

ROLE OF THE LOCAL RESETTLEMENT AGENCY

CONTENT OBJECTIVE

The local resettlement agency is not a government agency

Assistance provided by the local resettlement agency and public assistance is limited and benefits vary across agencies, locations, and cases

There are a number of organizations that will work alongside local resettlement agencies to assist with access to locally-available programs and provision of services

The local resettlement agency provides assistance to Afghan parolees through the provision of items and/or money to meet initial needs, a limited scope of services, and advocacy on Afghan parolees' behalf to receive services for which they are eligible

The quality and quantity of items provided will vary

LEARNING INDICATORS

- Participants can articulate the difference between the local resettlement agency and the government

- Participants can articulate that the services they receive will be for a limited time
- Participants can state that the services they receive may not be the same as what other individuals will receive
- Participants can verbalize that they will receive assistance but non-urgent issues may not be addressed immediately
- Participants can consider the implications of moving away from their initial resettlement site

- Participants can identify the local resettlement agency as the first point of contact for accessing services
- Participants can articulate that the local resettlement agency may assist individuals with access to other agencies or organizations for services

- Participants can identify four types of items that will be provided soon after arrival: initial housing, basic furnishings, seasonal clothing as necessary, food or food allowance
- Participants can identify basic services provided by the local resettlement agency
- Participants can state that they may receive money and/or money may be spent on their behalf

- Participants can identify factors related to the quality and quantity of items they might receive, including the availability of resources, the need of the family, and budgets
- Participants can state that the items they receive might not be new or what they would choose for themselves
- Participants can state that the items or money they receive may not be the same as what other parolees or refugees will receive

ROLE OF LOCAL RESETTLEMENT AGENCY (CONTINUED)

Afghan parolees are responsible for their own successful resettlement in partnership with the local resettlement agency

- Participants can affirm that Afghan parolees and the local resettlement agency work in partnership and have rights and responsibilities with respect to each other
- Participants can articulate that they are ultimately responsible for their success
- Participants can name the local resettlement agency case manager as a source of reliable and accurate information
- Participants know the caseworker/office contact info and how and when to contact them
- Participants understand role of co-sponsor and US tie (if any)

There are rights **and responsibilities** related to Afghan parolee status

- Participants can name different kinds of benefits and government assistance for which they are eligible
- Participants understand that as Afghan parolees they are authorized to work in the U.S.
- Participants know how to submit a change of address form with USCIS

There are immigration consequences to breaking U.S. laws

- Participants know what behaviors may hinder their adjustment of status or naturalization or lead to deportation

PAROLE STATUS CONTENT OBJECTIVE

List the conditions of parole that must be followed and explain how to follow these conditions and consequences of failing to adhere to parole conditions

LEARNING INDICATORS

- Participants can explain that they have been paroled into the United States for urgent humanitarian reasons for a period of two years
- Participants can list conditions of their parole, including receiving certain vaccines and a tuberculosis test, and notifying U.S. Citizenship and Immigration Services (USCIS) of any changes to their address within ten days of moving
- Participants are aware that breaking the law can also affect their status and penalty for some offenses may be deportation (return) to their home country.
- Participants are aware that failure to follow conditions of parole can lead to termination of their parole, detention, and removal from the United States. It can also interfere with the ability to become a legal resident and/or obtain other benefits and immigration relief

Explain that certain local Resettlement Agencies will provide a limited amount of services to meet immediate basic needs and resources will vary on a case by case basis

- Participants can explain that local Resettlement Agencies will provide a limited amount of services to help meet immediate basic needs
- Participants are aware that the resources available to them will vary on a variety of factors

Identify that any parolee with a government approved Form I-795 has the right to work, and that immediate employment will be crucial for self-sufficiency

- Participants understand that they must complete and receive approval from the US government of their Form I-765 to be authorized to work in the United States
- Participants can explain that early employment and wise budgeting of money are crucial for early self-sufficiency

PAROLE STATUS (CONTINUED)

Identify that any questions about a person's immigration status and legal options should be answered in consultation with an immigration attorney or accredited representative with expertise in humanitarian immigration issues, as the local Resettlement Agency does not have any control over immigration status and processing

- Participants can explain that parole is not a form of immigration status and that they must speak with an immigration lawyer or accredited representative to explore what options they may have for pursuing a form of permanent immigration status in the United States
- Participants are aware that the Resettlement Agency does not control their immigration status or process but they can direct individuals to proper resources and people to answer questions

ENGLISH CONTENT OBJECTIVE

For both adults and children, learning English is critical to successful adjustment in the U.S.

