

Refugee Community Plan

Boise, Idaho

August 2015



NeighborsUnited

Refugee Collaborative of Boise

REFUGEE COMMUNITY PLAN
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Purpose: The purpose of the Refugee Community Plan is to develop short and long-term goals and actions to address the needs and opportunities for the successful resettlement of refugees in Boise.

The Plan is organized into the following seven broad areas of refugee resettlement

- Education
- Employment
- Healthcare
- Housing
- Social Integration
- Transportation
- Strategic Communication

Goal: Refugees of all ages have access to and participate in formal and informal education opportunities.

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
<i>K-12 Education</i>				
1	Expand the concept and implementation of existing programs (language, culture, parent orientation, etc.) to provide transition support for refugee students.	(a) Identify K-12 schools and Head Start and Early Head Start programs with refugee populations and determine potential for program application.	Fernanda Brendefer, Ruth Calnon, and Jodi Farrow	Added new part time counselor for refugee children/youth (12/10) funded by ORR grant.
		(b) Gain the support and provide training for K-12 volunteers and staff for program implementation.	Fernanda Brendefer, Ruth Calnon, and Jodi Farrow	
		(c) Include informing the general populations about refugee resettlement.	Fernanda Brendefer, Ruth Calnon, and Jodi Farrow	
		(d) Identify organization/locations that could provide ELC flyers related to early childhood education and distribute to refugees.	Fernanda Brendefer, Ruth Calnon, and Jodi Farrow	Send information to Terri for follow up.
2	Identify afterschool and elective programs that do/can provide transitional support and expand/ direct accessibility for refugee students.	(a) Share www.after3boise.com with Boise School District personnel.	Fernanda Brendefer and Ruth Calnon	
		(b) Locate afterschool programs available to students and share this information with nearby schools.	Fernanda Brendefer and Ruth Calnon	
		(c) Explore ways to support refugee students to access after school sports programs.	Fernanda Brendefer and Ruth Calnon	
		(d) Educate refugee students and families on the college readiness AVID program.	Fernanda Brendefer and Ruth Calnon	
		(e) Inform high school refugee students and families about professional technical education opportunities which provide career ready skills.	Fernanda Brendefer and Ruth Calnon	
		(f) Identify before/ after school programs for four year olds. Determine financial support available.	Fernanda Brendefer and Ruth Calnon	

3	Expand summer school program awareness for K-12 refugee students.	(a) Explore summer school opportunities and increase awareness for refugee families to engage families who arrive in early/ late spring.	Fernanda Brendefer	
		(b) Continue to add courses for LEP refugee students as needed.	Fernanda Brendefer	
		(c) Evaluate accessibility and explore ways to communicate availability of summer school for refugee students.	Fernanda Brendefer	
Family and Parents				
1	Expand parent access to, understanding of and participation in Boise schools.	(a) Increase awareness and accessibility of information provided in common languages.	Fernanda Brendefer, Ruth Calnon, Diane Demarest, Jen Haddad	
		(b) Begin expansion of family engagement events to include home visits.	Fernanda Brendefer, Ruth Calnon, Diane Demarest, Jen Haddad	
		(c) Identify resources that can provide ongoing training for teachers and providers in cultural sensitivity and increased understanding of refugee circumstances. Work with resettlement agencies.	Fernanda Brendefer, Ruth Calnon, Diane Demarest, Jen Haddad	
		(d) Continue growing the Boise Parents of English Learners Program.	Fernanda Brendefer, Ruth Calnon, Diane Demarest, Jen Haddad	
		(e) Boise School District personnel provide Education Orientations for new arrivals at English Language Center.	Fernanda Brendefer, Ruth Calnon, Diane Demarest, Jen Haddad	
		(f) Contact local transportation services such as Mobile Village to explore ways district can access this service for refugee parents.	Fernanda Brendefer, Ruth Calnon, Diane Demarest, Jen Haddad	
		(g) Determine educational programs available for refugee families. Share these resources with schools via the counseling department.	Fernanda Brendefer, Ruth Calnon, Diane Demarest, Jen Haddad	
2	Improve access to parent education classes for refugees ensuring they are linguistically and culturally appropriate.	(a) Gather resources and create an electronic resource booklet to share with refugee services providers, schools and other pertinent agencies.	Diane Demarest	
		(b) Identify a systematic approach to recognize and refer families in need of parent education.	Diane Demarest	
		(c) Explore building on existing parenting classes to provide access for refugee parents, including interpreters, childcare and possibly transportation.	Diane Demarest	

