

Supporting the Success of Skilled Immigrants

April 14, 2016

Presented in partnership with



Task Force on New Americans



Today's Presenters



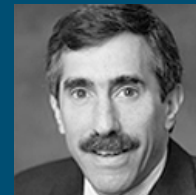
**Stacey K. Simon, Director,
IMPRINT**



**Johan Uvin, Deputy Assistant Secretary,
Delegated the Duties of the Assistant
Secretary, U.S. Department of Education,
Office of Career, Technical, and Adult
Education**



**Kimberly Vitelli, Deputy
Administrator, ETA Office of
Workforce Investment, U.S.
Department of Labor**



**Paul Feltman, Director,
WES Global Talent Bridge**



**Robin R. Boggs, US Corporate
Citizenship Lead, Accenture**



**Claudia Green, Executive Director, English
for New Bostonians**



**Hillary Gardner, Director, Center for
Immigrant Education and Training &
NYC Welcome Back Center,
LaGuardia Community College**

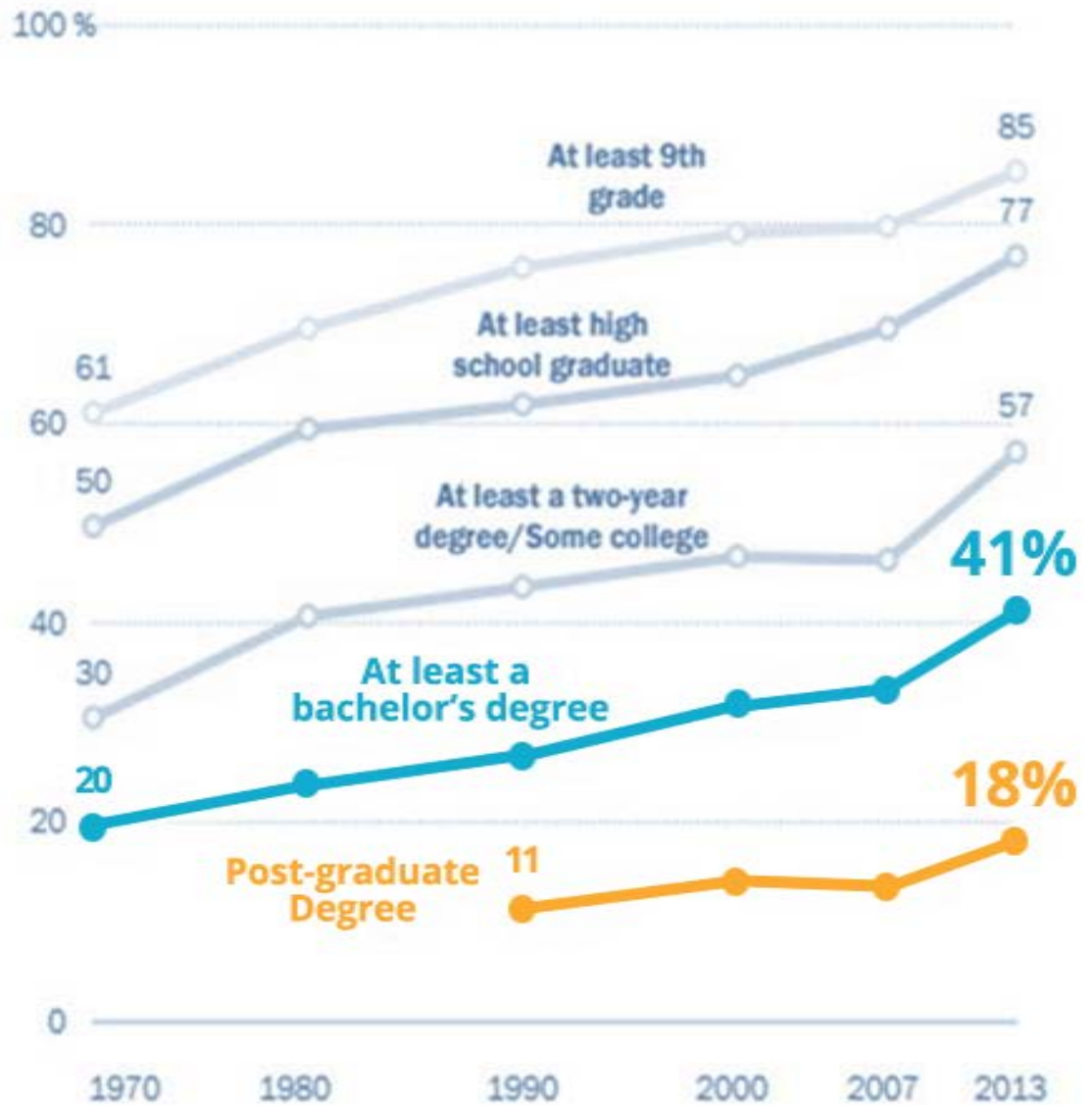
What is IMPRINT?

IMPRINT is a national coalition of nonprofit organizations in the emerging field of immigrant professional integration.

Working closely with partners across many different sectors, IMPRINT raises awareness of the talents and contributions of foreign-educated immigrants and refugees.



Educational Attainment of Newly Arrived Immigrants



Source: Pew Research Center tabulations of 1970-2000 U.S. decennial census data and 2007 and 2013 American Community Survey (IPUMS)

Highly-Skilled Immigrants

- **There are 7.2 million** college-educated immigrants in the U.S. labor force*
- **More than half** obtained degrees abroad*
- **More than a quarter** are Limited English Proficient (LEP)**



Source: Migration Policy Institute

* 2014 data | ** 2016 data

The Scope of the “Brain Waste” Problem

26% of immigrants who **earned their degree abroad** are affected by “brain waste” (working in low-skilled jobs or unemployed)



* ages 25 and older in the U.S. civilian labor force

Source: Migration Policy Institute, *Uneven Progress*, 2008 data updated 2010

Steps to Success: Integrating Immigrant Professionals in the U.S.



First-of-its kind study documents multiple factors that correlate with the successful integration of immigrant professionals.

