IMMIGRANT EDUCATION

American Council for Education
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DEMOGRAPHIC REALITIES

More than 1.3 million college-educated immigrants in the U.S. are unemployed or working in unskilled jobs. Many others also work well below their skill and educational level.

Migration Policy Institute, *Uneven Progress*, 2008
37.5 Million Immigrants in 2006: 12.5% of US Population

Over 40 Million (2010)
37.5 Million (2006)
13+ Percent (2010)
12.5% (2006)

Source: US Census Bureau’s data; Analyses by the Migration Policy Institute and the Urban Institute.
More States Feel the Impact of Immigration: Largest and Fastest-Growing Immigrant States

States with 1.7 million or more immigrants (2007)
States (ranked) with more than 200% growth (1990 to 2007)

Source: 2007 American Community Survey and 1990 Decennial Census.
© 2009 Migration Policy Institute.
37.5 Million Foreign Born in 2006

Source: Urban Institute estimates.
OPPORTUNITIES & NECESSITIES
Immigrant Integration

Immigrant integration is the two-way process by which immigrants and their children come to feel and be Americans, and by which American identity and culture expand to reflect each new generation of immigrants.

The set of policies and practices that promote the economic mobility and social inclusion of immigrants and their children in receiving countries and communities.
Challenges For Immigrant Students

• Difficulty gaining access to higher education
• Financial constraints
• Limited English proficiency
• Limited formal education
• Differences in culture/ expectations
• Family/work responsibilities
• Difficulty with credentialing experience/education from their home countries
• Minimal access to career pathways from ESL to job skills to employment
• Issues of documentation for approx 30% of immigrants
Challenges Facing Higher Education

• Rethinking how we meet the needs of immigrant populations, recognizing that they are not a monolith, and may need to address academic or language gaps; community colleges are positioned to address these needs.

• Responding to varying levels and needs of LEP and remediation.

• Creating career pathways that overlap ESL and workforce training—minimizing completion time.

• Developing new funding mechanisms to assist in tuition and program expenses.
Challenges Facing Higher Education
(continued)

• Creating new administrative practices; breaking down the silos and bureaucracy

• Assessing skills and strengths and designing appropriate programs to fill the gaps

• Taking the lead and reforming the credentialing process

• Fostering a climate within the college and the community that recognizes the importance of this work
Latest Developments in Meeting the Challenges and Embracing the Opportunities

- CCCIE
- ESL & Career Pathways
- The Gateway Center
- The Welcome Back Center
- The Davis Global Scholars
- Partnerships with CBOs
- IBEST
- The Dream Act
- Learning Communities
- World Education Services (WES)
- Cultural Responsiveness Pedagogy
Community College Consortium for Immigrant Education (CCCIE)

The mission of CCCIE 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 and services for immigrant students among community colleges around the country.

The Community College Consortium for Immigrant Education was founded in 2008 with financial support from the J.M. Kaplan Fund and is supported and hosted by Westchester Community College, in Valhalla, New York.
ESL and Career Pathways

LaGuardia Community College
Center for Immigrant Education & Training (CIET)

Housed in the Division of Adult & Continuing Education at LaGuardia Community College, the mission of CIET is to provide comprehensive educational and training programs designed to help low-income immigrant English language learners to improve their economic status and become effective participants in the life of New York City.

The programs combine English classes with services such as career exploration, job training and referrals for job placement and to community resources. The goal is to provide the support students require in order to overcome the multiple barriers that they face.

Source: http://www.lagcc.cuny.edu/ciet/
The Gateway Center

The Gateway Center at Westchester Community College will provide a forward-looking, practical, and effective educational venue, with a positive impact on the community and businesses, including:

- Preparing the 21st century workforce – providing businesses with skilled workers necessary for future economic growth
- Creating economic strength through higher earnings of people with higher education, providing capital for spending on goods and services
- Enriching our community by offering new Americans a gateway to success through education, language and culture
The Welcome Back Center Initiative

• The mission is to build a bridge between the need for more culturally and linguistically diverse health professionals and the untapped resource of immigrants trained in a field of health in their country of origin who are living in the US.

