

Arizona Refugee Resettlement Statewide Strategic Plan

2014-15

I. Introduction

The United States Congress passed the Refugee Act of 1980 (Section 411. [8 U.S.C. 1521]), which codified the United States' historic policy of aiding individuals fleeing persecution from their homelands. The purpose of the Federal Refugee Resettlement Program is to effectively resettle refugees and assist them to achieve economic self-sufficiency as quickly as possible after arrival in the United States. Since the inception of the program in 1978, over 63,000 refugees have made Arizona home.

A "**refugee**" is primarily defined in the Immigration and Nationality Act as, "any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return, and unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group or political opinion." Asylees, Cuban/Haitian entrants, certain Amerasians, Afghani and Iraqi Special Immigrant Visa holders, and victims of severe forms of human trafficking are among the other beneficiaries eligible for assistance and services under the Refugee Act.

The Arizona Refugee Resettlement Program (RRP) is 100% funded by the U.S. Department of Health and Human Services, Office of Refugee Resettlement (ORR). RRP supports refugees' journey on the path to becoming successful and contributing members of their new home and country. In accordance with the Refugee Act of 1980, the State Refugee Coordinator has the statutory responsibility and authority to ensure coordination of public and private resources in refugee resettlement in the state. For more information on the RRP, see Appendix A.

Recognizing that refugees face many obstacles and challenges to reaching the goal of self-sufficiency, the RRP, along with local organizations including Resettlement Agencies, Mutual Assistance Associations (MAAs), faith and community based organizations all participate in various capacities in the delivery of transitional benefits and services to assist refugees' adjustment to life in the U.S. These organizations have come together in quarterly meetings over the course of 2013 to engage in statewide strategic planning to focus and guide their collective efforts for calendar years 2014-2015.

II. Need and Opportunity

The goal of refugee resettlement is both defined and complex. It is defined in the respect that federal funding, regulations, and eligible activities for the program are specifically outlined and time limited. Resettlement is complex in that refugees face a wide variety of difficult

challenges in achieving self-sufficiency. These challenges include, but are not limited to, becoming familiar with their new country, securing an affordable place to live, learning about resources available to assist them in resettlement, finding and retaining employment, acquiring a new language, learning how to access medical services, and pursuing education for school-aged children. A myriad of additional social, emotional, legal, and cultural challenges associated with everyday living also come into play.

Each day, the agencies delivering services to refugees are faced with needs that exceed current resources; and refugees face challenges that fall both within and outside the scope of the current federal resettlement program. Working collaboratively on focused, coordinated service delivery to maximize the impact of refugee services is essential to helping refugees achieve self-sufficiency. Fulfilling this need within the parameters of the federal program guidelines is the focus of this statewide strategic planning effort.

In addition to meeting this need, the strategic planning process represents an opportunity to look optimistically and comprehensively at refugee resettlement efforts, and to share insights among partners from the State, agencies, refugees and stakeholders. In so doing, participants will build and strengthen refugee service delivery.

III. Purpose

The purpose of the Strategic Planning Process is to unite as a collaborative of community partners to develop and implement a two-year strategic plan regarded by all stakeholders as the roadmap to address local refugee resettlement priorities and accomplish measurable goals.

In pursuit of this purpose, we commit to:

- * advance the coordination, collaboration and impact of refugee service delivery
- * access mainstream or previously untapped community resources
- * meet the unique needs of various refugee groups as they pursue self-sufficiency

IV. Defining Local Priorities

Since 2010, a consortium of refugee resettlement service providers in Phoenix and Tucson, Arizona engaged in several collective pursuits to better inform resettlement service delivery. These endeavors include:

- Refugee Listening Sessions for 2010-2012

- 2011 RRP State Conference
- 2012 Pima Prevention Partnership Targeted Refugee Services Assessment
- March 2013 RRP Quarterly Meetings

Collectively, the results of these sessions, hereinafter referred to as the “source reports,” prompted a Statewide Strategic Planning effort to guide service delivery among resettlement agencies, and to broaden the reach of refugees to mainstream community services. These four endeavors serve as the foundation for the strategic plan. See Appendix B for more information.

Local Priorities Established

In reviewing each of the summaries from the sessions identified above, several recurring themes surfaced. These themes alluded to priority services, as well as cross-cutting administrative themes that the strategic plan should address.

The priority services identified as essential for successful resettlement include:

- Refugee Orientation Services
- Language and Literacy Support Services
- Employment
- Integrated Health Services
- Pre-Kindergarten (Pre-K) and Kindergarten through 12th grade (K-12) Education

These services represent the five Local Priorities which are the focus of the strategic plan.

Administrative Themes

In addition to these Local Priorities, several cross-cutting administrative themes emerged in the source reports. These include the need to:

- Overcome a “One Size Fits All” approach to refugee resettlement
- Assess if the right tools are in the refugee resettlement tool box (i.e. are the right programs and services available for refugees to achieve self-sufficiency)
- Clarify roles and responsibilities to avoid service gaps or duplications
- Improve communication among providers
- Identify/develop additional financial resources

These administrative themes apply to all of the Local Priorities and were contemplated throughout the Strategic Planning process.

V. Strategic Planning Elements

The Strategic Planning process is comprised of six major elements:

1. Local Priorities established by stakeholders
2. Steering Committee formed to guide planning efforts
3. Planning Sessions held on each of the Local Priorities
4. Draft plan review by the Steering Committee and stakeholders
5. Final plan issued and implementation launched
6. Quarterly assessments to assure progress and updates to keep stakeholders informed

Each of these elements is essential in the design and implementation of a collaborative statewide strategic plan. The timeline used to support these elements is as follows:

- March 2013 – Strategic Planning Overview at Quarterly Meetings in Phoenix and Tucson
- May 2013 - Steering Committee Organizing Meeting
- June 2013 - Tucson and Phoenix Planning Sessions on Orientation and Language/Literacy
- August 2013 - Steering Committee Mid-Point Review Meeting
- September 2013 - Planning Sessions on Employment, Integrated Health and Education
- October 2013 - Prepare draft plan
- November 2013 - Steering Committee Draft Review
- December 2013 - Stakeholder comment period, final plan development
- December 2013 - Present Final Strategic Plan at Quarterly Meetings
- January 2014-December 2015 – Implementation and Quarterly Assessment

Element 1 – Local Priorities

As noted previously, the five Local Priorities identified for this plan came from the recurring themes from Refugee Listening Sessions, the RRP State Conference, and a target study conducted by the Pima Prevention Partnership regarding refugee resettlement services. These sources serve as the foundation for the Strategic Plan because they identify the most important issues in refugee resettlement over the next two years from the perspective of various community agencies and a wide variety of refugees.

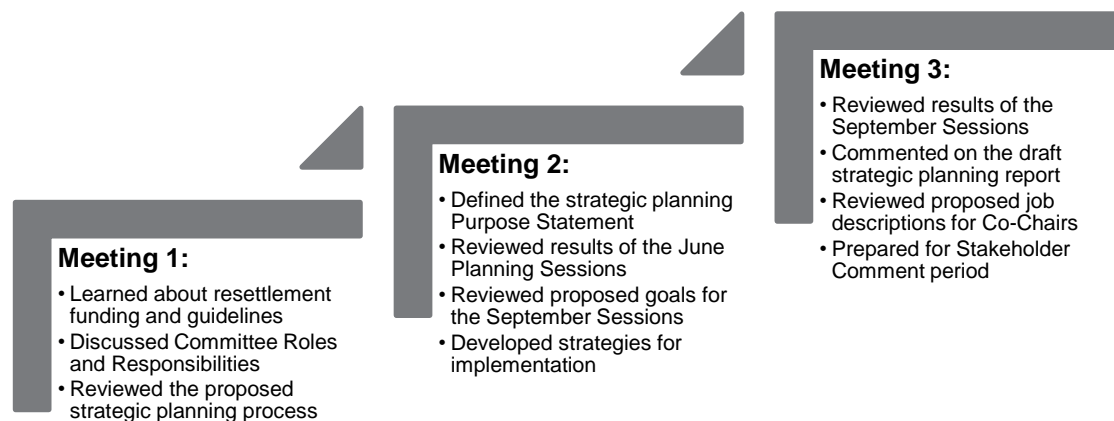
Element 2 – Steering Committee

The State RRP requested volunteers interested in serving on a Steering Committee to help guide the strategic planning process. A statewide request was made to a diverse cross-section of stakeholders, and a total 20 individuals were asked to participate. See Appendix C for a list of Steering Committee Members and related materials.

The role of the Steering Committee is to:

- Represent a cross-section of stakeholders in refugee resettlement
- Establish the statement of purpose for the strategic planning process
- Provide input on the approach to the strategic planning process and its proposed implementation strategies
- Actively participate and encourage others to participate in strategic planning
- Review and comment on the draft report
- Garner support and buy-in for the plan's successful implementation

The Steering Committee convened on three occasions to shape the strategic planning process, develop the implementation strategy, and review the draft report. The steps in this process were as follows:



The Steering Committee proved invaluable to the process, providing astute input from both a big picture and front-line perspective, and from the agency, community and refugee viewpoint. Their leadership was essential for the success of the project, and their guidance is reflected throughout this strategic planning report.

Element 3 – Planning Sessions

Planning Sessions were held in both Phoenix and Tucson at the June and September 2013 Quarterly Meetings (See Appendix D). In June, stakeholders were invited to offer their input on two Local Priorities including Refugee Orientation Services and Language and Literacy Support Services. Over 200 stakeholders participated in these sessions. In September, approximately 150 participants offered their ideas on the Local Priorities of Employment, Integrated Health, and Pre-K/K-12 Education.

Breakout sessions were offered on each Local Priority. In each session, key issues identified in the source reports were shared and prioritized. Goal statements were developed based on the

prioritized issues identified. In addition, small groups were formed around each goal. These small groups drafted possible objectives, performance measures, milestones and responsible parties for consideration.

After the June and September Planning Sessions, the draft goal worksheets developed in small groups were reviewed, analyzed and compiled. In several instances the goals and objectives proposed from various small groups had many similarities. Where that was the case, proposed goals and objectives were combined to avoid duplication of effort in implementation. The resulting proposed goals, objectives, milestones, measures and responsible parties defined are reflective of the input gathered in both Tucson and Phoenix, and can be found in Appendix F.

Element 4 – Draft Review

A draft of the strategic plan was developed and shared with RRP, the Strategic Planning Steering Committee and the stakeholders at large for review and comment. The input gathered is highlighted in Appendix E, and was taken into consideration when developing the final plan.

Element 5 – Implementation Strategy

As per the guidance of the Strategic Planning Steering Committee, Strategic Planning implementation will be the purview of ***the Refugee Services Consortium (the Consortium)***. The Consortium will be comprised of five Local Priority Teams under the guidance and leadership of the State Refugee Coordinator. The five Local Priority Teams will be assigned one priority area each, such as Employment or Integrated Health, and will focus on statewide implementation within that priority area.

Each Local Priority team will have Co-Chairs from Phoenix and Tucson and members from their respective cities. Co-Chairs will be selected based on a nominating process. Stakeholders may nominate themselves or others for consideration. The Steering Committee will convene in January 2014 to consider the nominations submitted, and recommend Co-Chairs for each Local Priority. The State Refugee Coordinator will contact the Co-Chairs to confirm their availability to lead their teams.

An RRP staff person will provide operational support to each Local Priority Team, such as assisting the Co-Chairs with agenda preparation and distribution, coordinating meeting logistics, and assuring meeting notes are completed timely. Participation on the Local Priority Teams will be open to interested parties and developed by the Co-Chairs, under the guidance of the State Refugee Coordinator.