- **Provides recommendations for:**
 - Service Providers
 - Funders
 - Policy Makers

www.imprintproject.org/stepstosuccess

Key Findings

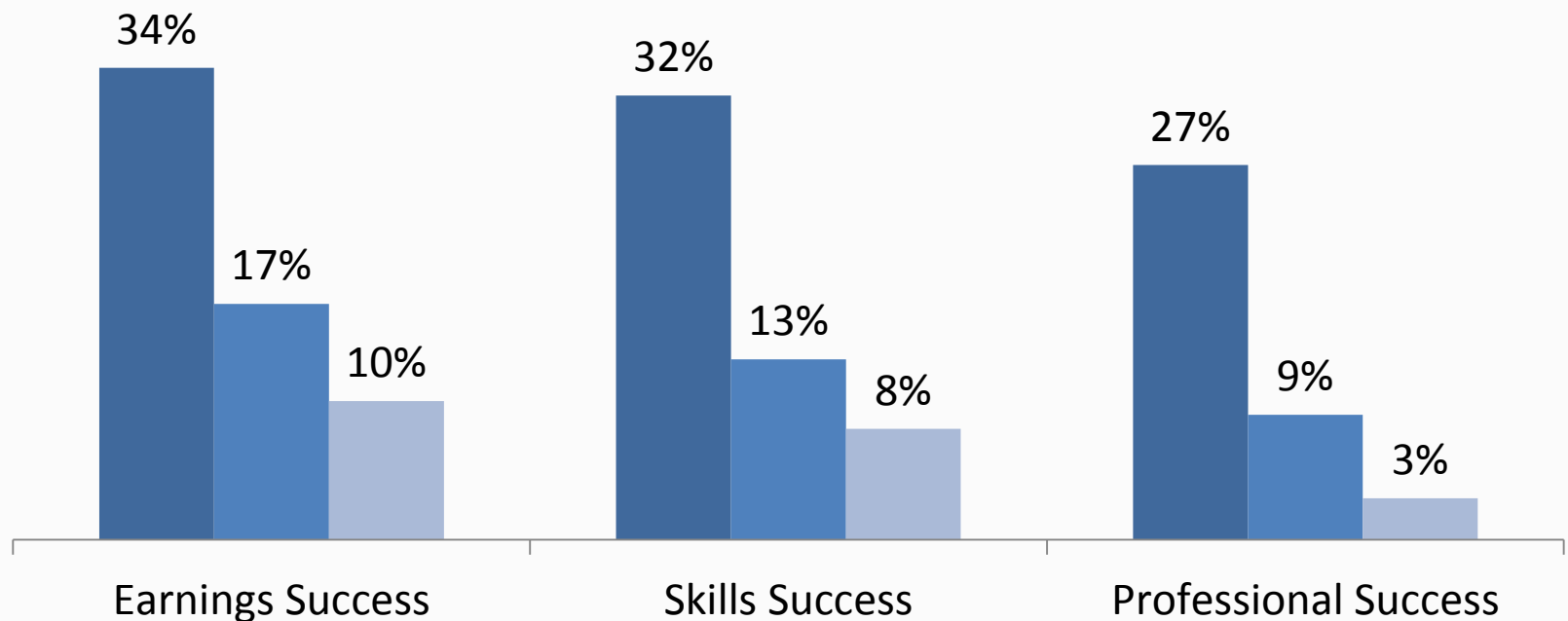
- **Social Capital** is Powerful
- **“Made in America”** Stamp Boosts Employability
- English **REALLY** Matters



English Really Matters

Success for Non-Native English Speakers

- Speak English "Very Well"
- Speak English "Well"
- Speak English "Not Well"



Johan Uvin



**Deputy Assistant Secretary, Delegated
the Duties of the Assistant Secretary,
U.S. Department of Education, Office of
Career, Technical, and Adult Education**

The background of the slide features a large, semi-transparent seal of the U.S. Department of Education. The seal is circular and contains a central figure of a woman holding a book, surrounded by a laurel wreath. The text "DEPARTMENT OF EDUCATION" is visible at the top, and "UNITED STATES OF AMERICA" is visible at the bottom. A star is positioned to the right of the central figure.

Supporting the Success of Skilled Immigrants

Johan Uvin

Office of Career, Technical and Adult Education
U.S. Department of Education

April 14, 2016

Importance of Supporting Skilled-Immigrants

Immigrants

- Building the infrastructure to integrate these individuals into the workforce will help increase their productivity and household earnings.

Employers

- Dismantling the numerous barriers facing underemployed or mal-employed educated immigrants seeking re-entry into professional careers will address growing workforce shortages and lead to a labor pool with strong multicultural and linguistic skills.

Community

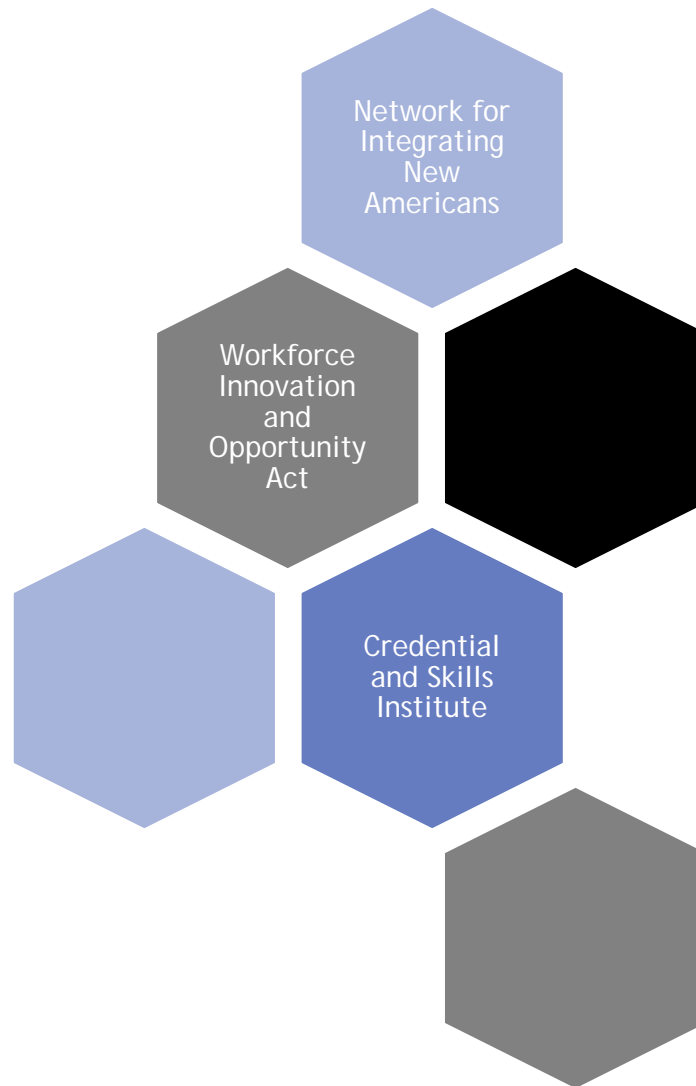
- Unemployment and mal-employment represents a missed opportunity to (1) leverage already trained professionals in areas where there may be a desperate need for them and to (2) advance the skills and contributions of those with lower workforce attachment levels and wages.