Learning English will take time and the process may vary from person to person

There are a variety of ways to learn English

LEARNING INDICATORS

- Participants can list reasons why learning English is important for successful adjustment in the U.S.
- Participants can acknowledge that learning English is their responsibility
- Participants can acknowledge that they should not delay employment, enrolling in school, applying for assistance, or participating in community life until they have learned English
- Participants know their rights to interpretation services (e.g., in hospitals, schools, and courts)
- Participants are aware that children may learn English faster than adults
- Participants are aware that the relative fluency in English among members of the family may lead to changes in family roles
- Participants understand that they may be referred to free classes by the local resettlement agency, but these classes may have a waiting list and/or the schedule or location of the classes may not be ideal
- Participants are aware of other types of ESL classes for which there may be a fee to participate
- Participants understand the importance of attending ESL consistently
- Participants can name additional ways that they can learn English outside of formal classes

U.S. LAWS

CONTENT OBJECTIVE

The U.S. is governed by the rule of law

LEARNING INDICATORS

- Participants understand that they have a responsibility to know U.S. laws
- Participants understand that they have accountability under the law

The U.S. has many laws governing behavior in public

- Participants understand laws and norms for the use of alcohol, tobacco, drugs, and firearms
- Participants understand laws and norms related to sexual harassment

There are legal rights and restrictions related to family life

- Participants know laws regarding domestic violence
- Participants know laws regarding child supervision, neglect, and abuse, including acceptable methods of disciplining a child

There are rights and responsibilities related to U.S. residency and citizenship

- Participants are aware of basic civil rights (e.g., right to free speech, assembly, worship, legal assistance)
- Participants understand that when they become citizens they will have the right to vote
- Participants understand the importance of selective service registration and implications if they do not register
- Participants understand that breaking the law may affect their legal status

YOUR NEW COMMUNITY

CONTENT OBJECTIVE

There are community and public services that are available to support residents

LEARNING INDICATORS

- Participants can identify community services relevant to their specific needs, such as senior services or child care/day care
- Participants can identify community services that individuals may need to access, such as food banks, family support services, and the local government

The local resettlement agency will assist Afghan parolees in becoming acquainted with their new community

- Participants know where to find and how to use critical services such as stores and laundromats
- Participants know where to find and how to access other community services such as the library, houses of worship, area attractions, community recreation, banks, and the post office
- Participants understand where they live in the U.S. (region, state, city)

Members of individuals' ethnic or religious group who live in the area may be a good source of support

- Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community
- Participants can identify where to find neighborhoods, associations, or business establishments where they would be likely to find members of their home community

EMPLOYMENT

CONTENT OBJECTIVE

Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women)

LEARNING INDICATORS

- Participants can list positive consequences of early employment and negative consequences of delayed employment or lack of employment
- Participants can identify good interview skills such as firm handshake, eye contact, appropriate body language and also negative actions such as not answering questions well, stressing the need for a lot of money, or a disinterested expression
- Participants can articulate that turning down any job could be used as a reason to lose benefits
- Participants understand the importance of retaining their job

A person's initial job might not be in their chosen profession

- Participants can articulate that employment is not static and that employment opportunities may expand based on skills acquired and good job performance
- Participants can list positive consequences of accepting employment outside their chosen profession
- Participants can identify types of jobs they may hold in the U.S. during the initial resettlement period

Afghan parolees play a central role in finding/obtaining employment in the U.S.

- Participants can explain the role of the resettlement agency and various outside service providers in assisting them with employment services
- Participants (if employable adults) can identify themselves as responsible for obtaining employment in the U.S.