Teams will meet and/or teleconference on a regular basis to assure progress. As recommended by the Steering Committee, team meetings should be held at convenient times for participants with alternate work schedules, and in locations accessible to those who may have limited

transportation. Team members should be knowledgeable of various refugee cultures, and lend expertise and resourcefulness to the process. Subcommittees may be assigned to meet on an ad hoc basis if needed, at the discretion of the Co-Chairs, to address unique circumstances in Phoenix or Tucson, and/or to focus on a particular task requiring special attention. On a quarterly basis, the State Refugee Coordinator will convene a meeting of the Co-Chairs from all five Local Priorities to update one another on the status of implementation and to assure coordination across Local Priorities.

Each Local Priority Team will be offered orientation and training on the parameters and current status of the federal program so they can guide implementation accordingly. Teams will be expected to review the proposed goals, objectives, milestones, measures and responsible parties suggested in the planning sessions, included as Appendix F, and use that feedback to shape an action plan for accomplishing their charge. In some instances, the ideas proposed in the planning sessions may already be underway, or they may be unfunded, or they may be outside the parameters of the federal resettlement program, or they may be potentially infeasible within a two year period. It will be up to each Local Priority Team to shape the feedback offered through the planning sessions into a workable, cohesive and compliant action plan. To inform these efforts, the Local Priority teams will explore national best practices, as well as identify and highlight local best practices. The teams will also explore additional resources as needed to support their endeavors. Implementation efforts should support compliance with federal and state guidelines and regulations.

Implementation begins in January 2014, and continues through December 2015.

Element 6 – Assessment and Stakeholder Updates

Local Priority Teams will be responsible for finalizing performance measures and milestones for their priority area. On a quarterly basis, each Team will prepare and submit an update on the status of their action plan that is based on data collection and analysis. If implementation is falling behind within a certain arena, it will be up to the Co-Chairs to assess the situation and advise the State Refugee Coordinator on how to resolve the matter. Progress reports on Strategic Plan implementation will be shared with stakeholders on a quarterly basis via email and the web. Additionally, Local Priority Co-Chairs will present updates as part of the State's Quarterly Meetings to assure stakeholders are informed on plan implementation.

VI. Conclusion

Recognizing that the resettlement of refugees is the domestic completion of an international commitment to humanitarian protection, the success and sustainability of which rests largely

on the welcome and good will of local communities, this Strategic Planning process engaged the grassroots, collaborative efforts of a diverse group of stakeholders who united to strengthen refugee service delivery statewide. Over the next two years, with continued commitment and resolve, the Local Priorities established herein will be advanced through our shared interest, passion and actions for assisting refugees in becoming successful and contributing members of their new home and county.

VII. Appendices

- A. Arizona Refugee Resettlement Program Overview**
- B. Information on Source Reports for Local Priorities**
- C. Steering Committee Members and Meeting Agendas**
- D. Planning Session Agendas**
- E. Stakeholder Comments on the Draft Plan**
- F. Proposed Goal Worksheets**

Appendix A

Arizona Refugee Resettlement Program Overview

- Began in 1978 as the Indo-Chinese Refugee Program.
- RRP took its present form through participation in the United States Refugee Resettlement Program as established by the Refugee Act of 1980. Over 60,000 refugees and other eligible beneficiaries have made Arizona their home.
- In The Refugee Act of 1980, Congress codified and strengthened the United States' historic policy of aiding individuals fleeing persecution in their homelands. A "refugee" is primarily defined in the Immigration and Nationality Act as:
 - “any person who is outside any country of such person’s nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return, and unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group or political opinion.”
- RRP is 100 percent funded by the U.S. Department of Health and Human Services, Office of Refugee Resettlement (ORR).
- Asylees, Cuban/Haitian entrants, certain Amerasians, Afghani and Iraqi Special Immigrant Visa holders, and victims of severe forms of human trafficking are among the other beneficiaries eligible for ORR assistance and services.
- The Governor, in compliance with 45 CFR Part 400 § 400.5, designated the Department of Economic Security (DES) as the single state agency responsible for the administration of the state’s refugee resettlement program, managed under the State Refugee Coordinator. In accordance with the Refugee Act of 1980, the State Refugee Coordinator has the statutory responsibility and authority to ensure coordination of public and private resources in refugee resettlement in the state.

- The Federal Refugee Resettlement Program purpose is to effectively resettle refugees and assist them with achieving economic self-sufficiency as quickly as possible after arrival in the United States. Towards this end, RRP coordinates public and private resources to support refugees' journey on the path to becoming successful and contributing members of their new home and country.

RRP FUNDED SERVICE AREAS

Refugee Medical Assistance (RMA)

A federally funded, eight month maximum health benefit for newly arrived refugees and other eligible beneficiaries otherwise not eligible for AHCCCS (Arizona Medicaid).

Refugee Cash Assistance (RCA)

A federally-funded, eight month maximum need-based cash benefit for refugees and other eligible beneficiaries otherwise not eligible such as Temporary Assistance to Needy Families.

Unaccompanied Refugee Minors Program

Linguistically and culturally appropriate foster care designed to meet the needs of refugee children identified overseas by the U.S. Department of State without a parent or guardian and who are eligible for resettlement in the U.S., as well as other eligible children whose circumstances require foster care when family care is unavailable. The URM Program provides substitute living arrangements and culturally responsive services to achieve a balance between maintaining ethnic identity and adaptation to a new socio-cultural environment.

Refugee Program

Linguistically appropriate and culturally responsive refugee employment and case management services intended to best serve refugees with effective resettlement and achieving economic self-sufficiency as quickly as possible after their arrival in the United States. Services are prioritized by need categories and available for up to five years of an eligible beneficiary's arrival or grant of legal status in the United States.

English Language Training

English language training consistent with the National Teaching English as Second Language (TESOL) Standards that focuses on helping refugees acquire English skills necessary for obtaining and retaining employment.

Preventive Health Program

Improves the healthcare of refugees after their arrival in the U.S., by initiating surveillance activities to monitor medical conditions identified post-arrival and ensuring adequate follow-up of refugees with medical conditions identified overseas.

Refugee Behavioral Health Services

Linguistically appropriate and culturally responsive clinical behavioral health services for eligible beneficiaries, coupled with support for developing mainstream capacity to serve refugees' behavioral health needs.

Cuban and Haitian Refugees and Entrants

Case management, employment assistance and adjustment support for Cuban and Haitian refugees and entrants.

Services to Older Refugees

Educational and case management services and socio-cultural opportunities for elder refugees, including assistance with acquiring U.S. Citizenship. ("Elder" is defined as age 60 years of age and older).

Refugee School Impact Services

Addresses a broad array of educational needs of refugee children in Arizona Public schools (K-12) towards their meeting and exceeding Arizona's state academic standards, through such linguistically and culturally appropriate efforts as supplemental English language development, after-school tutorials, focused high school completion and parental involvement programs.

AmeriCorps VISTA Project

A partnership with AmeriCorps VISTA to support ten non-profit agencies in Central and Southern Arizona with designing and developing sustainable projects that promote and enhance effective refugee resettlement and integration. The projects range in scope from employment readiness and prevention programs to naturalization preparation.

Appendix B

Information on Source Reports for Local Priorities

2010-2012 Refugee Listening Sessions

In an effort to learn more about refugees' experiences in resettlement, the State of Arizona Refugee Resettlement Program (State RRP), Resettlement Agencies, and Mutual Assistance Organizations (MAAs) hosted listening sessions in Phoenix and Tucson throughout 2010-2012.

Refugees attending the sessions represented the various arrival groups in Arizona. They had the opportunity to share feedback with agencies about helpful services as well as the difficulties they face as they are adapting to life in the United States. Moderators guided the sessions. Interpreters were available so the refugees could speak in their native languages, if preferred. Notes from each of the sessions were prepared and shared with service providers. The sessions helped the agencies understand directly from their clients what is most helpful, and what remains challenging or unclear. To that end, agencies knew to continue valued services, and consider modifications or additions to service delivery to better address the concerns raised.

2011 Refugee Resettlement State Conference

In 2011, resettlement service providers and community agencies gathered for the Refugee Resettlement State Conference, representing a broad cross-section of the Arizona resettlement and public services communities. The conference offered four tracks on the topics of Refugee Health, Refugee K-12 Education, Refugee Self-Sufficiency, and Refugee Safety. Notes from the sessions were shared with stakeholders, which included many ideas on how to improve or advance service-delivery.

2012 Pima Prevention Partnership Targeted Refugee Services Assessment

The State RRP commissioned a study in 2012 on targeted refugee services. The Pima Prevention Partnership conducted the study and shared the results at the March 2013 Quarterly Meetings of resettlement agencies. The study proceeded in four phases:

- Phase I: Online Inventory with Refugee Serving Organizations
- Phase II: Key Informant Interviews and Focus Groups with Mutual Assistance Associations
- Phase III: Key Informant Interviews and Focus Groups with Refugee Service Providers
- Phase IV: Facilitated Group Surveys from Four Refugee Communities in Arizona

The study engaged a wide variety of service providers in Phoenix and Tucson, as well as refugees from the major arrival groups in both communities.

March 2013 Quarterly Meetings

Each quarter, the State RRP hosts Quarterly Meetings for agencies providing services to refugees. At the March 2013 meetings, the Pima Prevention Partnership shared the results of the Targeted Refugee Services Assessment. In addition, the strategic planning facilitator shared the proposed approach for the strategic planning process, and the four local priorities identified for the plan. In the Tucson session, a recommendation was made that education be added to the local priorities. As such, a fifth local priority of Pre-Kindergarten (Pre-K) and Kindergarten through 12th grade (K-12) education was added.

Appendix C

Steering Committee Members and Meeting Agendas

Strategic Planning Steering Committee Members

First Name	Last Name	Job Title	Company
Abdi	Abdi	Executive Director	Horizons for Refugee Families Services
Mohamed Ali	Abukar	Executive Director	Somali American United Council of Arizona
Karla	Avato-Soto	Chief of Staff, Mayor Rothchild's Office	City of Tucson Mayor's Office
Tsuru	Bailey Jones	Director, Asian Pacific American Student Services / Refugee Services	Tucson Unified School District
Victoreia	Foss		MAXIMUS Community & Workforce Solutions
Peggy	Feenan	Dep. Program Admin.	DES/DERS
Aaron	Grigg	Program Manager	The International Rescue Committee
Zachary	Holden	State Refugee Health Coordinator	Arizona Department of Health Services
Lisa	Huggins-Hubbard		City of Phoenix Neighborhood Services
Kamana	Khadka	Program Manager	Asian Pacific Community In Action's (APCA) Bridging Cultures: Connecting Lives Through Language
Violetta	Lopez	Refugee School Impact Coordinator	MCSO
Patricia	Nightingale	Director	City of Phoenix Head Start Program
Jeanne	Nizigiyimana	Program Manager Refugee Women's Health Clinic, OB/GYN	Refugee Women's Health Clinic, Maricopa Integrated Health System
Megan	O'Connor	Executive Director	The Welcome to America Project
Therese	Paetschow	Executive Director	Iraqi American Society for Peace and Friendship
Luis	Samudio	Detective	City of Phoenix Police Department
Craig	Thoresen	Director	Refugee Focus
Tatjana	Vrcelj	FAA Policy	FAA
Christine	Webb	Manager	DES/DERS
Irene	Wharry	ELT Coordinator	Refugee Focus
Maung	Win	Vice Secretary	Karen Community of Arizona

