



NEW AMERICANS FELLOWSHIP PROJECT PLAN

COUNTY EXECUTIVE'S OFFICE OF IMMIGRANT RELATIONS

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INTRODUCTION

At the April 12, 2015 Board of Supervisor’s meeting, the Board approved a request by the County’s Office of Immigrant Relations which allowed the office to “participate on behalf of the County in the White House Task Force on New Americans Building Welcoming Communities Campaign.” In doing so, the County committed to taking the following steps:

- ➔ Encouraging immigrants and refugees to fully participate in civic life by building bridges with longtime residents, educating newcomers on their rights, promoting awareness of the importance of citizenship, preparing those eligible for naturalization, and encouraging all residents to give back to their communities
- ➔ Harnessing the full potential of all residents by ensuring that workforce systems are able to leverage the skills, education, and talents of immigrants and refugees, empowering newcomers with the tools to build and grow small businesses and pursue professional opportunities, and build the financial capability for newcomers through financial education and access to safe, affordable products and services, and unlocking the doors to homeownership
- ➔ Supporting English language learning of new Americans by strengthening and expanding dual-language learning, providing pathways to postsecondary education and career training and development, creating welcoming schools, engaging parents and families, and investing in young leaders

Within the framework of building Welcoming Communities, Santa Clara County has established The New Americans Fellowship pilot program that will identify and recruit DACA eligible youth. The pilot program helps fulfill the County’s commitment by identifying, recruiting, developing, and equipping these youth with the skills and tools to serve as “ambassadors” to the Santa Clara County community. Fellows will commit to working up to 20 hours per week, for a period of no less than 10 weeks, on a project based Fellowship under the supervision of the Office of Immigrant Relations, a County Department, or Board of Supervisors Office.

“The basic idea of welcoming immigrants to our shores is central to our way of life—it is in our DNA. We believe our diversity, our differences, when joined together by a common set of ideals, makes us stronger, makes us more creative, makes us different. From all these different strands, we make something new here in America.”

President Barack Obama

Fellow’s projects may focus on, but are not limited to, the following areas:

- ➔ *Immigrants Public Safety Program*
 - Research on improving/bridging relationships between law enforcement and the immigrant community

- Develop a plan to establish a “Community Safety Initiative” focused on establishing problem-solving relationships amongst the immigrant and refugee population and local law enforcement
- ➔ *Civic Engagement*
 - Develop the framework for the establishment of a “Civics Empowerment Education Program” to establish the curriculum for immigrants and refugees who want to learn more about policy procedures and laws
 - Create a training in civic participation targeted to inform the community about Federal, State and County Government structures and delivering presentations to decision-making bodies
- ➔ *Education Services*
 - Information for the undocumented population providing information such as; know your rights at home, in the work place, and when seeking services via immigration consultants
 - Fraud Prevention and Education
 - Work collaboratively with OIR in drafting or updating existing resources on family emergency plans
 - Increase awareness of public services programs such as Medi-Cal, CalFresh, and Covered California, just to name a few
- ➔ *Financial Literacy*
 - Launch a countywide campaign to promote financial literacy among immigrants and refugees
 - Collaborate with banking institutions on providing financial planning tools for immigrants and refugees
 - Collaborate with banking institutions in creating financial planning classes for college students

In order to maximize the ability for the County to reach a wide audience within the immigrant and refugee community, the proposal includes placing at least one fellow within various offices or units within county Departments. These offices include Office of Cultural Competency (OCC), Office of Human Relations (OHR), Office of Immigrant Relations (OIR), Office of LGBTQ Affairs, Various Board of Supervisors Offices and the Sheriff’s Office Notario Fraud Unit. Each of these offices has determined a scope within one, or a subset, of the areas identified above.

FELLOWSHIP OVERVIEW:

COHORT BASED MODEL

The New Americans Fellowship Program provides fellows with the skills, knowledge, and frameworks for translating their knowledge to action to address Santa Clara County's challenges affecting the immigrant communities, LGBTQ communities, and those subject to suppression and discrimination. The New Americans Fellowship Program seeks to provide leadership training that is useful and relevant wherever Fellows choose to work.