		(d) Develop an interpreter list for parent education providers to assist with inclusiveness in parent education classes.	Diane Demarest	
		(e) Work with agencies providing parent education classes in regards to transport to and from parent education classes/activities.	Diane Demarest	
		(f) Improve access to English classes for parents.	Diane Demarest	Work with Adult Education to incorporate this into their plan.
		(g) Explore online parent classes. <ul style="list-style-type: none"> • Love and Logic could be modified • Involve Early Childhood Coordinating Council • Consider guided conversation (multiple cultures) 	Diane Demarest	
3	Provide training to refugees who are providing child care on how to deliver quality care.	(a) Refer refugees who are providing child care to IdahoSTARS and/or the NIÑO Program for child related classes.	Daleen Nelson, Deya Osgood, Terri MacDonald, and Diane Goicochea-Price	
		(b) NIÑO project will provide training and assistance with set up to refugees who qualify for the project.	Daleen Nelson, Deya Osgood, Terri MacDonald, and Diane Goicochea-Price	
		(c) NIÑO Providers will receive ongoing home visits to support quality child care environments.	Daleen Nelson, Deya Osgood, Terri MacDonald, and Diane Goicochea-Price	
		(d) Refer refugee providers who are not working with NIÑO to IdahoSTARS for quality improvement visits.	Daleen Nelson, Deya Osgood, Terri MacDonald, and Diane Goicochea-Price	
		(e) On school enrollment forms, ask parents about need for childcare, etc. Provide access to appropriate child care options by contacting the NIÑO Project or IdahoSTARS.	Daleen Nelson, Deya Osgood, Terri MacDonald, and Diane Goicochea-Price	
		(f) Work with IAIEYC and IdahoSTARS to enroll all NIÑO program participants into the Professional Development Program to access scholarships and incentives from IdahoSTARS.	Daleen Nelson, Deya Osgood, Terri MacDonald, and Diane Goicochea-Price	

4	In collaboration with Head Start and Boise schools, develop methods of identifying pre-school age children and connecting them with early childhood programs such as Head Start.	(a) Identify and work with agencies, programs and schools that provide home visits to determine which young children would benefit from an early childhood program.	Jen Haddad and Ruth Calnon	
		(b) Work with resettlement agencies and others working with refugees to provide information on programs available for pre-school refugee children.	Jen Haddad and Ruth Calnon	
		(c) Determine infant/toddler home visitation programs available in Boise.	Jen Haddad and Ruth Calnon	
		(d) Add early education programs available to refugees to electronic resource booklet.	Jen Haddad and Ruth Calnon	
		(e) Collaboration between Headstart and Boise School District on Kindergarten transition.	Jen Haddad and Ruth Calnon	
5	Connect refugee parents to child care options so they may go to work.	(a) Increase awareness of child care options in the Boise area including American child care providers willing to provide care to refugee children.	Maria Perez, Daleen Nelson, Deya Osgood, Terri MacDonald	
		(b) Work with American child care providers on a case by case basis regarding cultural appropriateness for refugee children.	Maria Perez, Daleen Nelson, Deya Osgood, Terri MacDonald	
		(c) Provide refugee child care contacts to agencies working with refugees.	Maria Perez, Daleen Nelson, Deya Osgood, Terri MacDonald	
		(d) Promote refugee child care with agencies working with refugees.	Maria Perez, Daleen Nelson, Deya Osgood, Terri MacDonald	
		(e) Educate refugee families on the basic responsibilities and requirements related to putting their children in child care including drop off/pick up times, general paperwork, preparing children for what to expect, etc.		
		(f) Add available providers to electronic resource booklet.		
		(g) Contact local transportation services such as Mobile Village to explore ways refugees without vehicles can access child care transport.		
6	Provide Early Education and K-12 providers with Refugee 101 regarding refugee requirements in first 8 months.	(a) Provide informational session regarding what are requirements of federal programs in the first 8 months.	Fernanda Brendefer, Patty Haller, and Jodi Farrow	
		(b) Resettlement staff will be available on a case by case basis regarding general requirements.		

