Networks for Integrating New Americans

Member Network Profiles

World Education, Inc.

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National Partnership for New Americans

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Member Network Profiles:

Networks for Integrating New Americans of the Central Valley, California

BACKBONE ORGANIZATION AND NETWORK CORE MEMBER ORGANIZATIONS

Backbone Organization: Fresno Adult School, Fresno, CA

Network Core Member Organizations:
- Fresno Adult School
- Fresno County Public Library
- Fresno City College CalWorks Program
- Immigrant Legal Resource Center
- The Maddy Institute
- Proteus
- San Joaquin College of Law

NETWORK DESCRIPTION

This network covers a large geographic area with a sizable immigrant population in Fresno County and Central San Joaquin Valley, California. Fresno City is the heart of San Joaquin Valley, a leading agricultural region in the United States. Fresno City’s population is 505,479 while Fresno County has 949,961 inhabitants and the highest poverty level in the state. The Central Valley has roughly 200,000 immigrants, the majority of whom are Latinos. Many work in agriculture that has been hard hit by recent years of severe draught resulting in high levels of unemployment. In the Fresno Adult School about 70% of the students are Latinos, majority Mexicans, and 10% Asians.

This is a network of existing immigrant integration networks that seeks to better coordinate and align its members’ services and activities and enhance them in order to better integrate immigrants of the Central Valley. The member networks are:
- **Citizenship Academy** led by the Maddy Institute
- **Immigrant DACA Collaborative** led by the Immigrant Legal Resource Center
Citizenship and Integration Program USCIS grantee network led by Fresno Adult School

**AEFLA-FUNDED PROGRAM**

Fresno Adult School has provided adult education since 1910. Its ESOL program served 2,481 adults during the 2012-13 academic year. The services begin at enrollment where registration, assessment, and placement occur in stages. Student support services include academic and career counseling provided by administrative counselors in both the CTE and High School diploma programs. Support services, are provided through the Student Assistance Center which facilitates tutoring services, job development, referrals to community agencies, and opportunities for student engagement in cultural celebrations, job fairs and community service events. The technology services include computer labs for students, and audio-visual technology with computers and internet access in classrooms, and a student portal web page.

**TECHNICAL ASSISTANCE (TA) REQUEST**

- Strengthen civic integration through student leadership development; and
- Plan how to coordinate service delivery and improve access through a common web portal that serves the three immigrant integration networks in Central Valley.
**Member Network Profiles:**
*White Center Promise Network*

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**BACKBONE ORGANIZATION AND NETWORK CORE MEMBER ORGANIZATIONS**

**Backbone Name:** White Center Community Development Association

**Network Core Member Organizations:**
- Highline Community College
- Highline Public Schools
- King County Housing Authority
- King County Library System
- One America
- Port Jobs
- Southwest Youth and Family Services
- White Center Community Development Association
- YWCA of Seattle-King-Snohomish

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**NETWORK DESCRIPTION**

White Center is a community of approximately 14,000 located in unincorporated King County and adjacent to the city of Seattle. Its immigrant and refugee population is composed of migrants from Southeast Asia, Central America, Eastern Europe, and Central and East Africa. Immigrants comprise 49% of households, and 40% of all households in the county report limited English proficiency. The community of White Center has unemployment and poverty rates twice the county average.

The White Center Promise Network has been functioning since 2010 with the aim of eradicating poverty and eliminating barriers to equity and success. It is a nine-member multi-stakeholder group of organizations with mutually reinforcing capacities. There are several ongoing collaborations among the network’s agencies to serve immigrants through citizenship clinics, family literacy programming, financial literacy classes, and continuing education for airport workers.

The Network involves receiving community volunteers in helping immigrants at citizenship naturalization workshops, tutoring English language students at the library, and participating in an annual Community Summit that engages native-born and immigrant residents in contributing to White Center’s Neighborhood Plan.
AEFLA-FUNDED PROGRAM

Highline Community College is the AEFLA-funded member of the network, providing six levels of ESOL instruction, ESOL computer classes, career development, and integrated ESOL and career technical education (I-BEST) courses across the region. Highline hosts a Welcome Back Center which provides support to immigrants for education and career planning, job and credentialing information, referrals, and networking opportunities. The college also has a StartZone program, which supports small business development. Highline partners with organizations throughout the Network on outreach, staffing, space, and class offerings. Highline is interested in creating a satellite office in White Center.

TECHNICAL ASSISTANCE (TA) REQUEST

The White Center Promise Network aims to better integrate systems across agencies to create a streamlined pathway of supports so that immigrants can better access and navigate services. They seek to build systemic integration that doesn’t rely on individual relationships. They are developing a shared data system to track network activities and outcomes.