Arizona Refugee Resettlement Program
Strategic Planning Steering Committee Meeting
Monday, May 13, 2013
Corporate Center at Central Arizona College
540 Camino Mercado Casa Grande, AZ 85222

AGENDA

Welcome	10:30AM
<i>Charles Shipman</i>	
Introductions	10:35 -10:45 AM
<i>Constance Combs</i>	
The State's Role in Refugee Resettlement	10:45 AM– 12:00 PM
<i>Constance Combs and Carolyn Manning</i>	
Lunch	12:00 – 12:30 PM
Pizza and Beverages Provided	
Local Priorities/Roles of Steering Committee/Timeline	12:30 – 1:30 PM
<i>Sarah Armistead</i>	

AGENDA

Arizona Resettlement Strategic Planning Steering Committee

August 14, 2013 – 10:00am - 1:30pm

*Central Arizona College
540 N. Camino Mercado, Suite 1 – Conference Room 108
Casa Grande, AZ 85122*

1. Draft outline for the Strategic Plan
2. Results from the June Sessions
3. Implementation Strategies
4. Revised purpose statement options
5. Baseline data
6. Next steps

AGENDA

Arizona Resettlement Strategic Planning Steering Committee

November 25, 2013 – 10:00am – 12:00 pm

***Central Arizona College
540 N. Camino Mercado, Suite 1 – Conference Room 108
Casa Grande, AZ 85122***

1. September Planning Session Results
2. Review Draft Strategic Planning Report
3. Review Proposed Job Description for Local Priority Co-Chairs
4. Prepare for Stakeholder Comment Period

Appendix D
Planning Session Agendas



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Arizona Refugee Resettlement Program
 Tucson Quarterly Meeting - Statewide Strategic Planning

Thursday, June 6, 2013
 Sheraton Tucson Hotel and Suites
 5151 East Grant Road, Tucson, AZ 85712

AGENDA - Revised

<u>OPENING SESSION</u>	9:00 AM - 9:45 AM
Welcome Steering Committee Introduction Focus for the Day	
<u>MORNING BREAKOUT SESSIONS:</u>	9:45 AM - 12:00 PM
Local Priority 1: ORIENTATION PART I - Develop Goals and Objectives Local Priority 2: LANGUAGE/LITERACY PART I - Develop Goals and Objectives	
<u>LUNCH BREAK:</u>	12:00 PM - 1:30 PM
<u>BRIEFING FOR SMALL GROUP LEADERS/SCRIBES</u>	1:00 PM - 1:30 PM
<ul style="list-style-type: none"> Small group leaders/scribes are requested to attend a briefing to discuss the process for the afternoon sessions and ask any questions. 	
<u>AFTERNOON BREAKOUT SESSIONS:</u>	1:30 PM - 3:30 PM
Local Priority 1: ORIENTATION PART II - Milestones, Measures, Responsible Parties Local Priority 2: LANGUAGE/LITERACY PART II - Milestones, Measures, Responsible Parties	
<u>CLOSING SESSION:</u>	3:30 PM - 4:00 PM
Wrap Up and Next Steps Announcements	

NOTES:

- Except for the opening time, exact timing of the Agenda may vary, subject to discussion dynamics.
- Lengthy input and/or questions must be submitted in writing by the time of the Quarterly Meeting.
- Under the Americans with Disabilities Act, the Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service, or activity. For example, this means that if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity. If you believe that you will not be able to understand or take part in a program or activity because of your disability, please let us know of your disability needs in advance if at all possible. Please contact the ADA Coordinator at 602-342-2324 or 800-382-5706.
- The Department of Economic Security is an equal employment opportunity agency.



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Arizona Refugee Resettlement Program
 Phoenix Quarterly Meeting - Statewide Strategic Planning

Monday, June 10, 2013
 USCIS
 1330 South 16th Street, Phoenix, AZ 85034

AGENDA - Revised

Continental Breakfast hosted by Dunlap and Magee	8:30 AM – 9:00 AM
<u>OPENING SESSION</u>	9:00 AM - 9:45 AM
<ul style="list-style-type: none"> Welcome Steering Committee Introduction Focus for the Day 	
<u>MORNING BREAKOUT SESSIONS:</u>	9:45 AM – 12:00 PM
<ul style="list-style-type: none"> Local Priority 1: ORIENTATION PART I – Develop Goals and Objectives Local Priority 2: LANGUAGE/LITERACY PART I - Develop Goals and Objectives 	
<u>LUNCH BREAK:</u>	12:00 PM - 1:30 PM
<u>BRIEFING FOR SMALL GROUP LEADERS/SCRIBES</u>	1:00 PM – 1:30 PM
<ul style="list-style-type: none"> • Small group leaders/scribes are requested to attend a briefing to discuss the process for the afternoon sessions and ask any questions. 	
<u>AFTERNOON BREAKOUT SESSIONS:</u>	1:30 PM - 3:30 PM
<ul style="list-style-type: none"> Local Priority 1: ORIENTATION PART II – Milestones, Measures, Responsible Parties Local Priority 2: LANGUAGE/LITERACY PART II – Milestones, Measures, Responsible Parties 	
<u>CLOSING SESSION:</u>	3:30 PM - 4:00 PM
<ul style="list-style-type: none"> Wrap Up and Next Steps Announcements 	

NOTES:

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2. Lengthy input and/or questions must be submitted in writing by the time of the Quarterly Meeting.
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4. The Department of Economic Security is an equal employment opportunity agency.



DEPARTMENT OF ECONOMIC SECURITY
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Arizona Refugee Resettlement Program
 Phoenix Quarterly Meeting - Statewide Strategic Planning

Tuesday, September 10, 2013
 Glendale Civic Center
 5750 W. Glenn Drive, Glendale, Arizona

AGENDA

<u>OPENING SESSION</u>	9:00 AM - 9:45 AM
Welcome Steering Committee Introduction General Session Handout Focus for the Day	
<u>MORNING BREAKOUT SESSIONS:</u>	9:45 AM - 12:00 PM
Local Priority 1: EMPLOYMENT PART I - Develop Goals and Objectives Local Priority 2: PRE-K/ K-12 EDUCATION PART I - Develop Goals and Objectives Local Priority 3: REFUGEE HEALTH PART I - Develop Goals and Objectives	
<u>LUNCH BREAK:</u>	12:00 PM - 1:30 PM
<u>BRIEFING FOR SMALL GROUP LEADERS/SCRIBES</u>	1:00 PM - 1:30 PM
Small group leaders/scribes are requested to attend a briefing to discuss the process for the afternoon sessions and ask any questions.	
<u>AFTERNOON BREAKOUT SESSIONS:</u>	1:30 PM - 3:30 PM
Local Priority 1: EMPLOYMENT PART II - Milestones, Measures, Responsible Parties Local Priority 2: PRE-K/K-12 EDUCATION PART II - Milestones, Measures, Responsible Parties Local Priority 3: REFUGEE HEALTH PART II- Milestones, Measures, Responsible Parties	
<u>CLOSING SESSION:</u>	3:30 PM - 4:00 PM
General Session Updates/Announcements Wrap Up and Next Steps	



Arizona Refugee Resettlement Program
Tucson Quarterly Meeting - Statewide Strategic Planning

Thursday, September 12, 2013
Sheraton Tucson Hotel and Suites
5151 East Grant Road, Tucson, AZ 85712

AGENDA

<u>OPENING SESSION</u>	9:00 AM - 9:45 AM
Welcome Steering Committee Introduction General Session Handout Focus for the Day	
<u>MORNING BREAKOUT SESSIONS:</u>	9:45 AM - 12:00 PM
Local Priority 1: EMPLOYMENT PART I - Develop Goals and Objectives	
Local Priority 2: PRE-K/K-12 EDUCATION PART I - Develop Goals and Objectives	
Local Priority 3: REFUGEE HEALTH PART I - Develop Goals and Objectives	
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Small group leaders/scribes are requested to attend a briefing to discuss the process for the afternoon sessions and ask any questions.	
<u>AFTERNOON BREAKOUT SESSIONS:</u>	1:30 PM - 3:30 PM
Local Priority 1: EMPLOYMENT PART II - Milestones, Measures, Responsible Parties	
Local Priority 2: PRE-K/K-12 EDUCATION PART II- Milestones, Measures, Responsible Parties	
Local Priority 3: REFUGEE HEALTH PART II- Milestones, Measures, Responsible Parties	
<u>CLOSING SESSION:</u>	3:30 PM - 4:00 PM
General Session Updates/Announcements Wrap Up and Next Steps	

Appendix E

Stakeholder Comments on the Draft Plan

- This is a very good plan with a lot of momentum
- Encourage refugees/refugee families to speak only English for a designated hour per day when the entire family is present to help build their English skills
- Assure that people knowledgeable of various refugee cultures are included in implementation
- Incorporate language/literacy into all five local priorities
- I look forward to implementing this plan. I think refugee services will be stronger than ever.

Appendix F
Proposed Goal Worksheets

Goal Worksheet

Local Priority: Orientation Services

Small Group Leaders/Scribes:	Donna Buckles (Phoenix)	Program Manager Refugee Focus	dbuckles@refugeefocus.org (602)248-4400 x117
	Donna Jin (Tucson)	Refugee Health VISTA Az Dept of Health Svcs	donnajin@azdhs.gov (602)542-0112
	Amy Moore (Phoenix)	Sr. Program Supervisor Catholic Charities	amoore@cc-az.org (602)749-4485
	Denee Miller	Acting Supervisor Maximus	deneemiller@maximus.com (480)305-2909

Goal #1 - Curriculum

Develop a progressive, longer term cultural orientation approach and curriculum for the initial period from arrival in the U.S. up to 3 months (PHX), and 6 months and beyond (TUC). Diversify orientation services to be linguistically and culturally appropriate.

(NOTE: Cultural Orientation includes, but may not be limited to, topics such as job readiness training, financial literacy or other topics as required by federal guidance.)

