

ARUCC

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# CIITE: Systemic Change in Ontario's Colleges and Institutes

## Part 1

  
Colleges Integrating  
Immigrants to Employment



## Presentation Description

Colleges are increasingly becoming access points for Internationally Trained Immigrants (ITIs) who wish to receive training for the Canadian workplace. In order to effectively serve this student population, colleges require changes to system processes and practices. Launched in 2005, CIITE Phase 2 projects have focused on processes, tools, and services. This session will share research, findings and implementation of best practices for creating new pathways for ITIs. The focus will be on the following CIITE initiatives: Advising, Credential and Competency Assessment.



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# Presentation Summary

- Immigrants and Colleges
- Colleges as a Pathway to Employment
- Why CIITE? – Addressing Barriers to Advancement
- CIITE Overview: Vision and Objectives
- CIITE Phase 2 Results
- Phase 3 – Implementation of Best Practices: Creating New Pathways for ITIs
  - Advising
  - Credential Assessment
  - Competency Assessment



## Immigrants and Colleges

### **A recent survey of immigrants indicated:**

- An estimated 66% of new immigrants plan to pursue further education or training upon arrival in Canada \*\*.
- 43% of immigrants have enrolled in at least one training program in Ontario, including language training (68%), post-secondary courses (23%) and job-related courses (9%). \*\*

\*\* Statistics Canada, Longitudinal Survey of Immigrants to Canada: Process, progress and prospects. Catalogue no. 89-611-XIE, October, 2003.



## Immigrants and Colleges

**A large percentage of immigrants with postsecondary education are choosing Ontario Colleges as a pathway to employment:**

- Over 15,000 internationally trained immigrants (ITIs) apply to Ontario colleges annually.
- Over 6,000 new full-time ITI registrations annually.
- Estimated 57,000 immigrants are enrolled in full-time, part-time and continuing education college programs (number is likely considerably higher but current data collection methods do not capture annual CE registrations).

\*\* Statistics Canada, Longitudinal Survey of Immigrants to Canada: Process, progress and prospects. Catalogue no. 89-611-XIE, October, 2003.



# Colleges as a Pathway to Employment

## Immigrants choose colleges because they....

- Complement the foundational and theoretical international degrees/credentials with Canadian occupation-specific training and skill development.
- Provide the “Canadian work experience” that potential employers require through field placements/co-op/internships, etc.
- Are being re-structured to meet specific needs; e.g., bridging programs, fast-track, post-graduate certificates.
- Provide numerous supports and services along the continuum of immigrant needs, providing one-stop service
- Have well-established partnerships with industry associations, employers and the community

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## Why CIITE? – Addressing Barriers To Advancement

### Historically...

- Existing systems and processes were structured and funded for an “Ontario” student
- Existing services programs and systems were fragmented, inconsistent and provided limited access
- Immigrant clients with diverse prior learning, credentials and experience were required to make significant adjustments to understand and use provincial educational systems and services

**Need for change led to CIITE**



# Colleges Integrating Immigrants to Employment (CIITE)

## *Vision*

Internationally trained immigrants have access to programs and services in the Ontario college system that build on their qualifications and expedite their securing employment in their field of expertise or in a related field.

## Colleges Integrating Immigrants to Employment (CIITE)

**Objective:** To improve the support structures and services colleges provide to skilled immigrants.

**Focus:** The development and implementation of systemic solutions to address barriers to immigrants' rapid entry into the workplace.

**Result:** Improved services for skilled immigrants and more effective integration into the work force.

## Colleges Integrating Immigrants to Employment (CIITE)

- Supported over 4 years by two Ministries of the Government of Ontario:
  - Ministry of Citizenship and Immigration (MCI)
  - Ministry of Training, Colleges and Universities (MTCU)
- Developed, led, and implemented by Ontario colleges
- A multi-phased strategy for modifying and refining systems, programs and structures of the Ontario college network



## CIITE Progression

**Phase 1:** December 2003 – December 2004  
Identify barriers ITI's face in college system

**Phase 2:** September 2005 – December 2007  
Develop and test selected immigrant focused practices and services in the college system

**Phase 3.1:** April 2008 - March 2009  
Implement immigrant focused practices and services in the College System



## Impact of CIITE on Colleges

- Provided a vision
  - Engaged colleges
  - Transitioned to a framework of change
  - CIITE encourages collaboration and systemic change among all colleges
  - Motivation and drive towards systemic change
  - Firmly embedded in College strategic plans and multi-year agreements with MTCU
  - Expanded college profile community
- **ITI population has taken on significant importance in Ontario colleges**



## Phase 2 Results

- 1, 165 ITIs received Advising. Advising Resources, and Data Collection Tool built
- Admissions application process to college more responsive to ITI needs/situations
- Improved language assessment and delivery capability through:
  - Adoption of CLB as a common framework
  - Program benchmarking - 126 college staff trained, 39 programs benchmarked
  - Commonly used language tests benchmarked using the CLB (IELTS, CAAT, Accuplacer, CAEL, CAT/2, CLBPT). CLBPT administered using 260 students in 32 post-sec programs



## Phase 2 Results (cont'd)

- Consistent, efficient process for recognition of international credentials piloted
  - Record of Education & Experience
  - Ontario Colleges' Guiding Principles for the Recognition of Previous Learning
- Competency Assessment designed in a regulated (Respiratory Therapy) and unregulated (Mechanical Engineering Technologies) profession to be piloted in Phase 3



## Phase 2 Results (cont'd)

- Job Connect program effectiveness for immigrants evaluated and revisions to the program recommended
- Revised Continuing Education Provincial Survey to identify and track ITIs in Part-time and Continuing Education.