Possible Solutions

- Customized ESL programs, especially because the prevalence of mal-employment is lower among immigrants with greater English proficiency.
- Career pathways for foreign-educated immigrants.
- Accelerated training programs for foreign-born professionals.
- The increased use of skill-based assessments and hiring practices.



Ways to Implement Solutions



Network for Integrating New Americans (NINA)

Goal: Linguistic, Economic
and Civil Integration

Adult Education
System

Collective
Impact

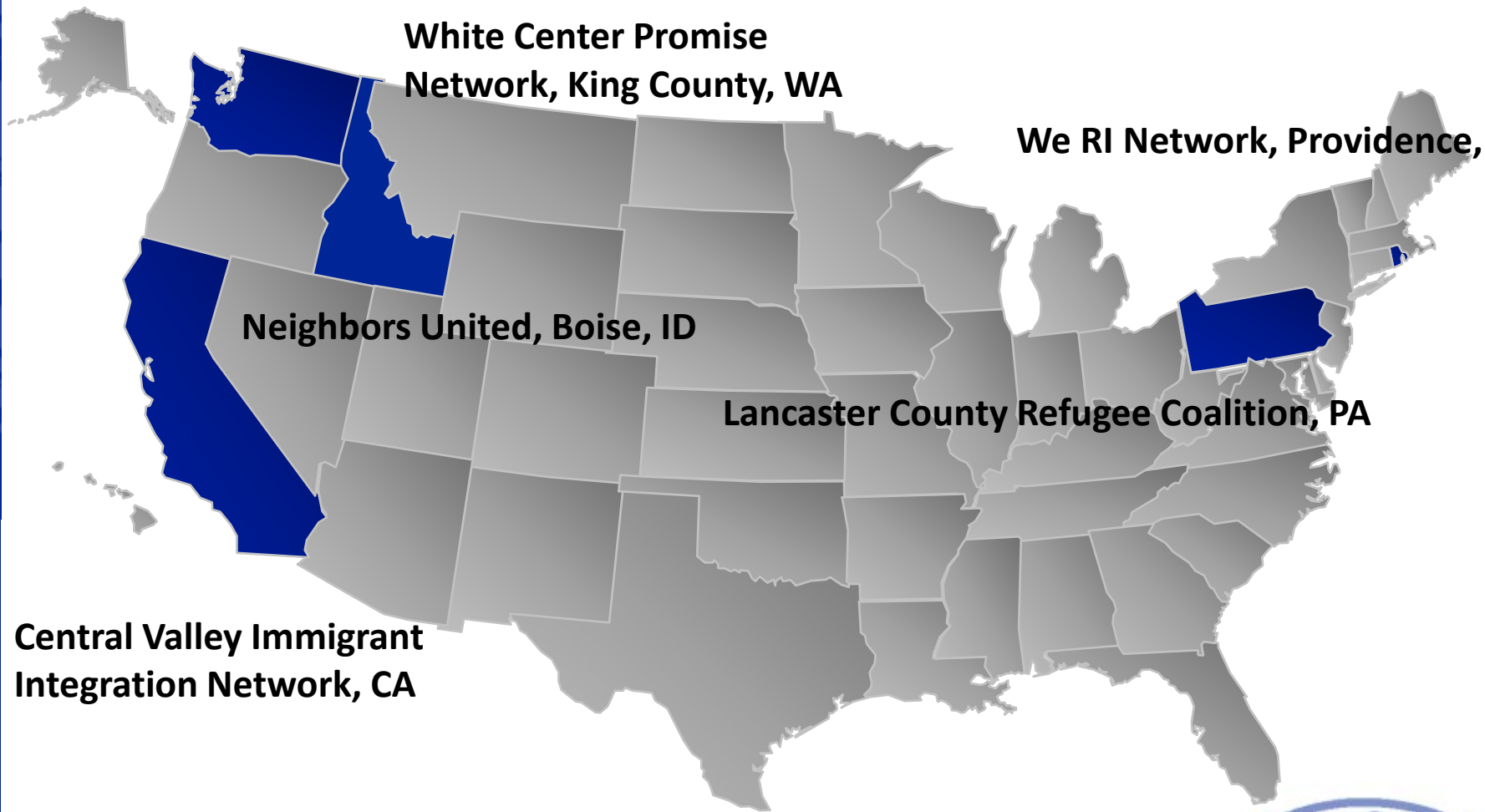
Place-Based
Interventions

Multisector
Approaches

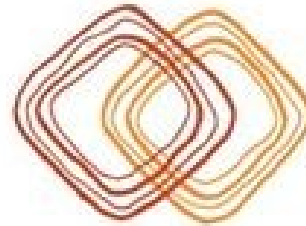
Mutually
Reinforcing
Activities



NINA Communities



Neighbors United in Boise, Idaho



GLOBAL
TALENT
IDAHO



Workforce Innovation and Opportunity Act

- Strengthens alignment between adult education, postsecondary education, and employers
- Formalizes the role of adult education in assisting immigrants and English language learners
- Expands the focus of English language learning by adding civic-related purposes
- Reinforces support to carry out integrated English literacy and civics education programs



What We're Seeing in States

- North Carolina plans to:
 - Capture important information about previous education and credentials as well as about their work experience
 - Develop an inclusive planning process with those who can address the immigrant students' immediate and long-term goals
 - Develop a series of formative assessments that are linked to coursework that gauge student readiness and language competence



WIOA Resources

- U.S. Department of Education
 - OCTAE
 - Website: <http://www.ed.gov/aefta>
 - Email: AskAEFLA@ed.gov
 - OSERS
 - Website: <http://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>
 - Email: RSA.WIOA@ed.gov
- U.S. Department of Labor
 - Website: <http://www.doleta.gov/WIOA>
 - Email: DOL.WIOA@dol.gov



Credential and Skills Institute

- **Who:** leaders from state and local workforce areas; adult and post-secondary education systems and institutions; representatives from departments of labor, licensing, and regulatory affairs; and immigrant serving organizations
- **What:** Peer-learning forum intended to help communities understand how policies and practices help or hinder credential attainment and recognition, and assist in developing strategies for how the public, private and nonprofit sectors can strengthen career pathways for skilled immigrants, particularly in the health care, IT, engineering, and education sectors.
- **When:** June 29, 2016
- **Where:** Washington, DC

Submit letters of interest to NewAmericans@who.eop.gov by May 1, 2016

<https://www.whitehouse.gov/blog/2016/03/30/calling-all-communities-participate-task-force-new-americans-national-skills-and>

More Ways to Implement Solutions



Kimberly Vitelli



**Deputy Administrator, ETA Office of
Workforce Investment, U.S. Department
of Labor**

What is the Workforce System?