Objectives	Milestones	Performance Measures	Responsible Parties
<p>1. Survey and collect each VOLAG's and each ECBO's current approach and curriculum for cultural orientations in the community.</p> <p>2. Evaluate the effectiveness and compliance of current curriculums.</p> <p>A. Develop and implement pre- and post-orientation assessment tool(s) to measure effectiveness of cultural orientations in the 1st and 3rd months. Explore possible tool(s) from Center for Applied Linguistics (CAL).</p> <p>B. Assess if orientations are linguistically and culturally appropriate</p> <p>C. Assess compliance of curriculums with federal guidelines.</p>	<p>1. March 2014</p> <p>2A and 2B. May 2014, and every 6 months thereafter.</p> <p>2C. May 2014, and annually thereafter</p>	<p>1. Master list of current orientation topics offered by agency.</p> <p>2. Assessment tool developed</p> <p>10 partner agencies or community groups have curriculum evaluated.</p> <p>95% of clients participate in satisfaction & benefits survey.</p> <p>90% are assessed using the (CAL) assessment tool.</p>	<p>Cultural Orientation Curriculum Planning Committee may include: 1 representative from each VOLAG (presentation or training specialist); Somali American United Council; Bhutanese Association in Arizona; Ethnic Burmese Community (other ethnic community groups welcome); Ethnic Community Base Organization Project (ASU); a refugee who has gone through the orientation in the past year. Tucson adds VOLAG orientation staff and case managers, BMAAI, TIARC, Horizons. Also suggested: 3 FBOs (food banks, Goodwill, etc), 1 health care representative, 1 k-12 representative, and 1 public safety rep.</p>

Goal Worksheet

<p>3. Make any necessary curriculum changes to improve orientations in the first three months.</p> <ul style="list-style-type: none"> A. Use results from 1st and 3rd months pre- and post-orientation assessments to improve 1st and 3rd month orientations. B. Determine opportunities for standardizing curriculum, and define where variations may be necessary/culturally appropriate. C. Develop visual & pictographic packets for the pre-literate D. Fundraise for document translation E. Translate documents 	<p>3. July 2014</p>	<p>3. 95% of clients participate in satisfaction & benefits survey</p> <p>90% are assessed using the CAL assessment tool</p> <p>High knowledge retention after orientation</p>	
<p>4. Develop curriculum and approach for continued orientation at 6 months and beyond.</p> <ul style="list-style-type: none"> A. Develop assessment tool to evaluate refugees who have been here for 6 months. B. Use results and case manager feedback to develop curriculum and approach. C. Identify partner organizations and resources for ongoing career and life-coaching support to refugees when they are ready 	<p>4A. January 2015</p> <p>4B. March 2015</p> <p>4C. June 2015</p>	<p>4. High satisfaction and knowledge retention after orientation</p> <p>Participation in social services or support groups/sessions</p> <p>Personal goals met</p>	
<p>5. Conduct outreach to and establish relationships with ECBOs to conceptualize and recruit community ambassadors and volunteers.</p>	<p>5. June 2014</p>	<p>5. Identify 6 ECBOs for potential partnerships, and 10 funding sources</p> <p>Program operational with 10 active volunteers</p>	
<p>6. Ensure orientations are accessible/required for all refugees and eligible clients.</p>	<p>6. January 2015</p>	<p>6. 95% of new arrivals or eligible clients complete cultural orientation process.</p>	

Goal Worksheet

<p>7. Create a database, or shared portal, for sharing and storing updated curriculums. Determine who will host the database or portal.</p>	<p>7. August 2014, update annually</p>	<p>7. 90% of refugee resettlement service providers register and submit information to database or portal.</p> <p>10 organizations and/or 20 individuals accessed and used the database successfully.</p>	
<p>8. Continue to evaluate and monitor the effectiveness of updated curriculum and approach. Make additional modifications as needed.</p>	<p>8. Review effectiveness every 6 months.</p> <p>Review federal compliance annually</p>	<p>8. Recommendations for improvements implemented within 60 days.</p>	
<p>9. Facilitate ongoing collaboration between agencies to improve orientation and acculturation.</p>	<p>9. Quarterly meetings of orientation service providers</p>	<p>9. Increase participation by 5% each quarterly meeting.</p> <p>Growing satisfaction, evidenced by participant satisfaction survey.</p>	

Goal Worksheet

Local Priority: Orientation Services

Small Group Leaders/Scribes:

Name, organization, title, phone number, email

Natalie Brown (TUC)

Development Director
Iskashitaa Refugee Network

Natalie@iskshitaa.org
(928)503-7496

Denee Miller

Acting Supervisor
Maximus

deneemiller@maximus.com
(480)305-2909

Goal #2 – Roles and Collaboration

Define roles and responsibilities of various agencies in the delivery of orientation services by collaborating to improve them.

Objectives	Milestones	Performance Measures	Responsible Parties
1) Identify all providers' current responsibilities (both mandatory & voluntary)	June 2014	100% of VOLAGs & 80% of CBOs and MAAs participate in process.	Representation from VOLAG, CBO, FBO, support services, health care, gov't. agencies.
2) Have VOLAGs share outlines/checklists with CBOs, MAAs, DES etc. to allow them to support, reinforce and augment their info.	August 2014	Representation on working group from VOLAG, gov't., MAA, CBO, FBO.	Ideally <u>leadership</u> from MAAs but at least representation from MAAs.
3) Form a working group.	December 2014	Measures taken to close gaps identified.	
4) Determine the gaps & overlaps of agencies' outlines for orientation.	June 2015	Creation of documents about support services & dissemination to 90% of new arrivals.	
5) Disseminate information to all involved.	September 2015	Listening session with representative group 6-8 months after orientation to measure success.	
6) Develop & disseminate to refugee clients information in refugee languages about orientation services offered by support agencies (CBO & MAA) to augment VOLAG orientations.	December 2015		

Goal Worksheet

Local Priority: Orientation Services

Small Group Leader/Scribe:

Phx Group Leader:
Tim Hedger
Community member
(602) 912- 0767
tim_hedger@hotmail.com

Phx Scribe:
Rev. Tully Fletcher
Orangewood Presbyterian
(919)819-2057
tully.fletcher@gmail.com

Tucson Group Leaders/Scribes:
Sara Richter srichter@azdes.gov
Kerri Kehl (520)971-8880
TRM Intern kerrickehl@aol.com

Goal #3 – Community Awareness:

Over the next two years refugee stakeholders will seek to raise community awareness, support and services about and for refugees through Refugee 101 and volunteer trainings (202)

Objectives	Milestones	Performance Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Identify some key target audiences to receive 101 trainings, such as <i>health care providers, faith organizations, property management companies/apartment complexes, law enforcement, government agencies, employers.</i> 2. Develop a variety of 101 Curriculums specific for each key audience <ol style="list-style-type: none"> A. Meet to share core information (slides, stats, state information, etc.) B. Define 101 curriculum and standards so that all 101 classes are high quality C. Assign speakers and include Refugee speakers for each D. Develop coordinated, ongoing effort among service providers to share materials/reach the target audiences. 3. Promote the Refugee 101 trainings to the wider community 	<ol style="list-style-type: none"> 1. February 2014 2A. March 2014 2B and C. July 2014 2D. Meet every 6 months to continue coordination 3. Summer 2014 	<ol style="list-style-type: none"> 1. Target audiences defined 2. Finalized curriculum(s) Speakers assigned and trained Coordination meetings held with 90% attendance rate. 3. Communications plan – i.e. develop flyer and determine who will contact whom to schedule sessions. 	<p>VOLAGs including Natalia Winberry (IRC), State, community groups, faith leaders, current 101 presenters and volunteer coordinators, Dunlap and Magee and/or other property management companies, refugees, Jim Click, the Bishop.</p>

Goal Worksheet

<p>4. Offer at least two "Refugee 101" trainings to each of the target groups led by qualified people connected to each target audience</p> <p>5. Tucson – Build upon the initial training (Refugee 101 – Community Awareness) by recruiting and referring interested persons to a citywide volunteer training (Refugee 202 – Volunteer Training).</p>	<p>4. August 2014 thru January 2015</p> <p>5. September 2014, and monthly thereafter</p>	<p>4. Spreadsheet to define target audiences, presentation dates, and number of attendees.</p> <p>5. Number of volunteers recruited.</p> <p>Number/percentage of volunteers retained after 1 year.</p>	
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Goal Worksheet

Local Priority: Orientation Services			
Small Group Leader/Scribe:		Pierre Gasimbo	Catholic Charities
			pgasimbo@cc-az.org
Goal #4 - Resources:		Pursue additional private sector/mainstream resources to support orientation services.	
Objectives	Milestones	Performance Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Define and identify resources. 2. Research best practices. 3. Develop & establish relationships. 4. Compile resources. 5. Establish administrative body and roles. 6. Assess: Establish a monitoring and evaluation framework to determine program efficiency. 7. Adjust orientation based on monitoring & evaluation results. 	<p>April 2014</p> <p>April 2014</p> <p>June 2014</p> <p>June 2014</p> <p>July 2014</p> <p>July 2014 – Feb. 2015</p> <p>October 2015</p>	<ul style="list-style-type: none"> • Define resource categories. • Database of resources created. • 20% of resources elicited and engaged. • 20% of financial resources selected. • 75% of roles assigned. • Execute working agreements among resources. 	<ul style="list-style-type: none"> • Resettlement agencies • Local universities & colleges (i.e. ASU, GCU) • Ethnic community based organizations (ECBOs) • Educational & vocational community organizations • Social service organizations

Goal Worksheet

Local Priority: Language/Literacy Support

Group Leaders/Scribes:

Masha Gromyko, 520.206.3800, mgromyko@pima.edu (Tucson – Curriculum)

Brianda Torres-Traylor, La Frontera Center, VISTA; 425-260-2886; btorrestraylor@lafrontera.org. (Tucson – Pre-literacy)

Megan Fabry, Horizons for Refugee Families, 520.331.2494, megan@refugeehorizons.org (Tucson – Services Inventory)

Diane Dudley, 602.542.6658, ddudley@azdes.gov (Tucson – Citizenship)

Goal # 1 – Curriculum and Inventory: Identify, assess and advance a needs based approach and curriculum of English language learning services for adults, that includes meeting the unique needs of the pre-literate, and those pursuing citizenship and/or employment. Inventory and share information on the resources identified.

Objectives	Milestones	Performance Measures	Responsible Parties
1) Identify/ invite service providers/stakeholders to create a coalition to address goal/share best practices	2/2014	<ul style="list-style-type: none"> Creation of best-practice committee; shared best-practice available in print and online 	<ul style="list-style-type: none"> VOLAGS (employment services)
2) Develop an inventory of English language training in Maricopa and Pima Counties, making sure to include services for the pre-literate, and those focused on citizenship and employment.	4/2014	<ul style="list-style-type: none"> Provider database developed 	<ul style="list-style-type: none"> MAAs State RRP
3) Identify established curriculums and approaches.	5/2014	<ul style="list-style-type: none"> Complete descriptions of curriculum and approaches 	<ul style="list-style-type: none"> CBOs Library
4) Survey community systems for English skill requirements (employers, health providers, transportation, schools, citizenship). What skills are necessary to prepare for employment and citizenship, and how will these vary depending on arrival group?	6/2014	<ul style="list-style-type: none"> 50 surveys of community systems 5-10 models of partnership presented to community providers 	<ul style="list-style-type: none"> Pima College Literacy Organizations
5) Assess successes, needs, and gaps of existing programs and services.	8/2014	<ul style="list-style-type: none"> New sources of funding identified Increased attendance rates of adult refugee preliteracy programs (10%) 	<ul style="list-style-type: none"> Additional ELT providers Maximus
6) Research successful ELT models of partnership, including those for the pre-literate, and to prepare for employment (work participation), citizenship.	10/2014	<ul style="list-style-type: none"> Increased retention of attendance Improved graduation rates (where applicable) 	<ul style="list-style-type: none"> K-12 JTEP One Stop

Goal Worksheet

7) Identify/develop financial resources to support ELT.	3/2015	<ul style="list-style-type: none"> • Increase in literacy level within 6 months by x % of participants 	<ul style="list-style-type: none"> • Arbor (Education and Training)
8) Establish new partnerships for community outreach and education.	3/2015	<ul style="list-style-type: none"> • Increased employment rates 	<ul style="list-style-type: none"> • Horizons
9) Develop and implement action plan for coordinated service delivery to address identified needs, including those of the pre-literate and those seeking citizenship and employment.	6/2015	<ul style="list-style-type: none"> • Increased rate of citizenship 	<ul style="list-style-type: none"> • TIAARC
10) Recruit bilingual refugee community members to instruct ELT.	3/2015-9/2015	<ul style="list-style-type: none"> • Reporting of dissemination efforts • Number of bilingual instructors recruited 	<ul style="list-style-type: none"> • Literacy Volunteers • U of A and ASU School of Education
11) Establish various ELT venues.	9/2015	<ul style="list-style-type: none"> • Services inventory information in place. 	<ul style="list-style-type: none"> • Chambers of Commerce
12) Disseminate the services inventory compiled among various providers and to clients. Determine strategy to keep the information current. (Pathfinder or website suggested, with coordinator to maintain)	12/2015	<ul style="list-style-type: none"> • Frequency of use and satisfaction with services inventory • Share information learned at a Quarterly meeting 	

Goal Worksheet

Local Priority: Language/Literacy Support

Goal Leaders/Scribes: Elien Migallen, Arizona Immigrant & Refugee Services; 602-565-3350; e.migallen@voicetmail.com
 Ali Mahdi, Maximus Job Program; 602-516-2975; alik089ww@yahoo.com

Goal #2 – ESL Incentives: Encourage, motivate, enforce attendance in ESL classes to achieve consistent attendance.