## Phase 2 Reports & Tools Available

*Language Benchmarking at Ontario Colleges: A Guide to Program Benchmarking using the CLBs*

*Advising Internationally Trained Immigrants: A Guide for Ontario Colleges*

*Advising Internationally Trained Immigrants: Data & Key Findings*

*Report: Analyzing the International English Language Test (IELTS) in relation to the CLB 2000*

*Report: Analyzing Language Tests in Ontario Colleges in relation to the CLB 2000*

*Report: The Recognition of International Credentials in Australia and the United Kingdom*

Phase 2 Final Report

Project Reports





## CIITE Phase 3

PHASE 3	PROPOSED
Length	3 years (April 2008 to March 2011)
Number of colleges	24 colleges (varying levels of engagement based on ITI student population needs)
Number of ITIs impacted	60,000+ annually

## Phase 3.1 Projects: ITI Advising

**Objective:** Launch pre-entry ITI advising in 13 Ontario colleges (20 FTE ITI Advisors). Implement all-college training and an advising database and advising tools.

### Activities

- Hire, train, and support 20 ITI Advisors (full-time equivalent)
- Deliver pre-entry advising services to over 1,800 ITIs in participating Ontario colleges
- Develop and use “Pathway to Employment Plans”
- Track all ITIs who use these advising services via an upgraded database
- Compile and analyze data to improve service delivery



## Benefits of ITI Advising

Beneficiary	Description of Benefits
ITIs	<ul style="list-style-type: none"> <li>• Access to Advisors knowledgeable in ITI needs</li> <li>• More informed program choice and career decisions</li> <li>• Reduced and more effective time spent in the college system</li> <li>• Faster pathway to employment</li> <li>• Employment commensurate with prior learning and experience</li> </ul>
Colleges	<ul style="list-style-type: none"> <li>• Recruitment tool for college entry</li> <li>• Community leadership</li> <li>• Improved student satisfaction</li> </ul>



## CIITE Phase 3.1 Projects: Credential Recognition

**Objective:** Implement the *Record of Education & Experience (REE)* in 4 Ontario colleges to create a standardized format that will be used to assess academic recognition and which can be understood and used by ITIs, colleges, and credential evaluation agencies.

### Activities

- OCAS, in cooperation with 4 Ontario colleges and Ontario credential evaluation services, develop technical requirements to implement an online database of the *Record of Education and Experience*.
- Colleges conduct required changes to Student Information Systems in order to download the REE.
- Pilot the database in 4 Ontario colleges
- Communicate and promote REE to regulatory bodies, professional associations, governments and employers



## Benefits of Credential Recognition

Beneficiary	Description of Benefits
<b>ITIs</b>	<ul style="list-style-type: none"> <li>• Clear, consistent process which places skills and knowledge into a portable document.</li> <li>• Improved and consistent recognition of previous education across Ontario colleges.</li> <li>• Reduced and more effective time spent in the college system</li> </ul>
<b>Colleges</b>	<ul style="list-style-type: none"> <li>• Receipt of credentials that have been evaluated by an evaluation service provider, and a standardized layout for assessing credentials and experience.</li> <li>• Community leadership</li> </ul>



## Phase 3.1 Projects: Competency Assessment

**Objective:** Develop competency assessments as a model for timely, practical assessment of an individual's skills and experience. Pilot in two professions: Respiratory Therapy (regulated) and Mechanical Engineering Technology (unregulated).

### Activities

- Develop and validate competency standards and tools for testing for a Respiratory Therapist (RT) competency assessment.
- Develop and validate competency standards and tools for testing for a Mechanical Engineering Technologist (MET) competency assessment.
- Pilot test the RT competency assessment in four Ontario colleges.
- Pilot test the MET competency assessment in eight Ontario colleges.
- Track pilot participants, costs and outcomes



## Benefits of Competency Assessment

Beneficiary	Description of Benefits
<b>ITIs</b>	<ul style="list-style-type: none"> <li>• Access to competency assessment</li> <li>• Receive guidance on how and where to obtain education to address unmet competencies</li> <li>• Reduced and more effective time spent in the college system</li> <li>• Faster pathway to employment</li> <li>• Employment commensurate with prior learning and experience</li> </ul>
<b>Colleges</b>	<ul style="list-style-type: none"> <li>• Community leadership</li> <li>• Improved student satisfaction</li> <li>• Recruitment tool for college studies</li> <li>• New service for revenue generation</li> </ul>





## Questions

What similar initiatives are you working on at your institution?

What best practices can be shared?

How do the recommendations and work of CIITE relate to your own institutional practices?