Workforce^{e3}One

Find resources for Workforce System Success

www.workforce3one.org

The publicly-funded workforce system is a national network of state, regional, and local agencies and organizations that provide a range of employment, education, training, and related services to help jobseekers get the skills needed to obtain good jobs while providing businesses with the skilled workers they need to compete in the global economy.

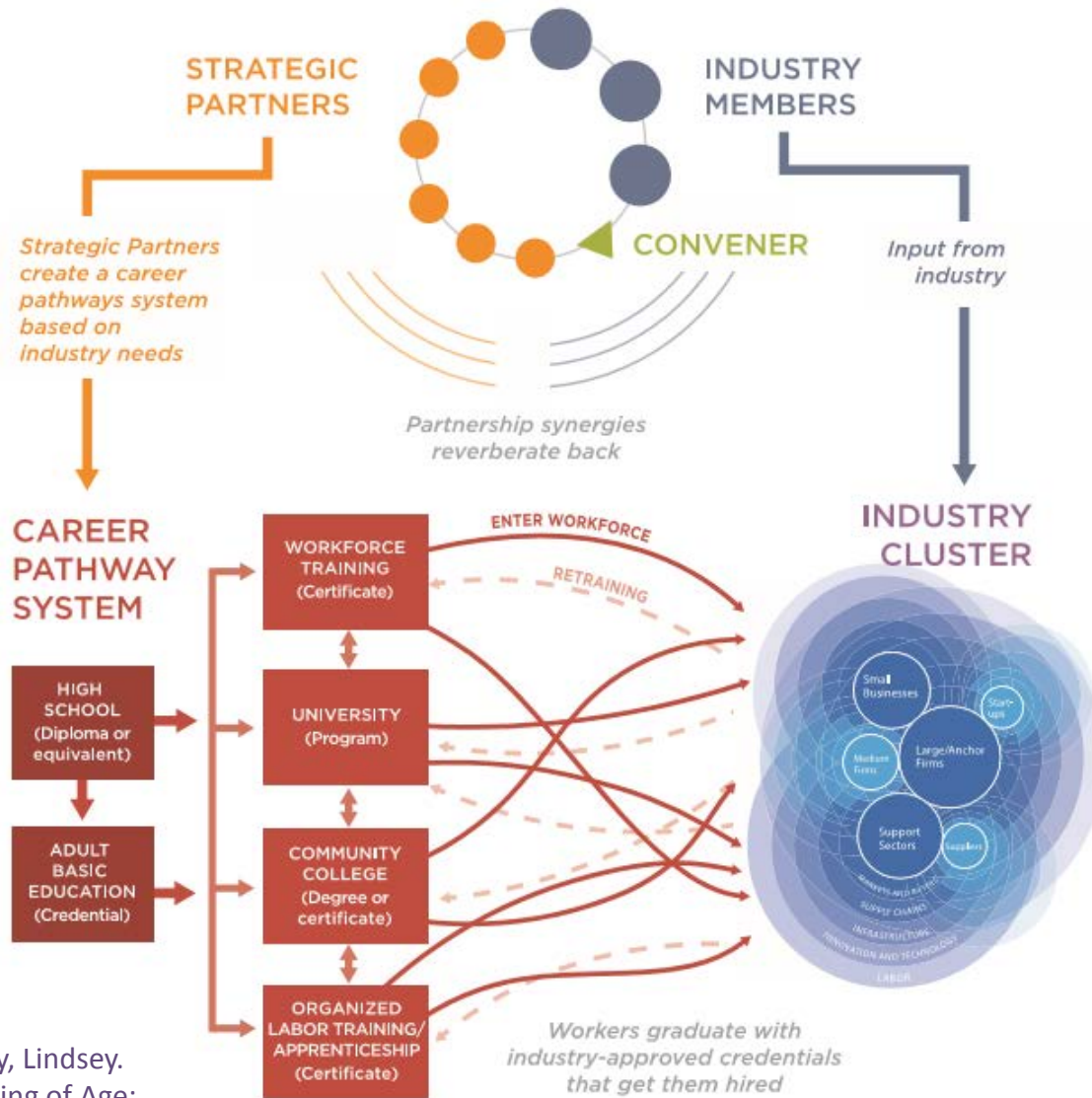
american**job**center



EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR

Innovation &
Opportunity
Network
Implementing WIOA

SECTOR PARTNERSHIP



Groves, Garrett and Woolsley, Lindsey.
"State Sector Strategies Coming of Age:
Implications for State Policy Makers."
National Governors Association, January
2013.

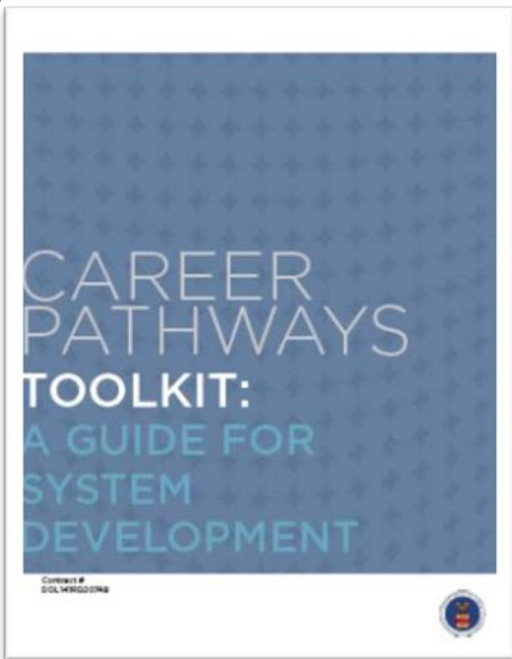
A clear sequence of education coursework and/or training credentials that:

- » Is aligned with the skill needs of regional industries
- » Includes the full range of secondary, adult education, and postsecondary education options
- » As appropriate, integrates education and training that combines occupational skills training with adult education services, gives credit for prior learning, and adopts other strategies that accelerate advancement
- » Includes curriculum and instructional strategies that contextualize learning
- » Leads to the attainment of an industry-recognized degree or credential
- » Includes academic and career counseling, and support services
- » Is organized to meet the particular needs of adults, with flexible and non-semester-based scheduling, and innovative use of technology

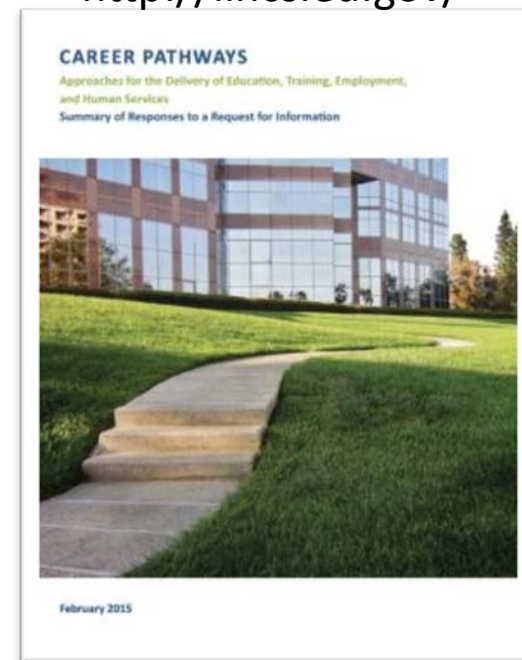


Coordinated TA Resources

<https://learnwork.workforce3one.org/>



<http://lincs.ed.gov/>



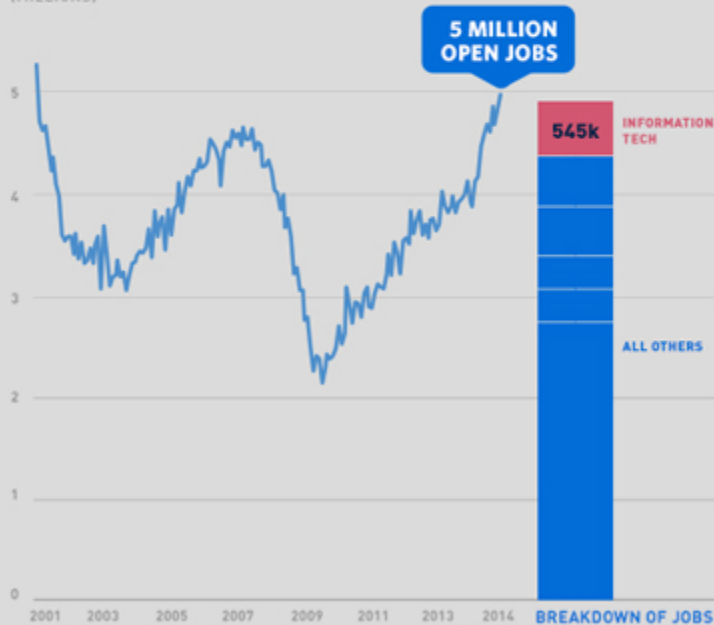
<https://cptoolkitcatalog.peerta.acf.hhs.gov>



AMERICA HAS MORE OPEN JOBS TODAY THAN AT ANY POINT SINCE 2001

Over half a million are well-paying jobs in information technology, more than any other major occupation.

OPEN JOBS
(MILLIONS)



SOURCE: BLS FOR TOTAL OPENINGS; BURNING GLASS FOR OCCUPATIONS

Training That Works

- Tech Hire Communities
- Employer Commitments
- Skill-Based Hiring
- Training Investments