Objectives	Milestones	Performance Measures	Responsible Parties
1) Reward and monitor progress from Step 1 until completion of ESL classes.	Two weeks - 10 weeks	<ul style="list-style-type: none"> • Progress 1 level 	<ul style="list-style-type: none"> • ELT coordinator, case workers, manager, Phoenix College, etc.
2) Separate students based on achievement; advanced students shouldn't be in basics & bored.	Within first 2 weeks	<ul style="list-style-type: none"> • With test administration 	<ul style="list-style-type: none"> • ESL coordinator
3) Identify one person per VOLAG track progress of each and every refugee (this is a \$ problem).	Ongoing & bi-weekly	<ul style="list-style-type: none"> • Submittal of bi-weekly reports 	<ul style="list-style-type: none"> • 1 person at each VOLAG to connect with ESL coordinator to determine who isn't at training, but should be
4) Incentivize attendance by placing restrictions on cash assistance.	5 week cycles, 90% attendance	<ul style="list-style-type: none"> • 90% attendance 	<ul style="list-style-type: none"> • ESL coordinator/instructor, VOLAGS to then adjust \$ depending on attendance
5) Encourage attendance through mutual assistance agencies & connect with volunteers.	Within 6 months of arrival; MAAs and VOLAGS meet every 4 months	<ul style="list-style-type: none"> • Less dependence on VOLAGs; MAAs give referrals; introduce clients to MAAs, discuss 	<ul style="list-style-type: none"> • MAAs giving referrals; meetings every 4 months
6) Do something to change the 180-day time period.	Ongoing		
7) Look for refugees in the job sector where we are trying to place clients - have these people lead the class.	Varies - depends on availability	<ul style="list-style-type: none"> • 10 volunteers every 6 months 	<ul style="list-style-type: none"> • MAAs finding volunteers who have experience

Goal Worksheet

<p>8) Coordinate with the state to create a system to streamline the education process for the highly educated.</p> <p>9) Place refugees in volunteer gigs so they can practice their English and maybe get a job within that volunteer organization</p> <p>10) Introduce in the ESL classes key vocabulary words needed for jobs.</p>	<p>Case by case</p> <p>After two months and no job send them to volunteer opportunity</p> <p>Daily in classes; quality; joint job training</p>	<ul style="list-style-type: none"> • Increased understanding of certification/degree translation, etc. • Job placement, English language improvement • 5 job sectors identified; 20 words per sector 	<ul style="list-style-type: none"> • Recertification specialists and the state to determine career possibilities and procedures; universities • Maximus; non-profits; other organizations • ESL coordinator; VOLAG
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Goal Worksheet

Local Priority: Language/Literacy Support

Goal Leader/Scribe: Elizabeth Shaw; eshaw@cc-az.org; 602-530-5520

Goal #3 - Tutoring: Increase ESL tutoring for children and adults.

Objectives	Milestones	Performance Measures	Responsible Parties
1) Identify resources available.	1/2014	<ul style="list-style-type: none"> Increased enrollment 	<ul style="list-style-type: none"> Agencies, school districts, volunteers
2) Provide training to tutors.	6/2014-9/2014		
3) Identify person's level of literacy.	1/2014-7/2014	<ul style="list-style-type: none"> Refugees placed in groups of the same literacy level 	<ul style="list-style-type: none"> Literacy volunteers, non-profit
4) Identify different tutoring location and accessibility to transportation.	3/2014	<ul style="list-style-type: none"> High level of attendance at chosen locations 	<ul style="list-style-type: none"> Resettlement agencies, apartment complexes
5) Gather donations that promote literacy in the home/apartment.	1/2015	<ul style="list-style-type: none"> 3 or more books in home for each participant 	<ul style="list-style-type: none"> Tutors, agencies
6) Encourage school districts to apply for grants to provide tutoring after school.	3/2014-agencies partner with school districts to apply for grants	<ul style="list-style-type: none"> Every school applies 	<ul style="list-style-type: none"> District ELL Directors
7) Develop volunteer tutoring programs with high schools, colleges, and universities.	7/2014	<ul style="list-style-type: none"> 6 per location 	<ul style="list-style-type: none"> Education liaison, volunteer coordinator
8) Ask libraries to create culturally-specific book lists	02/2014	<ul style="list-style-type: none"> Several lists available to the agencies 	<ul style="list-style-type: none"> Libraries, education liaison, volunteer coordinator

Goal Worksheet

Local Priority: Language/Literacy Support

Goal Leaders/Scribes: Kaman Khadka, Asian Pacific Community In Action, Director; 602-621-1207
 Donna Magnuson - IRC Executive Director, 602-761-9209

Goal # 4 - Interpreter Services: Enhance the capacity and accessibility of trained interpreters throughout all service delivery areas.

Objectives	Milestones	Performance Measures	Responsible Parties
1) Statewide certification for interpreters; standards of practice for agencies using interpreters.	12/2015	<ul style="list-style-type: none"> • Implementation of AZ certification and standards of practice 	<ul style="list-style-type: none"> • State certification and licensing board; Interpreter services, established-IRC, Asian Pacific, CYRACOM, Language Lines
2) Needs assessment for usage of interpreters for consumers of interpreters-accessibility.	12/2014	<ul style="list-style-type: none"> • Completed survey and compiled data 	<ul style="list-style-type: none"> • ADHS Health disparities; Lead ASU-SIRC (School of Social Work); VOLAGs; MAAs; State involvement
3) Enhance communication about Title VI, available resources, role and use of interpreters.	12/2014	<ul style="list-style-type: none"> • Number of presentations and conferences completed 	<ul style="list-style-type: none"> • Community organizations i.e. hospitals, schools, medical centers, law enforcement, state agencies
4) Increase outreach to potential interpreters about skills needed for professional interpreting and new training resources.	12/2015	<ul style="list-style-type: none"> • Increase of trained interpreters 	<ul style="list-style-type: none"> • Education institutes
5) Identify and obtain commitments for additional funding through private foundations, independent agencies, or other community resources.	6/2014 and Ongoing	<ul style="list-style-type: none"> • Increase in funding 	<ul style="list-style-type: none"> • Interpreter goal implementation team. Private foundations; independent agencies, community resources.

Goal Worksheet

Local Priority: Language/Literacy Support

Small Group Leaders/Scribes: Megan Fabry; Horizons for Refugee Families; 520-331-2494; megan@refugeehorizons.org (Tucson)
 Violetta Lopez, IRC Refugee School Coordinator; 602-433-2440 x 191; violetta.lopez@rescue.org (Phoenix)

Goal #5 - Resources: Identify and secure untapped financial, in-kind or service resources for language/literacy services.

Objectives	Milestones	Performance Measures	Responsible Parties
1) Identify possible funding sources, as well as grant writers for proposals.	3/2014	<ul style="list-style-type: none"> Staff in refugee providers meet together 	<ul style="list-style-type: none"> Key players - refugee service providers in PR VOLAGs
2) Create a compelling message to present to funders (this is a unique, underserved community). Create a common message, but maintaining specific focus to present to funders that represent refugee service provider community as a whole.	3/2014	<ul style="list-style-type: none"> Bring people who are resource developers to mentor organizations and conduct PR leadership Submit at least 10 grant proposals 	<ul style="list-style-type: none"> MAAs Community Colleges Employers State Mike ??, IRC Irene, Refugee Focus
3) Conduct staff development for organizations on proper PR and fundraising.	6/2014	<ul style="list-style-type: none"> 20 individuals and 20 stakeholders participate in program training 	<ul style="list-style-type: none"> Daniel, Congolese Community Dr. Abd, Phoenix College
4) Educate the community about refugee needs and services.	6/2014-12/2014, Ongoing		<ul style="list-style-type: none"> Dr. Joseph Kimbwende, Phoenix College
5) If funding is identified, conduct an assessment pilot and training.	1/2015		
6) Establish monthly meetings to stay on track and continue to identify participants, remove barriers, and identify resources. Work on collaboratives to build a stronger approach.	1/2014 and monthly thereafter		

Goal Worksheet

Local Priority:		Language and Literacy Support	
Small Group Leader/Scribe:		Anna Francolino VISTA	Pima Community College Refugee Education Project (856)873-6163 afrancolino@pima.edu
Goal #6: Vocational ESL			
To expand VESL Training			
Objectives	Milestones	Performance Measures	Responsible Parties
1. To secure additional funding to expand VESL through grants .	18 mos – 2 yrs.	Awarded grant.	<u>Leaders:</u> State and ELT contractors <u>Participants:</u> Arbor, MAAs, RAs
2. To expand VESL training to include MAAs and community referrals for refugees who have been in Tucson 18 months – 5 years.	18 mos – 2 yrs.	Increase in the number of referrals from MAAs and community organizations to start VESL	<u>Leaders:</u> ELT, State, MAAs, other community groups <u>Participants:</u> Refugee clients
3. Develop VESL intensive training for specialized fields (i.e. call centers, care giving).	12-18 mos.	Initiation of specialized classes.	<u>Leaders:</u> ELT, State <u>Participants:</u> Refugee clients, employers.

Goal Worksheet

Local Priority:		Employment	
Small Group Leader/Scribe:		Stephanie Plotas Food Justice Coordinator/ FBO Liaison	Iskashitaa Refugee Network (520) 440-0100 (office) Iskashitaafoodworkshops@gmail.com
Goal #1: Living Wage		Develop strategies for refugees to earn a living wage.	
Objectives	Milestones	Performance Measures	Responsible Parties
<p>1. Engage resettlement agencies in identifying employers who offer a living wage.</p> <p>2. Evaluate vocational training opportunities and connect refugees with trade and vocational school opportunities leading to work that provides a living wage.</p> <p>3. Develop mechanism to track refugees' progress toward a living wage.</p> <p>4. Educate refugees about employers' expectations and dynamics of U.S. job market</p> <ul style="list-style-type: none"> a. Build employment mentor programs: <ul style="list-style-type: none"> i. specific, focused guidelines for mentors ii. consider videos to model successful behaviors. b. Evaluate familial needs with respect to career laddering. c. Develop resumes to match job path. 	<p>March, 2014</p> <p>June, 2014</p> <p>June, 2014</p> <p>July, 2014</p> <p>June, 2014</p>	<p>Meet with resettlement agencies.</p> <p>Initial list developed.</p> <p>List of training opportunities.</p> <p>Tracking mechanism in place.</p> <p>25 mentors in place.</p>	<p>PPEP, resettlement agencies, Jobpath, State.</p> <p>Resettlement agencies; State.</p> <p>Resettlement agencies, Iskashitaa, Tiarc, rotary clubs, chambers of commerce, Susan Marshall, Jim Click, Bishop of Tucson, Max Wash Co. CEO, Mayor Rothschild's office, Eegee's, PIMA OneStop, PPEP, Altrusa, FBOs, SCORE, Goodwill</p>

Goal Worksheet

Local Priority:		Employment	
Small Group Leader/Scribe:		Anna Francolino VISTA	Pima Community College Refugee Education Project (856)873-6163 afrancolino@pima.edu
Goal #2: On-the-Job Training		To expand On-The-Job (OJT) Training Opportunities	
Objectives	Milestones	Performance Measures	Responsible Parties
1. To expand OJT contracts that incorporate VESL instruction.	18 mos – 2 yrs.	Increase # of OJT participants by 25%.	<u>Leaders:</u> ELT, State, RAs <u>Participants:</u> Refugee clients, employers
2. To expand the employer base for OJT program.	12-18 mos.	Increase in employer contracts.	<u>Leader:</u> RA employment staff, refugees
3. To host an employer appreciation event.	Yearly	50% invited attend.	<u>Leader:</u> RA employment staff, Arbor <u>Participants:</u> Current and prospective employers.