		(c) Coordinate with Idaho Office for Refugees regarding providing informational sessions for general resettlement requirements.		
7	Begin to implement Let's Move Boise into refugee child care programs	(a) The NIÑO Project in collaboration with the City of Boise Clerk's office, CDHD, IdahoSTARS and IAEYC will work towards educating refugee child care providers on the objectives of Let's Move Boise.	Craig Croner, Jamie Heinzerling, Rebecca Lemmons, Deya Osgood, and Terri MacDonald	
		(b) Work with the City of Boise, CDHD, IdahoSTARS and IAEYC to assist with adjustments to Let's Move Boise to respect culture and determine the best delivery plan for integrating the City of Boise's Child Care Healthy Initiatives initiative, while also respecting the culture of our refugee population.		
		(c) Provide enhanced and culturally appropriate child care classes during the NIÑO project year to include Let's Move Boise into refugee child care programs. The ELC classrooms will be utilized for greater capacity.		
		(d) Provide follow up with NIÑO refugee child care providers during each project year to determine the effectiveness of Let's Move Boise.		

Goal: Adult Refugees of all ages have access to and participate in formal and informal education opportunities.

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
<i>Adult Education</i>				
1	Improve and expand adult language programs and increase knowledge and access to them.	(a) Formalize the cooperative association for local language programs to share resources and information, to provide professional development, to assess needs and to develop programs.	BSU, CWI, ELC, Learning Lab, Boise Libraries, Stepping Stones, and Catholic Charities	
		(b) Establish a coordinated effort among local language programs to share resources and professional development opportunities, assess needs, and develop programs.	BSU, CWI, ELC, Learning Lab, Boise Libraries, Stepping Stones, and Catholic Charities	
		(c) Offer language support to the programs that offer micro enterprises, artisan education and nontraditional employment opportunities for refugees.	BSU, CWI, ELC, Learning Lab, Boise Libraries, Stepping Stones, and Catholic Charities	
		(d) Expand to Boise Schools the Child Enrichment Program implemented at Gateway Elementary (Meridian School District) which provides the opportunity for parents to attend educational programs.	BSU, CWI, ELC, Learning Lab, Boise Libraries, Stepping Stones, and Catholic Charities	
		(e) Assign ELC school liaison to K-12 & Early Childhood Community Planning Team.	BSU, CWI, ELC, Learning Lab, Boise Libraries, Stepping Stones, and Catholic Charities	
		(f) Identify and share Best Practices through annual Adult Education Conference.	BSU, CWI, ELC, Learning Lab, Boise Libraries, Stepping Stones, and Catholic Charities	
2	Expand educational and training opportunities for refugee adults, through recertification programs, technical training programs, higher education, credential recognition, etc.	(a) Develop a career center to assist refugees (and immigrants) in the development of career paths that leverages prior education and career experience. Evaluate the need and potential to develop a recertification/ licensing/ higher education counseling liaison position.	Global Talent	

		(b) Establish peer mentoring for refugee students to enhance education readiness, including GEDs, Compass, vocational and college. Utilize CWI/ BSU students. Pattern after national CAMP migrant-based programs.	CWI & BSU	
		(c) Explore options for establishing grants, scholarships and work study programs.	ELC, CWI, BSU	
		(d) Continue and further develop Vocational Training <ul style="list-style-type: none"> • Develop industry specific training programs, i.e. service industry, nursing care, food preparation, janitorial, warehouse, etc. • Provide support for employers in implementing training programs. 	CWI, ELC (also CCG)	
		(e) Continue to partner with and support college and university support networks.	BSU, CWI, ELC, Resettlement Agencies	
		(f) Identify and share Best Practices.		
3	In collaboration with the Social Integration Team, ensure ongoing cultural integration education, including community.	(a) Identify existing cultural integration education programs/classes.	Adult Education Team and Social & Integration Team	
		(b) Evaluate linguistic and cultural appropriateness.	Adult Education Team and Social & Integration Team	
		(c) Identify and share Best Practices.	Adult Education Team and Social & Integration Team	
4	Develop educational opportunities for refugee seniors/elders. Assist seniors to participate more fully in civic and cultural opportunities.	(a) Identify and improve existing classes that can be accessed by refugees.	RCP Adult Education Team & RCP Social Integration Team	
		(b) Continue service level practices for refugee elders, SHINE Program.	RCP Adult Education Team & RCP Social Integration Team	
5	Develop and expand naturalization classes.	(a) Identify and promote existing classes.	Catholic Charities, IRC, Boise Libraries, and ELC	
		(b) Improve access to existing classes.	Catholic Charities, IRC, Boise Libraries, and ELC	
		(c) Identify and explore best practices.	Catholic Charities, IRC, Boise Libraries, and ELC	
		(d) Create new classes.	Catholic Charities, IRC, Boise Libraries, and ELC	

