

# Effective Practices

## ***Internationally Trained Professionals in Ohio***

Internationally trained professionals (ITP) are individuals who have obtained post-secondary education and professional credentials in a country other than the United States. 38% of Aspire ESOL students have post-secondary education and training (FY25).

The following effective practices for programs, teachers and students provide evidence-based support for ITPs seeking to transfer their skills and credentials to a career.

### **Programs**

Internationally trained professionals (ITP) arrive with ambitions to find work that allows them to use the education and training they have already received in another country. Aspire Student Orientation is the program's first opportunity to learn about students' goals and begin to meet their needs.

#### ***Opportunities***

- ❖ Identify basic ITP information and introduce career pathway planning in Ohio.  
**Resource:** Student Orientation Handout
- ❖ Design specialized classes - Advanced ESOL, Bridge programming, Integrated Education & Training (IETs) - that target ITPs' academic needs and career goals.  
**Resource:** [UNLOCKING SKILLS](#)
- ❖ Employ trained career navigators and advisors.  
**Resource:** [The Role of Career Navigator in IELCE/IET Career Pathways](#)

### **Teachers**

“Advising and coaching students with foreign degrees and credentials is a complicated and highly individualized process. However, some guiding questions and best practices can be applied to all scenarios.” (National College Transition Network, 2024)

#### ***Opportunities***

- ❖ Assist setting SMART career goals.  
**Resource:** [Setting SMART goals for personal and professional development](#)

- ❖ Provide contextualized curriculum and targeted instruction.  
**Resource:** Instructional companion, [Workforce preparation activities](#)
- ❖ Learn about serving ITPs and organizations that assist.  
**Resource:** [Internationally Trained Professionals](#), [What Adult Educators Need to Know About Serving Skilled Immigrants](#)

## Students

Licensure pathways for ITPs are state-specific. Transferring foreign degrees and credentials is not a simple process and can be overwhelming. It may involve more time, effort, and money than expected.

### *Opportunities*

- ❖ Research the process in Ohio for the identified goal.  
**Resource:** [Guidance for ITPs in 5 Steps](#)
- ❖ Explore career ladders for employment options while working on long-term goals.  
**Resource:** [Career Clusters](#), [Immigrant Job Opportunities: Map To Success](#)

## Additional Information and Resources

### *Opportunities*

#### Online Courses

- ❖ Self-directed professional development located in the PDN Moodle.  
**Resource:** [Internationally Trained Professionals](#)

#### Instructional Resources

- ❖ Free instructional resources for ESOL teachers and students.  
**Resource:** [Teacher Resources – ESOL](#) at [ohioaspire.org](http://ohioaspire.org)

#### References:

McHugh, Margie and Madeleine Morawski. 2017. [Unlocking Skills: Successful Initiatives for Integrating Foreign-Trained Immigrant Professionals](#). Washington, DC: Migration Policy Institute.

National College Transition Network. [Advising Students with Foreign Degrees and Credentials](#), 2024.

Scherer, Dani and Stadd, Jessie. [Serving Internationally Trained Professionals in IELCE Activities](#). Enhancing Access for Refugees and New Americans. LINCS Federal Initiative.

[Upwardly Global](#) national nonprofit dedicated to helping immigrants, refugees, and asylees with professional credentials restart their careers in the U.S.

[World Education Services \(WES\)](#) international credential evaluation services.