Goal Worksheet

Local Priority:		Employment	
Small Group Leader/Scribe:	Jon Vosper Economic Development Program Manager	International Rescue Committee	(602) 433-2440, ext. 235 Jon.Vosper@theIRC.org
Goal #3: Affordable Child Care		To identify options for affordable, accessible child care.	
Objectives	Milestones	Performance Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Expand the number of home-based child care providers in refugee community. 2. Create a VOLAG/MAA system to connect families to providers. 3. Identify additional resources for families ineligible for benefits. 4. Advocate to property owners. 5. Advocate to State legislature. 	<ol style="list-style-type: none"> 1. Every quarter. 2. Monthly meetings. 3. (1) year 4. (6) months. 5. TBD according to ASCC. 	<ol style="list-style-type: none"> 1. Certify (4) providers every quarter. 2. Start October, 2013. 3. (3) alternative ways to provide care. 4. Have created an educational piece to provide to owners. 5. Employer letter & State legislative visit. 	<ol style="list-style-type: none"> 1. ASCC Refugee Child Care Coord., IRC Child Care program, CC Vista 2. and 3. VOLAG representatives, MAA leaders. 4. Zizina Hakizimana of IRC. 5. Monica Horner, ASCC; Azur Prisanica, IRC.

Goal Worksheet

Local Priority:		Employment	
Goal Champion:		Anna Sepic	Serrano Village Apartments (602) 242-5970 desertsunshine1@yahoo.com
Goal #4: Job Search Assistance 6+ Months After Arrival		Increased assistance options for job search six months after arrival in the U.S.	Scribe's note: "English is the key barrier that limits higher employment & higher paying positions."
Objectives	Milestones	Performance Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Accelerate training / skill-building programs both in-house, through VOLAGS and through community partners (e.g. how to job search). 2. Develop 2nd income options...include family members to build income level. 3. Develop mentorship program (re-entry) to illustrate/model <u>how</u> to develop career paths with "success" stories of other refugees. 4. Develop plan to involve young adults in employment while not ignoring education. 5. Leverage resources with MAAs for job development. 	<ol style="list-style-type: none"> 1. 6 months. 2. Three to six months. 3. Two to threemonths. 4. (6) months. 5. (6) months. 	<ol style="list-style-type: none"> 1. Increase employment for individuals within 6-9 months after arrival. 2. Increased income within the family. 3. Solidify mentors for each ethnic group; fewer sanctions through DES. 4. Sustainable budget. 5. Track referrals and employment levels through VOLAGs and MAAs. 	<ol style="list-style-type: none"> 1. Existing employers; partnership with colleges & universities; churches / commercial space for training. 2. ASCC; community gardens; sewing classes; 'Workforce Connection'; Job Corps; alternative education organizations; MAA volunteers to develop part-time opportunities. 3. MAAs; former VOLAG clients. 4. Same as #2, above. 5. VOLAGS, MAAs, Maximus (work certification programs)

Goal Worksheet

On arrival thru 6 months:

- Develop chart to identify “at-risk” clients.
- After identifying what is the risk, immediately place client into specific training / program to do “prevention”.
- Increasing capacity for job developers.

Goal Worksheet

Local Priority:		Employment	
Small Group Leader/Scribe:		Mohamed Abdullahi Employment Specialist	International Rescue Committee
Goal #5: Employment for age 55+		To develop/expand employment options for refugees over 55 years of age	
Objectives	Milestones	Performance Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Extend orientation and knowledge of world of work including employment opportunities for the target group. 2. Develop employment plan including long- and short-term goals. 3. Introduce and expose current employment opportunities to the target group; to include employment workshops presented by currently employed target populations 4. Identify and address all employment barriers including mental and physical health. 	<ol style="list-style-type: none"> 1. Conduct orientation within the first 30 days of arrival and review with clients after 90 days. 2. Within 10 days of orientation. 3. Runs concurrently with Objective/Milestone #1. Workshops 2X/month 4. Identify barriers within 30 days of arrival. 	<ol style="list-style-type: none"> 1. Orientations conducted. Timeliness. Employment plans completed. # Workshops conducted. 4. Referrals made to appropriate services and programs to overcome barriers. 	<ol style="list-style-type: none"> 1. Lead: Resettlement agencies – direct staff. Participants will be clients, case managers and employment specialists. 2. RAs, clients, MAAs, mainstream agencies serving aging population, employers. 3. RAs, clients 4. RAs, clients, case managers, mental health and health care providers.

Goal Worksheet

Local Priority:		Employment		
Small Group Leader/Scribe:		Hasrah Thomas CI Coordinator	Valley of the Sun United Way	(602)631-4904 hthomas@vsuw.org
Goal #6: Assistance for Limited English Proficient Clients		To assist limited English proficient clients to find and retain jobs	Scribe's note: "Many of the objectives already exist within a contract with its own objectives."	
Objectives	Milestones	Performance Measures	Responsible Parties	
<p>1.a. Connect new arrivals to community centers within each refugee community to serve as learning / resource centers.</p> <p>1.b. Create a peer network and cultural affinity groups for shared information & resources.</p> <p>2.a. Educate clients on their obligations outside of Public Assistance.</p> <p>2.b. Educate refugees on work requirements in the U.S. system.</p> <p>3. Educate refugees on job-related terminologies / vocabulary / ELT / job readiness</p> <p>4. Expand partnership with business coalition who are willing/able to employ refugees with limited English.</p>	<p>1.a. Within first month of arrival</p> <p>1.b. Reach out to MAAs by January, 2014</p> <p>2.a, 2.b. Cultural & Employment orientation within 1-3 months</p> <p>3. One to three months after attending these classes there should be an improvement.</p> <p>4. Ongoing</p>	<p>1.a. Intake form; documentation</p> <p>1.b. Feedback from MAAs</p> <p>2.a, 2.b. Self-sufficiency; record of job search/ acquisition; document in case notes.</p> <p>3. There should be clear improvement; job should be retained.</p> <p>4. New businesses added</p>	<p>1a., 1.b. Resettlement agencies, MAAs, refugees</p> <p>2.a., 2.b. Case managers, employment specialists, refugees</p> <p>3. Employment team, MAAs</p> <p>4. Employment specialists will reach out to businesses.</p>	

Goal Worksheet

<p>5. Address reasons for lack of job retention</p>	<p>5. Ongoing</p>	<p>5. Tri-mester report</p>	<p>5. Employment specialists, case managers</p>
<p>6. Expand work readiness training to include performance reviews, skills development, etc.</p>	<p>6. Six months from arrival</p>	<p>6. Greater work retention; better picture of employment retention.</p>	<p>6. and 7. ELT, job developers, case managers, resettlement agencies – employment team</p>
<p>7. Create program to address long-term employment goals (trainings, certifications, credentials).</p>	<p>7. March, 2014</p>	<p>7. Program created.</p>	
<p>8. Incorporate English language learning – long-term.</p>	<p>8. Ongoing</p>	<p>8. Increase in language skills; college enrollment after 1 yr.</p>	<p>8. Resettlement agencies</p>
<p>9. Develop and perform community analysis to ensure clients are integrated into community.</p>	<p>9. March, 2014</p>	<p>9. a. Develop checklist of agencies/orgs. that are engaged in refugee support. b. Meet w/ clients per for needs assessment. c. Create a welcoming community {sic} d. # of activities developed. e. Periodic meetings with MAAs</p>	<p>9. State of Arizona</p>

GOAL WORKSHEET

Local Priority: Integrated Health

Small Group Leader/Scribe:

Sarai Richter, VISTA RRP
520-443-0547
srichter@azdes.gov

Lori Robinson
Balsz Promise Neighborhood

lrobinson@balsz.org
602.769.8810

Goal #1: Cultural Competency

Increase cultural competency of health providers and health systems

Objectives

Milestone

Performance Measures

Responsible Parties

SYSTEMS:

1. Develop list of health care providers frequented by refugees.
2. Adjust the hours of operation for health centers to be refugee family friendly
3. Ensure a welcoming environment in health centers for refugees, including facility tours.
4. Strengthen the local source of trained, certified interpreters and translators. Pursue certification through TIARC or Pima CCC.
5. Research best practices and lobby for State required cultural competency trainings (certification).

January 2014

- List created

El Rio, Pima County Community College
TIARC, UofA Public Health, Marana Health Center, Refugee Primary Care Group
Pima County Health Department

2. Adjust the hours of operation for health centers to be refugee family friendly

2014 – Ongoing

- Flexible hours at health centers

- Healthy Community Coalition

3. Ensure a welcoming environment in health centers for refugees, including facility tours.

2014 – Ongoing

- Use secret shoppers to assess the environment. Surveys. Facility tours.

One Stop/RSVP – Interns, volunteers
ECBO, ADHS

4. Strengthen the local source of trained, certified interpreters and translators. Pursue certification through TIARC or Pima CCC.

April 2014 – Ongoing

- Certifying students. 30 translators. All health centers have access to the trained interpreters.

Resettlement agencies, MAAs, ECBOs, ADHS, HAMRO, Behavioral health task force, CVHEC, Public Health programs, ASU – Social Work, Barbara Klimeck, Center for Applied Linguistics, AMA, CDC, Office of Minority Health, AZ
Medical/Phoenix Family, DES/RRP, ZIATA, ZACH, MIHS

5. Research best practices and lobby for State required cultural competency trainings (certification).

January 2015 – Ongoing and/or Future

- State adopts a cultural competency requirement.

PROVIDERS:

6. Needs assessment in the form of a provider survey on cultural competency (need support of lead administrators)

March 2014

Needs assessment created

RISPNET
VOLAGs

7. Create focus groups of both medical providers and refugee representatives

April 2014

Invite 15 individuals for both groups

- Medical case workers
- Well-being centers
- Volunteer Training – Red Cross/University Hospital

8. Meet with both focus groups to discuss cultural competency in health care services

September 2014

Hold 2 meetings with each focus group

GOAL WORKSHEET

<p>9. Refugee community health promoters partner to develop a cultural competency curriculum, and develop and deliver a training plan.</p> <p>10. Provide evaluations on trainings</p> <p>11. Create opportunities for ongoing communication between providers and community and professional development opportunities</p> <p>12. Train health providers to become provider mentors in their systems.</p>	<p>Feb-Aug 2014-Curriculum Sep-Dec 2014 – Trng Plan Jan-Dec 2015 – Provider Training</p> <p>December 2015</p> <p>Ongoing</p> <p>Sep 2014 – Ongoing</p>	<p>Curriculum developed. Classes start, 1-3 trainings conducted per year. 1 rep from each refugee comm'ty contributes to curriculum. 1-3 evaluations completed from 1-3 trainings</p> <p>1 mentor per center</p>	
<p>COMMUNITY MEMBERS – REFUGEES</p> <p>13. Develop a peer program where refugees partner with members of their own program that have not been through the medical process to go with them and help and encourage them through the system.</p>	<p>Feb 2014 – Volunteer Training Privacy Training</p>	<ul style="list-style-type: none"> • Peers from each culture, age, sex, religion, demographic, etc be established. 	

