

OpportUNITY Priority - New Iowans (3-9-16)

The performance measures and action steps for each priority in the Opportunity Plan impact all populations in central Iowa. Therefore, refugees* and immigrants in central Iowa will be included in all relevant implementation efforts.**

<i>System Change - New Iowans***Performance measures</i>	<i>System Change- New Iowans Action Steps</i>	<i>Voting Results-Dots</i>	<i>Volunteers</i>	<i>Definitions</i>
General and immediate first steps	a-Involve bilingual community members who represent New Iowan groups in this work.			
	b-Review action steps with community members involved with work related to immigrants, including those who have undocumented status.			
	c-Collect and review data for Dallas and Warren counties that may connect to work with New Iowans.			
1-Increase the coordination of the community's efforts to support new Iowans by 50% as indicated on a survey of program leaders.	1a-Support the Polk County Refugee Plan Coordinator and the development of a community system for communication, collaboration and coordination among service providers and refugee communities.	5		*New Iowans- someone who was born outside of the United States or was a permanent resident of another country who has come to Iowa to live.
	1b-Integrate the priorities defined by the Refugee Alliance into initiatives that align with other community-wide organizations.	1	1	**Refugee- a person who has been forced to flee their country in order to escape war, persecution, or natural disaster.
	1c-Promote service delivery models that are culturally and linguistically appropriate, such as the community navigators.	9	1	***Immigrant- A person who voluntarily relocates to a new country to take up permanent residence.

	1d-Provide formation guidance to ethnic-based groups including options for group organization (501C3), and develop strategies to disseminate contact information to increase refugee group participation in community opportunities including boards, committees, etc.	11	4	****Secondary Migration-Refugees whose first state of resettlement is not Iowa but who choose to relocate to Iowa, usually for employment or to reunite with family members.
	1e-Based on the fact that the state no longer resettles refugees, study and identify strategies to develop a plan for increased support and collaboration that includes job training and placement.	4		
	1f-Support the provision of resources to communities experiencing high levels of secondary migration including increased support and coordination across the state.	5	2	
	1g-Provide financial literacy opportunities for New Iowans that consider the often-overlooked cultural barriers.	1	3	
	1h-Collaborate with DART and regional transportation providers to address transportation barriers that New Iowans face regarding using public transportation.	7		
2-Increase the quality and accessibility of ESL opportunities for adults in central Iowa with consideration of the progression of language learning (listening/speaking/reading/writing)	2a-Identify resources and strategies to eliminate transportation and childcare barriers so adults can attend classes and job training.	4		
	2b-Support coordination of ESL through the state contracted provider.	2		
	2c-Collaborate with local ESL providers to facilitate the development of a standards-based ESL Teacher Academy to increase teacher skills. (Train the Trainer model should be considered.)	10	2	

	2d-Encourage the integration of immersion and cultural opportunities into classes.			
	2e-Identify ways to support the professional development of local school district staff to work and communicate better with New lowan families.	1	1	
	2d-Host a series of PACT (Parents and Child Together) and PAPE (Parent as Partner in Education) to identify ways to increase parent participation in schools.			
	2g-Engage bilingual caseworkersw/tutors/support staff in our work.	2		
3-Increase the communication and collaboration between the schools and the home by 50% as indicated on a survey of parents.	3a-Build a process for increasing opportunities and measuring the effectiveness of home/school engagement for all populations by working with the DMPS bilingual case workers and other partners.	5	3	
	3b-Advocate for Home/School Engagement Navigators in preK-12.	3	1	
	3c-Establish a standard for effectiveness of home/school collaboration.			
4-Increase the percentage of central Iowa new lowans with a high school equivalency diploma from 3% to 8%. [Number of 25+ foreign born (citizen + non-citizen) individuals in Polk, Dallas and Warren counties who have a HS Diploma or Equivalent = 8471 (25%) (B06009 2010-2014 ACS) Number of 25+ foreign born (citizen + non-citizen) individuals in Polk county with a HS Equivalent diploma only = 612 (3%) (PUMS 2010-2014 ACS). Of the total foreign born, 3% have a HS equivalent diploma.]	4a-Support the development and implementation of an education agenda for the Refugee Alliance.	7	1	
	4b-Identify successful models that integrate ESL and Hi-Set.			
	4c-Identify resources to eliminate transportation and childcare barriers for adults working on Hi-Set.	1		
	4d-Develop a coordinated, merged group to address English as a Second Language across the	4		

	community including workplace ESL.			
5-Address the unique circumstances of individuals who lack clear status in our communities in accessing employment, the court system and other needed services.	5a-Address the needs of people in our community who lack documentation including pathways to status change.	9	1	
	5b-Identify strategies to address issues related to appropriate treatment of New lowans by employers, landlords, law enforcement, social service agencies. etc.	2	2	
6-Make Iowa a welcoming community for refugees and immigrants through community efforts including employer-led and non-profit.	6a-Support Des Moines Immigration Initiative through Greater Des Moines partnership.	5	5	
	6b-Identify and implement strategies to create a community that is welcoming and accepting of diversity and new populations and clarify the positive economic impact of new lowans in central Iowa.	11	2	
	6c-Advocate for increased resources by state agencies to support employment, adult English as a Second Language, education, interpretation, and increased coordination between refugee-serving providers across the state.	14		
	6d-Continue to advocate for a refugee task force with the legislature and/or Governor's office.	5		
	6e-Advocate for increased access to vital services for the undocumented that have previously been restricted due to their legal status.	3		
	6f- Consider the Perry, IA plan and Immigrant Allies in Marshalltown to see what components could be replicated.			