Tech Hire Communities

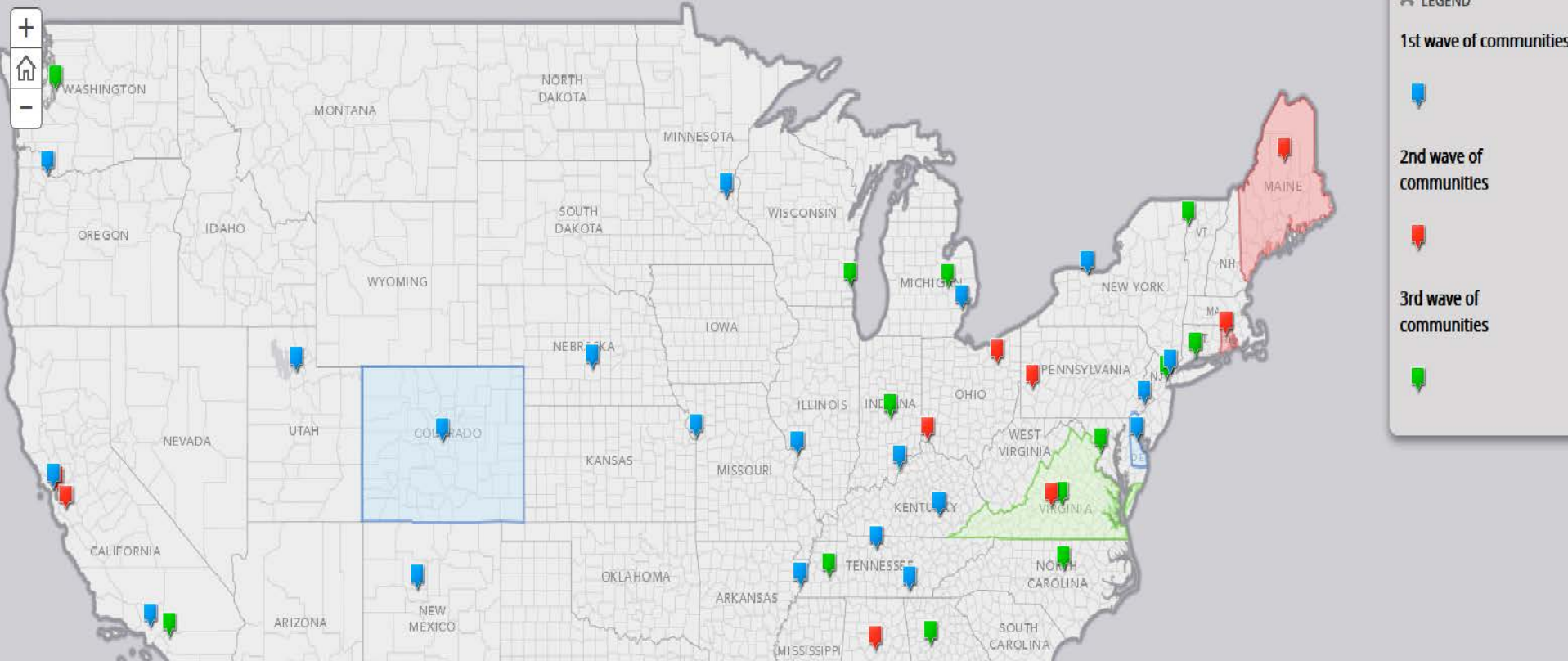
TechHire Jobs: Landscape and Growth

A story map     es

TechHire Community Activities

All Open IT Jobs in TechHire Communities

All IT Jobs in TechHire Communities



<https://www.whitehouse.gov/issues/technology/techhire>



EMPLOYMENT AND TRAINING ADMINISTRATION
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Implementing WIOA

Paul Feltman



Director, WES Global Talent Bridge

Robin Boggs



**US Corporate Citizenship Lead,
Accenture**

A photograph of two Accenture employees, a man and a woman, in a professional office setting. They are both wearing name tags and are looking at documents they are holding. The man is on the left, wearing a dark suit and tie. The woman is on the right, wearing a purple sweater. In the background, there is a wall with the Accenture logo and a modern office interior with wood paneling and recessed lighting.

High performance. Delivered.

Skills to Succeed
at Accenture

What is Skills to Succeed?

Corporate citizenship is central to our vision to improve the way the world works and lives, and it reflects our core values.

Skills to Succeed



Advancing employment and entrepreneurship opportunities for individuals around the world

OUR GOAL:

By the end of fiscal 2020, together with our strategic partners, we will target to:

- **Demand-led Skilling:** Equip more than 3 million people with the skills to get a job or build a business
- **Employment and Entrepreneurship Outcomes:** Increase our focus on the successful transition from skill-building programs to sustainable jobs and businesses, and improve our collective ability to measure and report on these outcomes
- **Collaboration for Systemic Change:** Bring together organizations across sectors to create large-scale, lasting solutions aimed at closing global employment gaps

Who is Upwardly Global

UpGlo's mission is to eliminate barriers for skilled immigrants and refugees and to integrate this population into the professional U.S. workforce.



UpGlo By the Numbers:

- UpGlo has trained more than **7,000** skilled immigrants from over **100** countries
- Placed over **3,300+** skilled immigrants with an average starting salary of **\$45K** with benefits
- UpGlo's 2015 alumni earned nearly **\$32M** in increased income through **701** new professional job placements
- UpGlo has offices in **4 locations** (SF, NYC, Chicago, and Silver Spring) and also serves job seekers **nationally** through its online training platform

Value to Accenture – Why Are We Involved?



Our People

4,500+ hours of in-person and virtual volunteering and **\$12,000+** raised through giving campaigns



Our Business

17 hires into consulting, technology, and corporate functions; **1 reskilling pilot** to train job seekers for in-demand digital skills

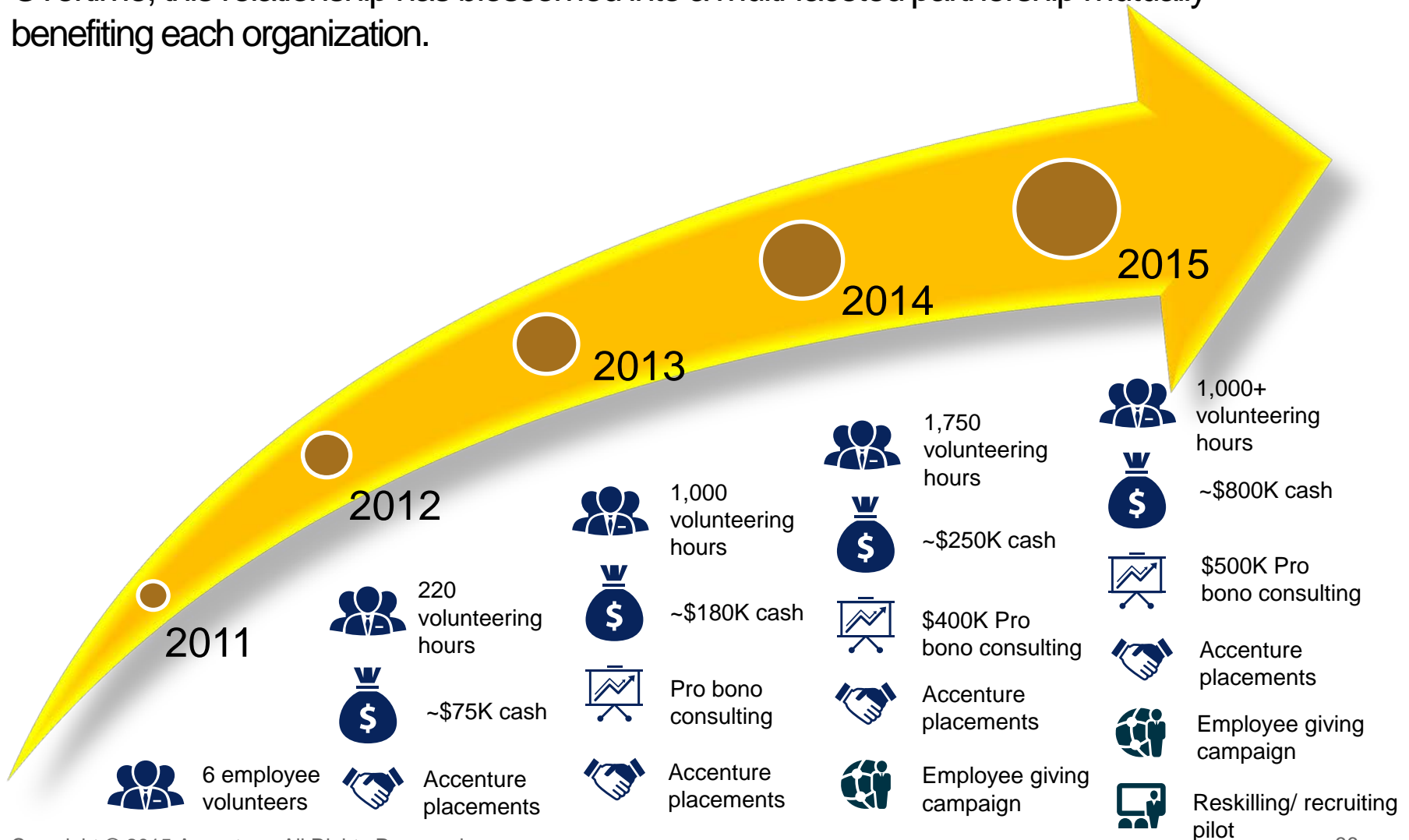


Our Community

3,300+ placements with average income gain of **\$45K***; Reduce talent waste while free up low-skilled positions for the right candidates

Our Partnership with Upwardly Global

Our partnership with Upwardly Global began in 2011 with just 6 Accenture volunteers. Overtime, this relationship has blossomed into a multi-faceted partnership mutually benefiting each organization.