GOAL WORKSHEET

Local Priority: Integrated Health

Small Group Leader/Scribe:

Name, organization, title, phone number, email

Amy D'Arpino, CPSA
Cultural Diversity
Specialist

520-618-8809
Amy.d'arpino@cpsaarizona.org

Goal #2: Mental Health Services

Develop sustainable, culturally and linguistically appropriate mental health services for refugees.

Objectives	Milestones	Performance Measures	Responsible Parties
1. Raise awareness regarding efficacy of existing refugee behavioral health services	June 2014	Outreach events. Tracking of the organizations' outreach materials.	MAAs RBHAs IRC (Phoenix and Tucson) Orientation Committee Community Partners, including: <ul style="list-style-type: none"> • Courts (adult, child) • CPS • Police • Medical facilities • Integrated health providers • Schools • Behavioral health providers
2. Raise awareness for the need for refugee-specific behavioral health services	June 2014	Increased referrals. Increased services available	
3. Explore the feasibility of expanding the current number of refugee behavioral health providers; independent and licensed, as well as licensed behavioral health agencies. Increased contracting for these services.	June 2014	Increased number of licensed providers, provider agencies. Increased contracts for behavioral health	
4. Increase network capacity for refugee behavioral health.	December 2015	Increase the number of staff at provider agencies with refugee behavioral health expertise	
5. Explore ways to maximize Medicaid funding to specialize refugee mental health services, including refugees beyond 5 years survival.	January 2015	Funding and specialized services will exist and be accessible.	
6. Maintain and promote the ability to be responsive to the fluctuating refugee groups.	December 2015	Refugees beyond 5 years survival will receive services	

GOAL WORKSHEET

7. Coordinate with the Orientation Services Committee to ensure inclusion of mental health awareness, i.e. services available to incoming refugee populations.	January 2015	Diverse refugee groups will be receiving culturally and linguistically appropriate services.	
8. Integrate refugee specific training regarding mental health services into new hire orientations; RBHAs (Regional Behavioral Health Agencies), courts, police, medical, CPS, schools, integrated health providers	January 2015	Orientations will include behavioral health services, needs, awareness. New hire orientation trainings will feature a refugee behavioral health component	

GOAL WORKSHEET

Local Priority: Integrated Health

Small Group Leader/Scribe: Cheryl Sexton, IRC
Clinical Therapist
Cheryl.sexton@rescue.org

Goal #3: Healthcare Literacy and Navigation Refugees will improve personal health literacy and navigation of the US healthcare system.

Objectives	Milestones	Performance Measures	Responsible Parties
<p>1. Develop culturally/linguistically appropriate materials to meet the following needs:</p> <ul style="list-style-type: none"> • Patient rights <ul style="list-style-type: none"> ○ Interpreters – right to ask for one ○ Choice in medical treatments/procedures ○ confidentiality • Navigating US Health Systems <ul style="list-style-type: none"> ○ Role of PCP – PCP appointments ○ Role of Specialists – referrals ○ Pharmacies ○ Services – ER/Urgent Care/Clinic ○ Timeline – Initial visit/referrals/procedures ○ Coverage/eligibility ○ Immunizations • Personal health and wellness <ul style="list-style-type: none"> ○ Nutrition ○ Prevention ○ Child well-being ○ Prenatal care ○ Self-advocacy ○ Chronic disease processes 	<p>Within 6 months</p> <ul style="list-style-type: none"> • Confirm existing baseline data/resources • Confirm contact with all services serving refugees • Develop database <p>1 yr=materials developed</p>	<p>Materials completed and dispersed</p>	<p>T - Intern/Volunteer Team ADHS and/or school programs</p> <ul style="list-style-type: none"> • GCU to take on project? • ASU communications program? • Grants for funding?

GOAL WORKSHEET

<p>2. Increase effectiveness of initial orientation, assure topics include patient rights, US health systems and personal health and wellness, and make them language specific:</p> <ol style="list-style-type: none"> a. Develop guidelines/make recommendations b. Develop materials and/or use those proposed in objective #1 for resettlement agencies, ECBOs, FBOs c. Develop video(s) d. Implementation 	<p>3-6 months for guidelines/recommendations 6-12 months for materials 1 yr - video scripts 1.5-2 yrs – video complete 6 mos/ongoing – train the trainers 12-18 mos. – implementation</p>	<p>Verify implementation of categories/topics</p> <p># of trainers trained? # of refugees trained? Certifications?</p> <p>Deliverables Completed script</p>	<p>ADHS to develop guidelines, make recommendations and develop materials Resettlement, ECBOs and FBOs to implement</p> <p>Key contacts for:</p> <ul style="list-style-type: none"> • Karen Eckert • UofA • Pima <p>Masters level students who work closely with refugee serving agencies IRC – Josie Hein, Heather Dreifuss</p>
<p>3. Establish a “care coordinator” position at resettlement agencies to serve as the “point person” for refugees on ongoing /low activity basis</p>	<p>3 months</p>	<p># of agencies who identify a point person # of clients followed up on</p>	<p>Resettlement agencies to identify, recruit volunteers or use interns</p>
<p>4. Implement the utilization of the community health worker model</p>	<p>2 years</p>	<p>Developed curriculum Identify Community Health Worker training plan</p>	<p>IRC Promotor program Resettlement agencies</p>

GOAL WORKSHEET

Local Priority: Integrated Health

Small Group Leader/Scribe:

Kristen Ohe, RRP VISTA
kohe@azdes.gov
 602.364.0789

Dalena Hardy
 Health Policy Liaison
 Refugee Women's Health Clinic

816.213.9660
Dalena.hardy@MIHS.org

Goal #4: Affordable Care Act

Develop and implement strategies to connect refugees with the ACA Navigators for enrollment health

Objectives	Milestones	Performance Measures	Responsible Parties
1. Reach out to case managers, ECBOs, FBOs and other leaders in the refugee communities to educate them on the ACA and how it affects refugees. Provide continuing training options.	April 2014, Ongoing	80% case mgrs/other staff attended at least 1 training. 100% ECBOs presented the info with primary refugee groups Train the trainer	VOLAGS ECBOs RRP FBO Navigators
2. Collaborate with the Navigators/FQHCs (Federally Qualified Health Centers) to establish 1-3 contacts as experts/coordinators for refugee cases. Use refugee 101 trainings.	March 2014	Reached out to 100% of Navigator agencies	RRP, VOLAGs ECBOs, Navigators
3. Encourage VOLAGs and ECBOs to become certified application counselors.	January 2014	100% VOLAGs registered, 3 ECBOs contacted/encouraged # of staff becoming counselors	ECBO, RRP, State Health Dept. VOLAGs
4. Hold "mass enrollment" outreach events for refugees that have been in the US but not yet qualified for healthcare by partnering with various community organizations/players. (Can also piggyback off of existing events).	December 2014	Hold at least 5 events/presentations	VOLAGs, ECBOs, DES, schools, employers, apartment complexes, Navigators, translators. Utilize World Refugee Day

GOAL WORKSHEET

5. Collaborate with ECBOs to encourage cross-cultural collaboration in communities lacking in leadership/representation.	September 2014, Ongoing	5 cross-cultural events held	Employers, VOLAGs, FBOs, ECBOs, schools, libraries, non profits
6. Reach out to big employers of refugee workers to educate their employees on the ACA/health insurance options.	December 2014	Contact top 10 refugee employers for past 5-10 years Conduct at least 8 presentations to employees	VOLAGs, RRP, Employers' HR Departments, Navigators
7. Connect big employers of refugees to Navigators	May 2014	Each VOLAG provides Navigators with education on top 2 employers for Navigators to reach out to.	VOLAG employment specialists, Navigators, employers' HR depts.
8. Develop resources for presentations/outreach materials	Ongoing	Translate materials into 10 languages	RRP, State Health Dept., VOLAGs
9. Refugee organizations will hold status meetings with refugee appointed/designated ACA Navigators – ACA Navigators will attend local events	March 2014	# Navigators who attend events 100% ACA Navigators invited to macro-events	VOLAGs, ECBOs to invite ACA Navigators
10. Collaboration with resettlement agencies to ensure dialogue	March 2014	75% case mgrs attend training 100% of ECBOs have been presented information	Refugee resettlement leaders, DES, VOLAGs
11. Resource development for refugee/ethnic agencies to have funding/education tools to give presentations and translate current training into alternate languages.	Ongoing 2014	75% of groups have translated materials 100% of Navigators are approached	Allen's AZ Alliance for Arizona Cover Arizona Community
12. Develop partnership with apartment complexes to hold meetings, disseminate information and provide trainings	March 2014	100% of refugee heavy apts are contacted, information disseminated	VOLAGs to apartment complexes

GOAL WORKSHEET

13. Develop relationships with federal agency – they would be more inclined to hire health center interpreters, etc.	March 2014	100% key contacts are made; invited to key refugee meeting	VOLAGs, DES, States
14. Establish ACA guided relationships with faith based groups	March 2014	100% faith based groups (refugee centric) are contacted about ACA and info disseminated	VOLAGs to faith based teams
15. Ensure refugees know the ACA is required by law and keep them in loop about open enrollment period	March 2014	See others above	VOLAGs

GOAL WORKSHEET

Local Priority: Integrated Health

Small Group Leader/Scribe: Kate Davis, IRC 850.420.4288
 Healthcare Caseworker Kate.davis@rescue.org

Goal #5: Healthcare Interpreters Overcome language barriers by increasing the availability of professional interpreters with healthcare experience

Objectives	Milestones	Performance Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Establish a committee to assess needs/barriers of clients and providers 2. Identify and secure funding for interpreters and interpreter training at medical facilities. Look at best practices in other states. 3. Identify a central resource list of interpreter services 4. Ensure provision of trained and qualified healthcare interpreters – require standardized training. 5. Assist medical providers in accessing the interpreters and educate providers 6. Work towards eliminating refugees' barriers to requesting interpretation services 	<p>Jan/Feb 2014</p> <p>Identify by March 2014/ Apply by June 2014</p> <p>After initial meeting – Feb/March 2014</p> <p>Concurrent with #3</p>	<p>Committee members identified and 1st meeting held</p> <p>Identified multiple internal (org-based) and external (grants) sources and pursue.</p> <p>List created and managed by central coordinator</p> <p>Develop/hold trngs for providers' main POC to educate them on requesting interpreters</p> <p>Integrate training into orientation and provide client education at appointment</p>	<p>Zach Holden (lead), 1 person from each VOLAG, representatives from area hospitals and clinics, legal, representative from refugee communities, interpreter services organizations</p>

Goal Worksheet

Local Priority: Pre-K/K-12 Education			
Small Group Leader/ Scribe: Marisel Schweitzer, Creighton District Community Ed Director. (602-980-1337), mschweitzer@creightonschools.org			
Goal #1: School Readiness		Refugee children will begin kindergarten prepared to succeed.	
Objectives	Milestones	Performance Measures	Responsible Parties
1. Provide training opportunities for service providers on kindergarten expectations.	By December 2014 training will be available; ongoing	More refugees family engagement in the educational system	ADE/ DES and ECE
2. Educate parents on kindergarten readiness /expectations. Help parents understand their important role in early childhood development	By December 2014 training will be available; ongoing	Students are meeting or exceeding the kindergarten readiness state standards	ADE/ DES and ECE
3. Provide opportunities /classes to support traumatized relationships between parents and their children	By December 2014 training will be available; ongoing	Students are meeting or exceeding the kindergarten readiness state standards Reduce number of behavior referrals	ADE/ DES and ECE
4. Provide culturally and linguistically appropriate childcare options	By December 2014 training will be available; ongoing	An increase number of culturally and linguistically appropriate childcare setting available to refugees families.	ADE/ DES and ECE
5. Empower parents to identify quality childcare settings/ providers	By December 2014 training will be available; ongoing	An increase number of quality childcare setting/ providers. More refugee children enrolled in these settings.	ADE/ DES and ECE

