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