<i>Families and Parents</i>				
1	Collaborate and support the Family Literacy objectives of the K-12 and Early Childhood Plan.	(a) Conduct refugee parent orientations.	ELC, school liaisons with resettlement agencies, and school districts	
		(b) Assign Anna Tovar as liaison with K-12 & Early Childhood Refugee Plan.	ELC, school liaisons with resettlement agencies, and school districts	
2	Expand family intergenerational literacy programs and improve. access.	(a) Identify gaps in education for parents and determine what other educational programs are available.	ELC, Learning Lab, Head Start, and BSU	
		(b) Provide support to existing programs.	ELC, Learning Lab, Head Start, and BSU	
		(c) Identify and share best practices and research grant opportunities.	ELC, Learning Lab, Head Start, and BSU	
3	Expand awareness of parenting classes for refugee parents.	(a) Identify and support existing parenting classes.	Learning Lab, Head Start, ELC, CWI	

Goal: Refugees have ample employment opportunities to achieve economic self-sufficiency.

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
1	On-going implementation of strategy for focusing on employers in the community to engage them in the value of and opportunities for employing and retaining refugees. Strategy should consider: <ul style="list-style-type: none"> • Continuing education • Language resources • Housing • Financial incentives • Employer access to assistance 	(a) Promote Agency services that can be provided.	IOR, IDL, ELC, Resettlement Agencies, and Employers	
		(b) Develop a “how to” manual for employers to help maximize the advantages to employers and to provide assistance to increase the likelihood of success for refugees.	IOR, IDL, ELC, Resettlement Agencies, and Employers	Complete
		(c) Conduct practice interviews for refugees and employers.	IOR, IDL, ELC, Resettlement Agencies, and Employers	
		(d) Provide orientations for employers regarding hiring refugees.	IOR, IDL, ELC, Resettlement Agencies, and Employers	
		(e) Keep Employers active and involved with newsletters & knowledge of training and events.	IOR, IDL, ELC, Resettlement Agencies, and Employers	
		(f) Provide information to employers regarding the value of hiring refugees, e.g. tax credits.	IOR, IDL, ELC, Resettlement Agencies, and Employers	
2	Establish a Career Center for Skilled immigrants.	(a) Receive technical support and guidance from Networks for Integrating New Americans.	IOR, CWI, BSU, IDOL, ELC, and Global Talent Idaho	Requesting technical assistance from Upwardly Global.
		(b) Gain input from community to build a solid program that meets the needs of skilled immigrants in Idaho.	IOR, CWI, BSU, IDOL, ELC, and Global Talent Idaho	

		(c) Establish an advisory board that includes employers to help guide this effort.	IOR, CWI, BSU, IDOL, ELC, and Global Talent Idaho	
		(d) Conduct outreach to employers, networks, industry groups, etc. that have the capacity to hire high-skilled immigrants.	IOR, CWI, BSU, IDOL, ELC, and Global Talent Idaho	
		(e) Develop mentor program.	IOR, CWI, BSU, IDOL, ELC, and Global Talent Idaho	
		(f) Find funding sources.	IOR, CWI, BSU, IDOL, ELC, and Global Talent Idaho	
3	Provide support for refugees who have entrepreneurial experience, interests and goals.	(a) Identify refugee interest, experience and goals during the resettlement process.	IOR, META, and Resettlement Agencies	
		(b) Work with META to conduct classes during the resettlement process.	IOR, META, and Resettlement Agencies	
4	Create training programs that lead to employment with an emphasis on job training.	(a) Work with social enterprises, non-profits, and businesses to provide on-the-job training opportunities.	Resettlement Agencies, IOR, IDOL, ELC, CWI, Valley Ride Regional Transit, Second Change, Useful Glassworks, Full Circle Exchange, Create Common Good	
		(b) Look for opportunities to provide onsite English training.	Resettlement Agencies, IOR, IDOL, ELC, CWI, Valley Ride Regional Transit, Second Change, Useful Glassworks, Full Circle Exchange, Create Common Good	
		(c) Identify training opportunities that will lead to long-term employment opportunities that provide a living wage.	Resettlement Agencies, IOR, IDOL, ELC, CWI, Valley Ride Regional Transit, Second Change, Useful Glassworks, Full Circle Exchange, Create Common Good	

