Supporting the Success of Skilled Immigrants

April 14, 2016

Presented in partnership with
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

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

- Earnings Success: 34% (Speak English "Very Well"), 17% (Speak English "Well"), 10% (Speak English "Not Well")
- Skills Success: 32% (Speak English "Very Well"), 13% (Speak English "Well"), 8% (Speak English "Not Well")
- Professional Success: 27% (Speak English "Very Well"), 9% (Speak English "Well"), 3% (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
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

Workforce Innovation and Opportunity Act

Credential and Skills Institute
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

White Center Promise Network, King County, WA
Neighbors United, Boise, ID
Central Valley Immigrant Integration Network, CA
We RI Network, Providence, RI
Lancaster County Refugee Coalition, PA
Neighbors United in Boise, 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/aefla
    • 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](mailto: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](https://www.whitehouse.gov/blog/2016/03/30/calling-all-communities-participate-task-force-new-americans-national-skills-and)
More Ways to Implement Solutions

- Network for Integrating New Americans
- Workforce Innovation and Opportunity Act
- Credential and Skills Institute
- Upskill/Employer Initiatives
- TechHire
Kimberly Vitelli

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

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
Training That Works

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

TechHire Jobs: Landscape and Growth

https://www.whitehouse.gov/issues/technology/techhire
Paul Feltman

Director, WES Global Talent Bridge
Robin Boggs

US Corporate Citizenship Lead,
Accenture
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

* 2015 data
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

- 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
Claudia Green

Executive Director, English for New Bostonians
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
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
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.
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:
  o Customer Service
  o Writing a business plan
  o Licensing
  o Marketing, social media
  o Banking and loan terminologies
• Immigrant entrepreneurs improve their English skills in order to:
  o Expand markets, grow businesses
  o Gain better access to business assistance resources
  o Improve computer skills
  o Help invigorate local economies
## ESOL-Small Business Partnerships

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<thead>
<tr>
<th>ESOL Provider</th>
<th>Business Partner</th>
<th>Industry</th>
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<tbody>
<tr>
<td>YMCA International Learning Center</td>
<td>Chelsea Chamber of Commerce</td>
<td>Storefronts, supplier, contractor, etc.</td>
</tr>
<tr>
<td>East Boston Harborside Community School</td>
<td>East Boston Main Streets</td>
<td>Storefronts, communications, house cleaners, aspiring businesses</td>
</tr>
<tr>
<td>Jamaica Plain Community Centers Adult Learning Program</td>
<td>Jamaica Plain Neighborhood Development Corporation</td>
<td>Home day care</td>
</tr>
<tr>
<td>Worker Education Program</td>
<td>SEIU Local 509</td>
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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
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.
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
• 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 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
## Contact Information

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<tbody>
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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!