A crucial way of finding better paying jobs is learning how to speak English

- Participants can identify English language acquisition as a key to a better job

There are general characteristics of U.S. professional and work culture to which individuals must adapt in order to be successful in finding and maintaining employment

- Participants can identify appropriate and desirable workplace behavior
- Participants can list effective ways to communicate with their employer and fellow employees
- Participants can list aspects of U.S. professional and work culture that may differ from their homeland

Employees have rights as well as responsibilities in the workplace

- Participants can acknowledge that they have the right to be paid for their work and to work in a safe environment free from discrimination and harassment
- Participants can acknowledge that they have the right to understand how they will be paid and what benefits they might receive
- Participants can list rights and responsibilities in the workplace

BUDGETING AND PERSONAL FINANCE

CONTENT OBJECTIVE

Afghan parolees are responsible for managing their personal finances

LEARNING INDICATORS

- Participants know their total monthly income and expenses, including rent and utilities
- Participants can explain and create their monthly budget, differentiating between wants and needs
- Participants can identify sources of income when initial assistance ends
- Participants understand the importance of paying bills on time
- Participants can acknowledge that employable members of the family may all have to work in order to meet their financial needs
- Participants can acknowledge that their financial obligations in the U.S. (e.g., rent, travel loan) will affect their ability to remit money to relatives back home
- Participants have an understanding of their likely financial situation over time

In the U.S., financial transactions are mostly conducted through the banking system

- Participants can identify the different denominations of U.S. currency
- Participants know how to open a bank account and use various bank products and services (including checking and savings accounts and ATMs)
- Participants understand fees associated with using check cashing or remittance services
- Participants understand how to build and maintain a good credit history
- Participants can articulate measures to protect themselves from financial fraud and identity theft
- Participants understand the benefits of direct deposit of their paychecks to a bank account
- Participants understand that banking in the U.S. is safe and should be used
- Participants understand the risks associated with using paycheck cashing stores and keeping large amounts of cash at home
- Participants are familiar with financial institutions that can accommodate cultural beliefs (such as avoiding institutions that collect interest)

Paying taxes is a legal obligation in the U.S.

- Participants can acknowledge that paying taxes is a personal responsibility
- Participants understand when and how to pay taxes
- Participants understand the concept of withholding (for taxes, social security, etc.) on paychecks

HOUSING

CONTENT OBJECTIVE

There are a variety of types of housing arrangements depending on affordability and the local context (including shared housing, apartment, house, etc.)

Housing comes with rights, responsibilities, restrictions and regulations

The local resettlement agency provides assistance in home orientation, after which housekeeping and home maintenance are individual and family responsibilities

Understanding basic safety considerations and use of appliances/ facilities will promote safety in the home

There are additional domestic life skills that facilitate independent living

LEARNING INDICATORS

- Participants can describe different types of housing
- Participants can acknowledge that the affordability of housing differs across and within localities and may affect the choices that are available to them

- Participants understand the importance of and the process for paying rent and utilities
- Participants understand how to end their lease and the process for moving to a new residence
- Participants can list rights and responsibilities of landlords and tenants regarding housing and utilities
- Participants are aware of norms and rules that apply to common areas
- Participants are aware of factors that positively or negatively impact their rental history, including behaviors that may lead to eviction

- Participants are familiar with basic upkeep of a home, including preventative maintenance and prevention of pest infestations, and know who to contact for help with repairs
- Participants are familiar with basic household products, including their safe use and disposal
- Participants understand how to clean their home and remove trash
- Participants know how to control utility costs through conservation

- Participants can describe safe and appropriate use of basic appliances and bathroom facilities
- Participants understand fire prevention in the home, as well as the use of fire alarms and extinguishers

- Participants know how to identify and respond to mail
- Participants know how to make and receive telephone calls

HYGIENE

CONTENT OBJECTIVE

There are norms for personal hygiene in the U.S.

There are norms and rules regarding public hygiene in the U.S.