• Services include counseling and education to assist professionally trained individuals to enter the workforce

• The Welcome Back Initiative currently includes centers in California, Massachusetts, Rhode Island, Washington, Maryland, Texas, and New York
The Kathryn W. Davis Global Community Scholars Program

The Kathryn W. Davis Global Community Scholarship Fund brings together outstanding students from diverse backgrounds for education, international understanding, exchange and service.

Using the facilities of Westchester Community College and Westchester County, the Global Scholars Program provides an exceptional educational and personal growth experience, as well as the rich cultural, artistic, and business resources of the New York metropolitan area, while engaging the students in activities with a global perspective.

http://community.wccglobalscholars.net/
Partnerships with CBOs

An integral part of the equation, partnerships with CBOs assist in creating pathways for immigrants.

Westchester Community College partners with Neighbors Link and provides ESL classes for their clients. The mission of Neighbors Link is: “To strengthen our community by actively enhancing the healthy integration of recent Latino immigrants.”
Washington State began piloting an integrated approach to serving non-native English speaking students seeking workforce training. In the spring of 2004, the State Board for Community and Technical Colleges’ (SBCTC) Offices of Adult Basic Education and Workforce Education began a demonstration project at ten community colleges called Integrated Basic Education Skills Training (I-BEST). The intention of the ten demonstration projects was to test “traditional notions that students must first complete all levels of basic education before they can begin workforce training.” All of the demonstrations included an ESL component.

The I-BEST approach creates classroom teams of English as a second language (ESL)/adult basic education (ABE) instructors and professional-technical instructors, who co-teach an integrated course of language and vocational skills training at the same time.
The Dream Act

The Development, Relief and Education for Alien Minors Act (Dream Act) was introduced by Senators Richard Durbin-Illinois, Richard Lugar-Indiana, Rep. Howard Berman-California, and Lincoln Diaz-Balart-Florida. This federal legislation was re-introduced in March 2009; the legislation is still pending.

Under the provisions of the DREAM Act, undocumented young people could be eligible for a conditional path to citizenship in exchange for a mandatory two years in higher education or military service. Undocumented young people must also demonstrate good moral character to be eligible for and stay in conditional residency. At the end of the long process, the young person can have the chance to become an American citizen.

http://dreamact.info/
Learning Communities
Kingsborough Community College

Learning Communities began at Kingsborough Community College in 1995, and began with the Intensive ELI Program. In this program, ESL students take five linked courses: ESL, Speech, two Student Development courses, and a General Education course such as Psychology, History, or Sociology.

Another learning community, the Opening Doors Program, grew out of a Perkins Grant project which started in 2001. Currently, Opening Doors Learning Communities, offers 30 learning communities each semester and serves over 1,200 incoming freshmen annually. In this program, three courses - English, Student Development, and a General Education course - are linked

http://www.kingsborough.edu/faculty/learning_communities/index.htm
World Education Services (WES)

WES provides a web portal to obtain trusted, accurate research and intelligence about foreign academic credentials, institutions and trends.

WES evaluates and compares credentials from any country in the world to their U.S. equivalent, and generates reports that are widely accepted and trusted.

http://www.wes.org/
The influx of immigrants from nonwestern nations is causing educators to rethink how to best educate with pedagogy that is sensitive to and representative of the diverse cultures, nationalities and world views of “the current wave” of immigrants. While many have called for a “culturally responsive pedagogy” there are few models available for how to best accomplish this.

Culturally Responsive Pedagogy (cont.)

The question is... How do we “make learning meaningful for those who had their early learning socialization in a nonwestern country?”

Nonwestern education has a “collectivist orientation” as compared to the individualist orientation of western education

Sociocultural theory links cognition with a social dimension and stresses the interaction of social, cultural-historical, and individual factors

Culturally Responsive Pedagogy (cont.)

Rather than planning for a “generic adult learner,” educators are working to develop culturally sensitive learning practices that:

- Integrate nonwestern knowledge into the curriculum
- Acknowledge cultural differences among immigrant groups
- De-emphasize assimilation in the curricula and in institutional practices
- Foster inclusive learning communities
- Consider the early schooling socialization of immigrant groups

The Gateway Center at Westchester Community College