		(d) Create and conduct vocation-specific training and ESL.	Resettlement Agencies, IOR, IDOL, ELC, CWI, Valley Ride Regional Transit, Second Change, Useful Glassworks, Full Circle Exchange, Create Common Good	
		(e) Develop a work-related training directory of all services currently available.	Resettlement Agencies, IOR, IDOL, ELC, CWI, Valley Ride Regional Transit, Second Change, Useful Glassworks, Full Circle Exchange, Create Common Good	
		(f) Support the efforts of those trained to find employment.	Resettlement Agencies, IOR, IDOL, ELC, CWI, Valley Ride Regional Transit, Second Change, Useful Glassworks, Full Circle Exchange, Create Common Good	
		(g) Identify job instructors, including volunteers, to teach computer skills (increase instructor sources for computer training that is part of the ELC program).	Resettlement Agencies, IOR, IDOL, ELC, CWI, Valley Ride Regional Transit, Second Change, Useful Glassworks, Full Circle Exchange, Create Common Good	
5	Increase/improve communication, collaboration and coordination among the Employment Network to improve/increase quality achievement of employment goal.	(a) Continue quarterly meetings and share best practices, increase trust, and build relationships.		
		(b) Exchange information and share resources to help each other better serve refugee clientele.		
		(c) Develop webpage resource guide of employment services in Boise.		

Goal: Refugees receive equitable, timely access to quality healthcare maximizing their wellness.

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
<i>Interpreters</i>				
1	Increase the number of trained refugee language interpreters within the healthcare system and enhance their competence, skill levels and ability to maintain professional	(a) Continue the 40-hour Cross Cultural Health Care Program (CCHCP) interpreter training in the Boise area.	Resettlement Agencies	
		(b) Conduct advanced CCHCP interpreter training in 2014.	Saint Alphonsus Hospital	
		(c) Increase and sustain the number and capacity of CCHCP certified trainers in the area through ongoing training and development needs.	Department of Health & Welfare	
		(d) Define languages, genders and groups that need focus for developing interpreter resources.	Federal Way Clinic	
		(e) Increase number of women interpreters.	Family Medical Residency of Idaho	
		(f) Provide ongoing training and in-services.	Sonshine Clinic	
		(g) Provide ongoing training for providers and interpreters specific to mental health services, vicarious trauma and	St. Lukes Hospital	
		(h) Develop improved approach for refugees and providers to easily access interpreters.	AMR (Medicaid Transportation)	
<i>Providers</i>				

1	Improve/increase the cultural competence of providers who serve the unique needs of refugee patients.	(a) Provide Cultural Competence training and Trauma Informed Practice training for providers across the continuum of care including physicians, dentists, medical assistants and office staff.		Identified areas of educational need include working w/ interpreters, general cultural competence, Office for Civil Rights/Joint Commission compliance, Medicare language service reimbursement policies, resources for elder care (placement, hospice, end of life, palliative care, funerals), info on different refugee groups and their history as well as the refugee resettlement process, PTSD, mental health and
		(b) Explore grants to specifically impact mental health/trauma/survivors of torture.		
		(c) Continue to engage and work through Refugee Health Committee to identify needs and determine solutions/actions. Increase representation and engagement of key provider organizations in support of Refugee		
Refugee Education and Integration				
1	Improve and expand orientation process for refugees to address specific healthcare related areas of need such as mental health, dental, utilizing medicine, diet, illness, appropriate utilization of healthcare systems.	(a) Provide gender specific orientations and expand access on sexual abuse/domestic violence education (including men).		
		(b) Provide reproductive and STD/HIV/AIDS and health education.		
		(c) Increase use of culturally competent community healthcare workers (healthcare navigators/advisors) to help refugees navigate U.S. healthcare systems. Standardize roles and performance expectations.		
		(d) Address continuing orientation needs to include replicating IOR/IRC best practices - Know your Rights and		
		(e) Provide substance abuse education.		
		(f) Through H&W 2014 Grant application, establish: <ul style="list-style-type: none"> • Peer Support Specialist role for home visits • Conduct training for Coping Skills for Refugees through ELC • Cultural Competence Training in Twin Falls 		

Goal: Refugees enjoy appropriate, affordable and quickly accessible housing options in the community.