LEARNING INDICATORS

- Participants understand the norms of personal hygiene in the U.S.
- Participants understand the effect of personal hygiene on interpersonal relationships, particularly with those from outside their cultural group
- Participants understand the effect of personal hygiene on maintaining good health

- Participants can identify potential legal consequences of behaviors such as spitting or urinating in public
- Participants can identify expectations in the workplace and other public spaces regarding public hygiene

SAFETY

CONTENT OBJECTIVE

Attention to personal safety is an important consideration for all people

LEARNING INDICATORS

- Participants understand the concept of personal and family safety
- Participants know that they need to protect their property
- Participants know how to recognize and avoid scams and prevent fraud and identity theft

Police and law enforcement agencies exist to help people if they become a victim of a crime

- Participants understand the role of the police and know that police and other law enforcement officials are trustworthy and are there to help them
- Participants can identify crimes that are reportable as well as what incidents may not be serious enough to report to the police
- Participants know how to report crime

It is important to be prepared for emergencies

- Participants can ensure that all residents of the household know their address and phone number
- Participants understand basic fire safety
- Participants have a plan and know what to do in the event of a natural or man-made disaster
- Participants know how to access emergency services and how to dial 9-1-1

It is important to be familiar with safety procedures

- Participants are familiar with general safety procedures related to traffic (as a driver, bike rider, public transit user, or pedestrian)
- Participants are familiar with norms and laws related to animal care
- Participants know how to keep themselves safe and comfortable in unfamiliar weather conditions

CULTURAL ADJUSTMENT

CONTENT OBJECTIVE

There are core characteristics that define the American experience

LEARNING INDICATORS

- Participants understand that the U.S. is a culturally diverse society and that there can be widely- varying cultural norms in different parts of the country
- Participants are familiar with key philosophies that are the foundation of American culture and law, such as individualism, non-discrimination, and gender equality

There are cultural norms and expectations that are fairly widespread throughout the U.S.

- Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance
- Participants are familiar with patriotic and cultural customs and rituals

The philosophies of self-sufficiency and self-advocacy are central to American culture and cultural adjustment

- Participants can acknowledge the importance of self-sufficiency
- Participants understand the importance of politely communicating their needs and wants

CULTURAL ADJUSTMENT (CONTINUED)

There are numerous phases of cultural adjustment. Resettlement may have an impact on family roles and dynamics

- Participants can indicate that cultural adjustment is a multi-step, long-term process

Resettlement may have an impact on family roles and dynamics

- Participants can identify situations in which current roles and family dynamics may be challenged upon resettlement in the U.S.

Expectations regarding parenting practices may differ in the U.S. from what refugees are used to

- Participants can identify parenting practices that may be unfamiliar or challenging
- Participants can identify parenting practices that are illegal or unacceptable in the U.S.

There are some basic coping mechanisms to deal with the stressors of adjustment

- Participants can list possible coping mechanisms for themselves and their families
- Participants can articulate that honoring and preserving their home culture can help facilitate successful adjustment to life in the U.S.
- Participants can identify the types of religious and/or cultural resources that may exist in the communities where they settle
- Participants can state that learning English will facilitate their adjustment to life in the U.S.

There are ways to seek assistance from others in your community

- Participants can identify possible sources of assistance when facing adjustment challenges

EDUCATION

CONTENT OBJECTIVE

There are legal and normative expectations regarding schooling in the U.S.

LEARNING INDICATORS

- Participants can acknowledge that schooling is compulsory until at least the age of 16 for both boys and girls and is free in public schools
- Participants who have children can identify services and educational options that might be relevant for them (preschool, day care, special public school options)
- Participants can identify the rights and responsibilities of parents and children in the school system
- Participants understand the concept of parental involvement in schooling
- Participants understand that there are costs associated with free public education (e.g., school supplies)

The value for adults and teenagers to continue formal education should be weighed against the need to work

- Participants can acknowledge that education is a goal to be achieved but should be weighed against other factors such as need for income
- Participants can identify education as a lifelong experience

EDUCATION (CONTINUED)

There are many options for continuing education and training beyond compulsory K-12 schooling

- Participants can acknowledge that there are educational and training options that allow them to work while going to school
- Participants understand the process for obtaining a high- school equivalency diploma (GED)
- Participants can identify types of higher education and training that might benefit them (including university study or vocational training)
- Participants can acknowledge that some financial aid may be available for higher education
- Participants understand options for continuing education and training related to their employment

Cultural Orientation Resource Exchange

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