Goal Worksheet

Local Priority: Pre-K/K-12 Education

Small Group Leader/Scribe: Holly Seidel, Catholic Community Services, Education Caseworker, hollyp@ccs-soaz.org, 623-0344 x 1062

Goal #2: High School Completion Identify strategies for focused high school completion

Objectives	Milestones	Performance Measures	Responsible Parties
Structural Introduce refugee mentoring systems in all districts with refugees (modeled after TUSD)	8/2014 (introduce) 8/2016 (full implementation)	Number of students served	School districts, including specific departments such as Refugee Services or Language Acquisition
Hire an education caseworker or "school liaison" at each agency in addition to state program education coordinator	8/2014	Number of students served	Resettlement agencies, state refugee program
Encourage communication between agencies and school personnel regarding students (crew meetings)	Ongoing		
Academic Ensure students' understanding of graduation requirements and review credit progress regularly with student	Beginning of fall/spring semesters	Student attendance at tutoring sessions	Counselors, teachers, refugee mentors, case workers/school liaison, parents, students
Monitor student grades (including middle school)	Quarterly	Graduation rate for refugee students	
Encourage (or require) tutoring for struggling students, especially for standardized testing	Ongoing	Reduction/increase in dropout rate for refugee students	
Encourage parent involvement and parent understanding of graduation requirements	Ongoing	Parent attendance at school events/conference, Parents' proactivity/independence	

Goal Worksheet

<p>Motivational (for targeted students) Identify interests and motivational tools for at-risk targeted students</p> <p>"Motivational tools" could include:</p> <ul style="list-style-type: none">-career exploration-community involvement/extracurricular activities-work opportunities-college planning/scholarship opportunities	Ongoing	Student attendance Grades/academic performance Extracurricular involvement	Parents Teachers Mentors Counselors Caseworkers Community Members MAAs
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Goal Worksheet

Local Priority: Pre-K/K-12 Education

Small Group Leader/Scribe: Alexis Torrence, PUHSD; Stephanie Vasco, CCCS

Goal #3: Aging Out of High School Implement strategies to assist students aging out of high school before graduation

Objectives	Milestones	Performance Measures	Responsible Parties
1) Increase high school counselor and VOLAG communication	February 2014	Increased enrollment and counselor participation	Violetta Lopez, school liaisons, and counselors
2) Speak with ADE about creating a specific path to graduate non-traditional students	January 2016	Changes to legislature and state policy	Mimi & Frank Migali, Dexter El
3) Measure refugee students by AIMS/ESL Block	January 2016	Changes to legislature and state policy	Mimi & Frank Migali, Dexter El
4) Find realistic alternatives for 16-17 year-old high school students: charter schools, extended learning opportunities, private schools	May 2014	Three strong/feasible strategies	School liaisons, Violetta Lopez, VOLAGS, school reps
5) Mentoring system within schools 1:1 with teachers, AVID collaboration, students	June 2015	Equal mentor to refugee ratio	High school counselors, VOLAG, other educators, Alhambra district
6) Initiate parent meetings with EBCD leaders; educate families about high school requirements	August 2014	Feedback, having a school host	Refugee school liaison, MAAs, parents, translators
7) Hold a "school listening session" to hear parent/EBCO/student concerns	August 2014	Public disclosure of results	Parents, students, EBCOs, schools liaisons, VOLAGs
8) Present alternatives to traditional high school orientations to families	August 2014	Every (90%) refugee attends orientations	School orientation new hire

Goal Worksheet

9) Partner with community colleges for transitional assistance	February 2015	Number of participants	Community colleges, students, agencies
10) Expand partnership and collaboration with GCU for tutors, mentors, and higher education opportunities	August 2014	Number of tutors, enrollment opportunities	VOLAG education people

Goal Worksheet

Local Priority: Pre-K/K-12 Education

Small Group Leader/Scribe: Nicolle Trudeau, Director, Refugee Focus, 520-721-4444, ntrudeau@refugeefocus.org; Tsuru Bailey-Jones, Director, Asian Pacific American Student Services and Refugee Services, TUSD, 520-225-6556, tsuru.baileyjones@tusd1.org.

Goal #4: Transportation

Overcome transportation barriers and assure K-12 students know how to get to/from school and extracurriculars safely.

Objectives	Milestones	Performance Measures	Responsible Parties
1. Work with agencies and school districts to identify neighborhoods within 1.5-2.5 miles from schools	2/2014	Identify neighborhoods that resettle 10+ families/ year by spreadsheet for Elem, MS, HS	School coordinator – lead Participants - school district refugee contact, school coordinator, apt manager
2. School district will identify students who live 1.5-2.5 miles from school	2/2014	School has a list of students (or #students not violate FERPA	Refugee contact person at school
3. Resettlement agencies and schools will organize walking groups, carpool groups, and neighborhood meetings	3/2014	2 established groups by 4/14 5 established groups by 12/15	Agencies (school coordinator), families, refugee leaders
4. Agencies and schools will provide information to parents about walking groups and carpool groups for students to join.	4/2014, 8/2014, 8/2015	Info sessions for families at identified living areas	Agency representative to initiate and lead the beginning walking group
5. Standard orientation to include transportation options on how to get to/from school.	Quarterly	Signed school orientation that has identified solution.	Resettlement agencies, school contact, RRP's financial support person
6. Create program/criteria for awarding bus passes for students to participate in after school activities.	2/2014	Rubric or criteria developed	State supplies bus passes
7. Obtain bus passes for students to participate in after school activities.	SY 2014-2015	Requests and percentage of students receiving support	State RRP finance person, school coordinator, resettlement agencies

Goal Worksheet

Local Priority: Pre-K-12 Education

Small Group Leader/Scribe: Donna Buckles, Refugee Focus, 602-248-4400, dbuckles@refugeefocus.org.

Niki DeRosia, Refugee Focus, Community Integration, 520-721-4444, nedrosia@refugeefocus.org

Goal #5: Family Involvement

Increase refugee parent/family involvement in Pre-K - 12 education

Objectives	Milestones	Performance Measures	Responsible Parties
1. Research best practices and identify schools doing refugee parent outreach	3/2014	Visitations at schools with refugees to see established programs	School liaison from the five school districts that have refugee students
2. Evaluate programs, identify assets and gaps, and share with schools in presentation form	8/2014	Presentations by school administrators or other presenters to teachers Report on quantitative and qualitative data from at least 5 stakeholders.	School principals or staff and/or a team of volunteer presenters
3. Expand or create refugee resource departments in school districts	1/2015	Any school district with over 100 refugee students will have established refugee services department.	Refugee school coordinator
4. Develop trainings and orientations for schools on refugees and for families on schools and American education. Ask MAAs to deliver training for parents.	7/2014, Quarterly Thereafter	Two presentations developed for trainings. Give active schools a set of materials (DVD/PowerPoint) 10 presentations at apartment complexes for refugees. Qtrly training by all active MAAs	Refugee school coordinator (School Impact grant) & Resettlement agencies MAA leaders, resettlement staff

Goal Worksheet

5. Delegate education caseworkers to each refugee agency and to identified school sites	7/2014	Designated caseworkers at each agency and top 5 identified school sites.	
6. Develop initiatives for family involvement within schools and agencies.	9/2014	At least 2 refugee families at each school event.	
7. Offer volunteer opportunities to refugee parents in schools – a descriptive list.	Within first year of arrival	50% of arriving refugee parents have volunteered in schools	Refugee school coordinator and school personnel
8. Improve and expand existing networking groups (CREW).	Ongoing		State RRP, VOLAGs, schools, MAAs, media
9. Build a bridge between refugees and the public through media and community events.	Ongoing		

Goal Worksheet

Local Priority: Pre-K/K-12 Education

Small Group Leader/Scribe: Violetta Lopez, IRC-RRP, School Impact, 602-433-2440 x191, violetta.lopez@rescue.org;
Sarai Richter, RRP-VISTA, 520-443-0547, srichter@azdes.gov.

Goal #6: Youth Provider Network Develop a comprehensive
refugee youth service
provider network

Objectives	Milestones	Performance Measures	Responsible Parties
<p>Database: Create a database of stakeholders and existing resources within the Phoenix Metro area to address the needs of refugee youth. Database to include:</p> <ul style="list-style-type: none"> -contact info -needs -best practices -criteria: backgrounds, cultural orientations, commitment timeline, curriculum, volunteer requirement -Resources/Programs: academics (focus areas), citizenship, social interaction, culture, professional, self care (health, physical, mental, self-image, etc) <p>Outreach: Expand, mobilize and connect stakeholders and community resources with the unmet need through means of networking</p> <ul style="list-style-type: none"> -database -media (social) -promo-materials -provide updates at community meetings <p>To ensure the accessibility of the database for the stakeholders and refugees</p>	<p>2/2014</p> <p>3/2014</p> <p>5/2015</p> <p>5/2015-ongoing</p>	<p>Establish guidelines of database and protocol</p> <p>Initial introduction to database</p> <p>Ongoing updates to database</p> <p>Outreach to community outside the initial shock zone</p> <hr/> <p>50+ organizations in database</p> <p>Create spreadsheet</p> <p>See growth in refugee children services/resources provided & utilized</p> <p>See increase of refugee students being served</p> <p>Increased number of volunteers</p>	<p>Government agencies</p> <p>Schools/universities</p> <p>ECBO</p> <p>VOLAGS</p> <p>CBO</p> <p>FBO</p> <p>Phoenix Union High School District Refugee/MV liaison open to exploring possibility of hosting initial draft list</p> <p>DES/RRP possible permanent host</p> <p>Agency support</p>

Goal Worksheet

Local Priority: Pre-K/K-12 Education

Small Group Leader/Scribe: Viviana Jacques, Attorney General Community Outreach Coordinator, 602-542-7578, viviana.jacques@azag.gov;
Fortuna Yusuf, Somali-American, Case Worker, 602-814-1393, yeskalai1992@hotmail.com.

Goal #7: Interpretation

Expand interpreter and translation services in schools.

Objectives	Milestones	Performance Measures	Responsible Parties
1) Open a translation center in the downtown area of all main cities -Ask for a used building or office space to be donated or rented at low cost -Ask charities to help fund rent and utilities	January 4, 2014	-Amount of people asking for service Sat-Wed, Weekend-Wed	Interpreters, translators, teachers Local newspaper, radio, media
2) Increase ESL teachers in every school district -Shadow an ESL teacher to observe process and techniques used to help refugees learn English and basic life skills	January 2014	-Turnout of ESL teachers and amount of refugees who have improved, and been mentored and trained in English and basic life skills.	Volunteers, teachers and school districts
3) Increase high school student volunteers, rewarding them with certification -Give high school students certification to increase their opportunity to get into college/universities, and to help them earn scholarships	January 2014	-More students becoming ESL students -Improvement of the refugees' English language skills -Refugee self-sufficiency	High school students, counselors, principals and parents