Engaging Our People



Types of Engagement

- In-Person & Virtual Volunteer Events
- Mentoring Program
- Skilled-Based Volunteering
- Pro Bono Projects (funded by Accenture)
- Employee Giving Campaigns

“Upwardly global epitomizes why we all strive to live the American Dream... I was humbled by the impressive backgrounds of the job seekers and their enthusiasm to contribute and make a difference.... My personal assessment after participating in the day, was to simply reaffirm that immigrants offer experience and wisdom in creating a better future.

I am proud to be part of Accenture, a forward thinking company that welcomes AND celebrates diversity, our immigrants.”

-- Melissa Mule, Recruiting Specialist

Recruiting/ Integration Challenges for Skilled Immigrants

❑ Recruiting and Interview Process

- Getting first round interview is one of the largest hurdles for candidates with only international experience
- Number of interviews can be overwhelming
- US phone versus in-person interview expectations are different and location of in-person interviews may be challenging
- Language and written/ verbal communication skills may impact perception of qualifications



❑ Workplace cultural challenges

- Adjusting to virtual work environment takes time
- Consulting industry with constantly changing teams
- Differences in cultural norms (i.e., sharing personal affairs at work, respect of authority, hierarchy, etc.)



❑ Overall, our skilled immigrants hires integrate and add value quickly!

Advice for the Field



CBOs & Workforce

- Best entry-point is population and goal dependent, i.e., youth tend to attract CC attentions, adults could resonate with HR
- Solicit a business executive as ambassador is key to opening doors
- Be local, flexible and available

- Find a passionate business executive sponsor
- Fund a dedicated team to manage and expand client relationships
- Engage HR to drive placement



Employers

Claudia Green



**Executive Director, English for New
Bostonians**



english for **NEW
BOSTONIANS**

english works

Shared Investment,
Mutual Opportunity

ENB's mission is to increase access to high-quality ESOL classes for adult immigrants.



Key Programs/Areas of work:

1. Grantmaking (Expansion Grants, Emerging Program Grants and special initiatives including ESOL for Parents, ESOL for Entrepreneurs)



2. Capacity-building: Technical assistance and training for program staff



3. Statewide English Works Campaign calling on public and private sector to invest in high-quality ESOL system serving immigrant workers, their employers and the Commonwealth of MA



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English Works Campaign

A unique statewide coalition of immigrant community leaders, labor unions, businesses, educators and advocates working together to increase the availability of English classes for immigrants in the Commonwealth

Three main goals:



1. Increasing business investment in ESOL
2. Public Policy Agenda
3. Capacity Development





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Engaging new partners and resources in our mission

- **Advocacy:** Highlight the critical role of immigrants; ensure resources support public-private partnerships.
- Promote use of the **MA Workforce Training Fund** (\$22 million) grants to employers to pay for incumbent worker training, including workplace ESOL.
- **Partner** with chambers, trade groups, workforce boards, technical trainers, unions, elected officials, community colleges, and media to connect with businesses.
- **Recognize employers** for their contributions, keep listening, create new opportunities to engage them.



MA Secretary of Labor and Workforce Development Rachel Kaprielian and Boston Mayor Martin J. Walsh present English Works Certificate of Recognition and citation from Governor Deval Patrick to Kayem Foods CEO Ralph Smith (second from right) and his staff.



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ESOL for Entrepreneurs Initiative

- Increases access to English classes for small business owners and employees
- Classes at time/locations convenient for businesses
- New contextualized curriculum covers:
 - Customer Service
 - Writing a business plan
 - Licensing
 - Marketing, social media
 - Banking and loan terminologies
- Immigrant entrepreneurs improve their English skills in order to:
 - Expand markets, grow businesses
 - Gain better access to business assistance resources
 - Improve computer skills
 - Help invigorate local economies





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ESOL-Small Business Partnerships

ESOL Provider	Business Partner	Industry
YMCA International Learning Center	Chelsea Chamber of Commerce	Storefronts, supplier, contractor, etc.
East Boston Harborside Community School	East Boston Main Streets	Storefronts, communications, house cleaners, aspiring businesses
Jamaica Plain Community Centers Adult Learning Program	Jamaica Plain Neighborhood Development Corporation	Home day care
Worker Education Program	SEIU Local 509	Home day care





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Supporting and expanding innovation in the field through grantmaking

- Identify needs and gaps through surveys and consultations with students, teachers and program staff
- Analyze ENB data, demographic and labor market trends
- Issue RFP calling for innovation in accelerating learning for targeted groups of learners
- Look for existing capacity, for example employer relationships



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Asian American Civic Association's New Roots Program



- Designed for students with bachelors degree or higher + professional work experience in STEM field in home country; SPL 5-6; some computer literacy

- Course combines

 - distance learning (Burlington English's occupational tracks)

 - Skype sessions

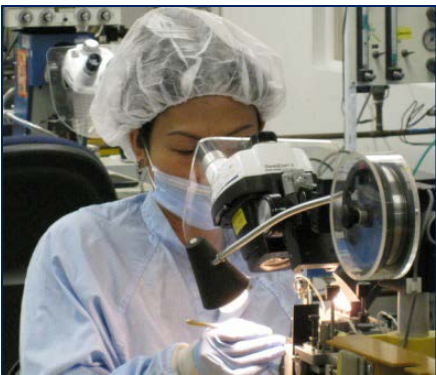
 - classroom learning

 - intensive work with employment counselor

 - mentors via Nat. Assoc. of Asian American Professionals

 - informational interviews

 - job shadowing



- Relies on AACA's extensive employer network.