Their request for technical assistance focuses on becoming more purposeful toward creating an integrated system with shared outcomes. Their TA request is for:

- Using the Strengths and Needs Assessments to inform system development
- Coaching on feasible action planning and implementation
- Tracking and measuring shared outcomes
- Creating and implementing best practices for receiving communities.
Member Network Profiles:
We Rhode Island Network (WeRIN)

BACKBONE ORGANIZATION AND NETWORK CORE MEMBER ORGANIZATIONS

Backbone Name: Rhode Island Institute for Labor Studies & Research (ILSR)

Network Core Member Organizations:
- English for Action
- Providence Housing Authority
- RIFLI/ Providence Public Library
- Rhode Island Institute for Labor Studies & Research

NETWORK DESCRIPTION

This network covers the metropolitan Providence area that includes Pawtucket, Central Falls, Cranston and surrounds where the immigrant population is majority Latino, but also Portuguese, Cape Verdean, Haitian, Chinese, and West African. Rhode Island has the second highest unemployment rate, and over 20 percent of the Latinos are unemployed.

Community-based ESOL education for adults is the core strength of this network. The classes are based at 8 libraries, 3 union halls, 2 public schools, 3 public housing training facilities, 2 community centers, and several other locations in high-immigration neighborhoods. Each of the four member organizations has a robust adult education program with multiple class locations serving a combined total of 700 students annually. Each program provides additional adult education programming, computer classes, and wrap-around services. They offer ESOL curriculum contextualized around the hospitality and health sectors as well as instruction in transferable soft skills.

Each member also offers unique services to the network that students from the other member programs can access. RIFLI offers citizenship preparation, high school completion, college transitions and family literacy at multiple locations. ILSR provides a specialized ESOL Jobs Club integrating resume preparation, job search, tours of worksites as well as workplace rights trainings, alongside ESOL and high school completion programming. The Providence Housing Authority offers GED and ESOL, training in green construction and painting, and has Family Success Centers that provide job development, access to financial supports, and credit counseling.
AEFLA-FUNDED PROGRAM

While all four agencies receive funding from the Rhode Island Department of Education Office of Adult Education, English for Action is the only one that receives federal AEFLA funding. English for Action serves 200-plus learners per year from ESOL Beginning Literacy to Advanced. Its seven ESOL classes provide eight hours of class per week each. Its mission is to create opportunities for the self-empowerment of immigrant families in Rhode Island by linking innovative language learning, leadership development, and community-building. English for Action strives to create transformative learning communities inside and outside the classroom in order to effect meaningful and community-based social change.

English for Action’s participatory, civic engagement curriculum focuses language learning around learners’ community problems and issues and includes an action component to engage learners in problem-solving. Support services include: Native Language Literacy for pre- and low-literate Spanish Speakers; a children’s arts-based literacy program which runs alongside adult evening ESOL classes; conversation classes and tutoring opportunities with local high school and college students; National External Diploma Program (high school diploma) classes; a learner leadership and civic engagement group called the “Action Committee,” which defines its priorities to address community issues primarily of interest to the undocumented immigrant community; and the “Facilitating Change” learner leadership program where former learners interested in pursuing teaching careers gain professional skills and work experience.

TECHNICAL ASSISTANCE (TA) REQUEST

The We RI Network seeks to enhance the service coordination among the member agencies and enhance the member agencies’ capacity for more intensive support for immigrants. It also wants to improve its economic integration capacity and receiving community engagement. Specifically, technical assistance is requested for:

- Developing an inventory of current assets, offerings, and community resources;
- Developing a scalable, efficient communication and data-sharing system;
- Developing and implementing ESOL curricula around economic integration;
- Expanding relationships with other agencies; and
- Engaging the broader receiving community.
Networks for Integrating New Americans

Member Network Profiles:
Lancaster County Refugee Coalition (LCRC)

BACKBONE ORGANIZATION AND NETWORK CORE MEMBER ORGANIZATIONS

Backbone Name: The Literacy Council of Lancaster

Network Core Member Organizations:
- Church World Service
- Franklin and Marshall College
- Lancaster County Refugee Coalition
- Lancaster-Lebanon IU13
- Literacy Council of Lancaster
- Lutheran Refugee Services
- Southeast Lancaster Health Services

NETWORK DESCRIPTION

Lancaster, PA, is a county of close to half a million people. Approximately 23,000 are foreign-born while 81,000 (15 ½ %) speak a language other than English at home. The refugee population in 2004 was close to 4,000 people.

The LCRC was formed to improve refugee integration in Lancaster County. Its goals are to ensure that refugees successfully integrate with dignity and respect, and to build career pathways for both high and low-skilled refugees and immigrants. The Network encompasses more than 30 community service organizations that include adult education, refugee resettlement and health services agencies, a housing opportunity program, ethnic associations, and a program that supports small business development. Network members provide ESOL and citizenship classes, vocational training, and small business training to refugee entrepreneurs.