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
1	Increase the availability of suitable rental housing units for refugee households in the Treasure Valley. Suitable housing is that which takes into consideration: <ul style="list-style-type: none"> • Proximity to transportation • Safety • Cleanliness • Affordability • Family size • Eligibility 	(a) Expand the pool of existing properties that accept refugees as tenants. <ul style="list-style-type: none"> • Tenant Certification • City will acquire six to eight residential 3- and 4-bedroom units for their rental portfolio, for refugees and others. • Continue to support landlords and property managers in resolving issues with tenants through education and outreach efforts. • Present needs for extending housing support, including donations, unrestricted funds, grants, etc. 		
		(b) Develop transitional (up to 30 days) housing options for refugees to assist them with housing upon arrival. <ul style="list-style-type: none"> • Temporary housing options • Smaller landlords and church landlords, noncommercial alternatives 		
		(c) Apply Neighbors United marketing specifically to landlords.		
2	Increase the availability of emergency rental assistance for refugee households.	(a) All participating organizations work together to raise more money.	Resettlement Agencies, Catholic charities, El Ada, Jesse Tree, Legacy Group, Idaho Fair Housing Council	
		(b) Enhance coordination between resettlement agencies and other community case managers.	Resettlement Agencies, Catholic charities, El Ada, Jesse Tree, Legacy Group, Idaho Fair Housing Council	
3	Increase support for refugee families to achieve home ownership.	(a) Coordinate low interest home ownership with Habitat for Humanity as they develop a new subdivision as well as other programs that encourage developing equity through home ownership.		

		(b) Evaluate options for a housing project as a means to create job opportunities for refugees.		
		(c) Organizations continue to seek refugee savings account funding to help refugees.		
4	Increase likelihood of success for refugees to retain their housing (being good neighbors and maintaining good condition of their homes).	(a) Teach refugees and landlords about the availability of a reserve fund to provide assurance to property owners regarding their concerns about increased costs associated with housing refugees.		
		(b) Consider “renters insurance” to protect owners and refugees, in case of lease jumping, repair and excessive maintenance costs, fumigation, etc.		
		(c) Provide “good renter training” as a means for increasing the likelihood of successful and repeatable rental results.		

Goal: Refugees and the Boise Community intentionally work together, based on a shared commitment to mutual respect and social justice, to create a secure, welcoming, vibrant and cohesive society.

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
<i>Community-Wide</i>				
1	Establish multi-use refugee community centers to create community gathering, learning and sharing opportunities.	(a) Determine all entities working toward this objective and seek ways to coordinate efforts and resources.		
		(b) Create an advisory committee to provide guidance and support for this project. Establish a committee of refugees to advise this effort.		
		(c) Identify a corporate entity to support the process of creating a multi-use center.		
		(d) Identify potential donated buildings or space for this purpose.		
		(e) Identify grant or income generating opportunities.		
		(f) Meet with ethnic communities to determine if this is a facility they want and are willing to support and share a common space with other ethnic groups.		
		(g) Provide refugee youth with opportunities to access and participate in activities and the opportunity to relate to and integrate with their American peers.		
		(h) Identify opportunities for making Wi-Fi services and equipment available and disseminate information.		
2	Create a refugee speakers bureau for adults and youth.	(a) Launch a media campaign with PSAs and news stories highlighting refugees and their contributions to the community.		
		(b) Create a PSA addressing who refugees are, why they are here and their legal status.		
		(c) Identify and develop opportunities for refugee artists and artisans to share refugee art and culture with the community.		

Youth				
1	Leverage existing community based programs for identifying and addressing the needs of at-risk refugee youth.	(a) Identify existing/potential needs.		
		(b) Develop approaches for addressing the needs.		
		(c) Engage at-risk refugee youth.		
Community Volunteers				
1	Expand the use of volunteers who may be unaffiliated with formal Refugee Resource activities. Encourage involvement at every level in the community to more rapidly assist refugees with their integration process.	(a) Provide orientation for refugees on who volunteers are and what they can and cannot do for them.		
		(b) Establish consistent curricula and orientation for volunteers working with refugees. Emphasize the goal of working towards self-sufficiency and independence utilizing IOR Family Self-Sufficiency Progress tool.		
		(c) In addition to 211, provide a web-based refugee-specific community resource guide for volunteers mentoring refugees.		
		(d) Provide on-going “in-service” learning opportunities for volunteers addressing various themes.		
2	Evaluate BSU training videos for volunteers.			
Immigration/Legal Issues				
1	Reduce the incidence of legal issues with refugees through early education about the US and Idaho legal systems.	(a) Engage refugees to participate in the Citizens Police Academy.		
		(b) Create multiple avenues for communicating laws and consequences of breaking them in a way refugees can understand and adhere to.		
		(c) Conduct training programs for refugees on how to interact with police and the use of the 911 resource.		
		(d) Involve refugees willing to speak on their encounters with the law.		
		(e) Expand BIA Accreditation services that are offered.		
		(f) Provide refugees with education materials about immigration steps they need to take.		