- Goal is employment or entry into further education or skills training that will lead to re-employment in prior profession.



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Customized programming yields results

- Immigrants with BA or higher comprise 12% of ENB students. They are newer to U.S. and slightly younger.
- Customized programming (orientation to U.S. workplace, professional communication, and employer connections) results in high learning gains and faster employment.
- Loc Nguyen came to the U.S. with an MBA in IT Engineering Technology and 8 years' work experience. He studied basic English at another ENB program and was working in the Boston Globe mailroom. Since completing New Roots, Loc works full time in Tech Support at JVS and is enrolled at UMass Boston's College of Math and Science.



“My long term goal is to get a job in the Technology Industry as a Networking Specialist, in work that I love, and to be successful in life. From there I can contribute to the Technology Industry and help people’s lives.”

Hillary Gardner



**Director, Center for Immigrant Education
and Training & NYC Welcome Back
Center, LaGuardia Community College**



**CONTINUING
EDUCATION**
People, Changing

- Large, urban campus in the most diverse US county (Queens)
- 20,000 credit enrollments
- 58,000 non-credit in Division of Adult & Continuing Education
- 60% of students foreign born
- 106 languages represented
- 79% report annual family incomes below \$25,000



LaGuardia's Center for Immigrant Education and Training

Grant-funded ESOL programs for low-income ELLs:

- ESOL Civics and ESOL for Immigrant Parents
- Contextualized ESOL

health careers, hospitality, retail, civic & parent engagement

- NYC Welcome Back Center
- NY-BEST Integrated ESOL Workforce Training

NCLEX nursing, EKG and phlebotomy, infection control, bookkeeping, USMLE Step 2 for physicians

NYC Welcome Back Center

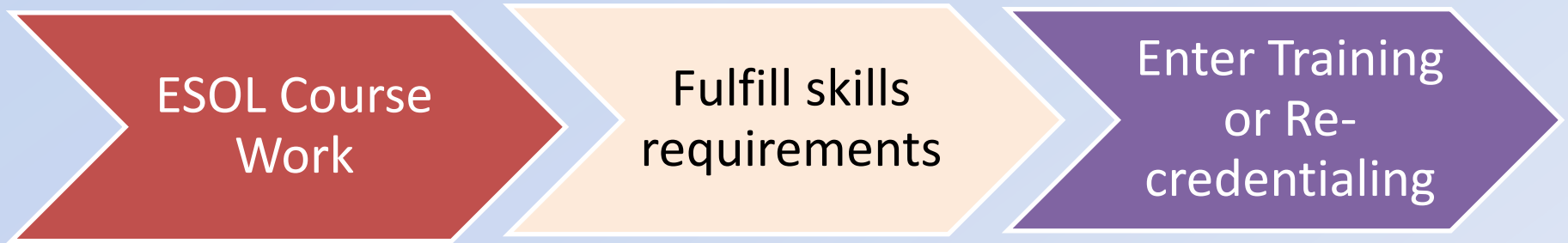
- Located within the Center for Immigrant Education and Training (CIET) at LaGuardia Community College
- Comprehensive services to help internationally trained healthcare professionals rebuild their healthcare careers in New York State
- Re-credentialing and career pathways advisement
- Language assessment and referrals
- Contextualized and NY-BEST integrated ESOL courses
- Job readiness and US workplace culture skills training

NYC Welcome Back Center Partners

- WorkForce1 Healthcare Career Center
- NYC Department of Small Business Services
- New York Alliance for Careers in Healthcare (NYACH)
- NYS Department of Education Office of Adult Career & Continuing Education Services
- Welcome Back Initiative



Traditional Educational Pathway for Skilled English Language Learners (ELLs)



Challenges:

- Length of time for ESOL proficiency development
- Gap between ESOL levels and entrance requirements for next step or training programs
- Persistence and transition challenges into further education or training
- Training program pedagogy and curricula may be lecture-based

Contextualized and Integrated ESOL Models

NY-BEST Integrated Models (team taught)

- NCLEX for ELL Nurses (LPN and RN)
- Medical Office Clinical Tech (phlebotomy/ EKG)
- ESOL for Bookkeepers: Accenture Skills to Bookkeeping Scholarship Program
- USMLE Exploration for ELL Physicians (Step 2 Clinical Skills with patients)

ESOL Bridge Models (contextualized)

- ESOL Bridge to Healthcare Careers
- Hotel T.E.A.C.H. for Hospitality with Sheraton Hotels
- ESOL Customer Service for Duane Reade, McDonald's
- ESOL Bridge to Infection Control

NY-BEST NCLEX

Demographics and Outcomes



- 98% retention rate over the last 6 years for intensive NY-BEST courses.
- 25% of students unemployed at intake.

- LPN English reading level (TABE) averaged 7th grade equivalent.
- LPN cumulative pass rate of 93%, double the national rate for immigrant professionals (46%).
- LPNs more than doubled wages (*120%*) from average of \$12.02 per hour to \$26.45 after the course.
- RN English reading level (TABE) averaged 8th grade equivalent.
- RN cumulative pass rate of 65%, double the national rate for immigrant professionals (32%).
- RNs more than doubled wages (*120%*) from average of \$11.61 per hour to \$29.00 after the course.

NYCWBC Success Story: Tsering



- Trained as a nurse in India
- Came to the Welcome Back Center and enrolled in the NCLEX-Licensed Practical Nurse (LPN) preparation course
- Passed NCLEX-PN exam
- Obtained her NY State nursing license and then subsequently also passed the NCLEX-RN exam.
- She is now working as a full-time Registered Nurse at a nursing home in Coney Island, Brooklyn

Q&A Session



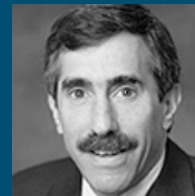
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Hillary Gardner
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Welcome Back Center, LaGuardia
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Colleen Mahar-Piersma,
Program Analyst, Division of Refugee
Assistance, Office of Refugee Resettlement
Administration for Children and Families
U.S. Department of Health and Human
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Stay Connected!

WES Global Talent Bridge and IMPRINT offer a quarterly webinar series . Upcoming topics include:

- English Matters – Improving Access to High-Quality ESL
- Strategies for Building Immigrant Social Capital
- “Made in America” Credentials to Support the Skilled Immigrant Workforce
- Career Pathways for Skilled Immigrants
- Funding Opportunities to Support Skilled Immigrant Integration

imprintproject.org/subscribe

Thank You!