This network demonstrates a strong system of governance and internal communication. An Executive Leadership Team oversees the Executive Director and a Coordinator. There are also several working groups, including youth, refugee health, ESL, and advocacy. The ESL working group represents a wide range of English language providers in the community.
and meets monthly to plan the dissemination of network-wide technical assistance through workshops, coaching, and mentoring for volunteer tutors.

**AEFLA-FUNDED PROGRAM**

Lancaster-Lebanon IU 13 and the Literacy Council of Lancaster collaboratively offer a wide range of ESOL classes, from beginning literacy to advanced ESOL throughout two counties, serving approximately 1,200 immigrants and refugees each year. ESOL services are available mornings, afternoons, and evenings, as well as on the weekends and include classroom, small group, and one-on-one instruction. Family literacy classes are also offered in cooperation with Head Start and the local school district. Additional services include advising and support for transition to work, training, or postsecondary education, and a strong system of referrals to social service agencies in the community.

**TECHNICAL ASSISTANCE (TA) REQUEST**

The Lancaster County Refugee Network seeks to address the economic pillar by building relationships with local employers who have not yet been engaged with immigrants and refugees, and by improving services that support ESOL student transition to postsecondary training and education. Its priority is to develop smoother career pathways so that immigrants and refugees can achieve economic security through family-sustaining jobs.

Specifically, technical assistance is requested for:

- Methods, processes, and tools for programs and activities that support the economic advancement of refugees and immigrants
- Improving the tracking and assessment of network outcomes.
Member Network Profiles:
Refugee Community Plan, Idaho

BACKBONE ORGANIZATION AND NETWORK CORE MEMBER ORGANIZATIONS

Backbone Name: Idaho Office for Refugees

Network Core Member Organizations:

- Boise Police Department
- Boise City Council
- Boise Mayor's Office
- Boise School District
- Boise State University
- Central District Health Department
- College of Western Idaho
- Create Common Good
- Family Medicine Residency of Idaho
- Idaho Association for the Education of Young Children
- Idaho Department of Labor
- Idaho Human Rights Commission
- Idaho Human Rights Education Center
- The Learning Lab
- Mountain States Group
- St. Alphonsus Health System
- St. Luke's Health System
- Terry Reilly Health Services
- Tidwell Social Work
- Treasure Valley Family YMCA
- Valley Regional Transit
- Women's and Children's Alliance
- United Way of Treasure Valley

The network subcommittees most relevant to the network's participation in this initiative are the Adult Education section of the Education Committee and the Employment Committee. The Adult Education Committee is composed of representatives from Boise State University, Boise City Libraries, Catholic Charities of Idaho, College of Western Idaho, English Language Center, Learning Lab, Boise State Refugee Student Alliance, and Stepping Stones. The Employment Committee is composed of the Idaho Department of Labor, Idaho
Health and Welfare and local resettlement agencies and religious organizations that work with refugees in employment.

**NETWORK DESCRIPTION**

There are approximately 2,200 adult refugees who've arrived in Idaho since 2009. Thirty-two percent are high school graduates and roughly half of these have attended a year or more of college. This network’s efforts target these as well as immigrants served by the College of Western Idaho’s (CWI) Ada County ESOL and workforce development programs as part of a community-wide, comprehensive plan.

In April 2009, the Boise Mayor’s Office and the Idaho Office for Refugees established a strategic partnership with the primary goal of strengthening supports for refugee resettlement in the greater Boise area. Boise Mayor Dave Bieter convened community stakeholders, refugee services providers, refugees, and community volunteers to gain insight into the extent of the needs and to seek a way forward toward comprehensive solutions. The Refugee Community Plan initiative emerged from these discussions. The planning process mapped resources, assessed service needs, and identified areas where resources for the effective resettlement of refugees could be better utilized, coordinated or expanded.

The Plan has six components that focus on: Education, Employment, Health Care, Housing, Transportation, and Social Integration, each with its own subcommittee. The Plan identifies high-level goals for each area with measurable objectives and action steps responsible parties, partners and timelines for completion. The network’s main strategy is to increase the financial stability and income generation potential for refugees and immigrants.

One of the network’s many initiatives is a collaboration around a Multicultural CNA class at CWI that has an English language instructor embedded in it and is planning to expand this model to other workforce development programs at CWI.

**AEFLA-FUNDED PROGRAM**

College of Western Idaho Boise ESOL program offers six distinct levels of ESOL instruction 4-6 hours per week as well as English Language Civics. In FY 2013 CWI served 824 ELL immigrants and refugees in its AEFLA-funded program. No other support services are provided.

**TECHNICAL ASSISTANCE (TA) REQUEST**

Plan and establish a Refugee and Immigrant Career Center that entails designing and implementing education, training, and certification programs tailored for refugees and immigrants, especially high-skilled people on the professional track, and engaging employers. It will likely also involve the integration of ESOL support, cultural orientation, and civic education.