Goal: A regionally coordinated network of transportation services that supports integration of refugee populations into the community

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
1	Evaluate the effectiveness and implement program/service changes as required to improve existing transportation services and programs developed to support refugee resettlement activities: <ul style="list-style-type: none"> • Travel training • Volunteer driver • Ride reimbursement • Vehicle sharing services 	(a) Complete an assessment of existing programs and services supporting refugee transportation		Complete
		(b) Draft a report on effectiveness and deficiencies of existing programs		Complete
		(c) Develop a work plan to address deficiencies		Complete
		(d) Implement action items in work plan		Complete
2	Develop comprehensive traveler orientation and transportation related safety and legal education programs for refugees to address refugee needs due to language barriers, lack of familiarity with traveling through a foreign country, and improving travel independence earlier in their resettlement process.	(a) Complete a comprehensive needs/gap analysis on traveler orientation and safety issues across all modes of travel.		Include consideration of Medicaid Transportation. The project is being incorporated into the Mobile Village project.
		(b) Identify programs and options for addressing gaps in traveler orientation/safety		
		(c) Research funding sources for implementing programs/options.		
		(d) Evaluate and report on effectiveness of programs and options.		

3	Develop a job incubator program designed to enhance the development of transportation-related jobs including transportation services and programs to enhance refugee access to jobs throughout the region.	(a) Create a steering committee to evaluate need and feasibility of program.		
		(b) Research locations for incubator site.		
		(c) Research feasibility and steps for creating nonprofit organization to house the incubator.		
		(d) Draft a business plan.		
		(e) Research and secure funding sources for programs.		
		(f) Secure incubator location that supports outcome from the business plan.		
		(g) Implement program as defined in business plan.		

Goal: Foster a more positive community climate for refugees and build resources and support for organizations' and plans' work.

Priority	Objectives	Action Steps	Responsibility	Notes/Lessons Learned
1	Create a common message/voice.	(a) Form a working group comprised of various different stakeholders to determine message, audience, goals.		Message should fit with Harvard's ABCs of Strat Comm goal of: "Develop a phrase of four to ten words to describe the organization that can be used every time a reporter does a story about the agency. It is important to be able to tell reporters how the group wants to be described; otherwise, journalists will come up with descriptions that may not be accurate."
		(b) Find a professional marketing team to create a common message/voice and larger strategic communications plan.		
		(c) Get Planning Team's approval of messaging.		
		(d) Educate community partners on the common message/voice and encourage them to use it.		
		(e) Provide partners with various ways to use/promote the common message and voice.		
		(f) Begin using common message/voice in marketing campaign and in daily work.		
		(g) Create a consistent and easy-to-recognize logo.		
2	Highlight organizations and their projects.	(a) Gather accomplishments from Refugee Community Plan Committee Progress Reports.		Currently on hold while group is working on objective one.
		(b) Keep abreast of news stories, press releases, and promotion of other events related to refugees or refugee partners.		Currently on hold while group is working on objective one.
		(c) Find a place to promote accomplishments. This might be a website, blog, social media, etc.		Currently on hold while group is working on objective one.

		(d) Keep Stoltz Marketing abreast of large accomplishments in case they plan to incorporate them into their plan or in case they have a social media plan.		Currently on hold while group is working on objective one.
3	Educate the community on refugees and how supporting them enriches the entire city.	(a) Brainstorm ways refugees enrich the city.		Currently on hold while group is working on objective one.
		(b) Brainstorm reasons it is important to support refugees.		Currently on hold while group is working on objective one.
		(c) Determine different target audiences, which points will most affect them, and how best to reach them.		Currently on hold while group is working on objective one.
		(d) Begin an educational marketing campaign to various target audiences.		Currently on hold while group is working on objective one.