For its core training, the program will select up to 10 outstanding Deferred Action for Childhood Arrivals (DACA) recipients, shown to possess academic excellence and research in the areas of Human rights, Immigration policies, social justice and local policy development.

It provides these Fellows with two distinct leadership development sessions geared towards introducing the fellows to county systems and processes, how to best practice skills from their training at their home placement and in other venues, to learn what works and what doesn't in furthering their vision for change. After their fellowship ends, Fellows are expected to:

- ➔ Build on what they've learned to create a positive impact on decision-making about human rights, immigration policies, social justice and policy development;
- ➔ Share with the other members of their cohort skills learned in the course of the fellowship and mentor students and others in their development as leaders; and
- ➔ Contribute to the sustainability of the New Americans Fellowship Program by providing ongoing feedback, sharing best practices, and serving as coaches and mentors to other Fellows.

The Fellowship is designed to provide fellows with the opportunity to engage in collaboration with county departments and outside community organizations in order to engage in interdisciplinary problem-solving of various social issues. Furthermore, the fellowship provides them with an opportunity to define and create innovative strategies that inspire influence, and an ability to use multimedia and social networking tools as well as traditional media to reach the community strategically.

Fellows will learn and focus in the following areas within their work:

- ➔ *Transformation Leadership*: understand the concepts of leadership, observe and practice equitable leadership practices that are based on various forms, theories, models and approaches for achieving organizational transformation
- ➔ *Critical Policy Analysis and Action*: engage in critical analysis of policies at the Federal, State and local levels impacting the cultural diversity of Santa Clara county
- ➔ *Informed Decision Making*: effective decision making models and practices that provide the skills and opportunity to engage with stakeholder's perspectives. Furthermore, to learn skillful decision making strategies that account for multiple competing interests, and problem solving.

CURRICULUM DESIGN

Throughout the fellowship placement, fellows will focus on the following academic levels:

Collaborative Team	Leading Change	Communicating Complex Ideas	Creating an Action Plan
<ul style="list-style-type: none"> ○ Engage with mentoring leadership to develop and understand the objective of the Fellowship ○ Learn about cohort members' leadership styles ○ Engage in group communication to foster collective problem-solving 	<ul style="list-style-type: none"> ○ Strategic thinking skills ○ Policies understanding and development ○ Government processes and procedures ○ Management Framework 	<ul style="list-style-type: none"> ○ Developing a concise and clear message ○ Determining the targeted audience ○ Selecting most appropriate print and digital media tools 	<ul style="list-style-type: none"> ○ Conducting site visits and interviews ○ Evaluating the most strategic approach towards achieving successful implementation

FELLOWSHIP SUPPORT

Fellows will be placed at various offices in the county within the County Executive's Office. Fellows will have the opportunity to peer network and receive mentorship from placement office directors as well as from various county staff.

PROJECT TIMELINE

Placement of fellows will be during 10 week intervals with departments having the ability and discretion of extending the placement for an additional 10 weeks based on department needs.

The timeline for recruitment and placement of fellows is as follows:

<i>March 2017</i>	Call for Applications, from Office of Immigrant Relations
<i>End of May 2017</i>	Close of Applications
<i>June 2017</i>	Fellows Matching/Placement Recommendations—Notification to Placing Departments and Fellows
<i>End of June</i>	Service Agreements with selected Fellows Executed
<i>July 2017</i>	Fellows Placements Ensur
<i>September 2017</i>	Post Fellowship Reports and Presentations Completion

PLACEMENT OF FELLOWS

OFFICE OF CULTURAL COMPETENCY

The OCC has identified a placement for a fellow to contribute to the area of education. The fellow will learn the critical importance of supporting young people under DACA and the contributions that undocumented residents make to our society. The fellow will also expand the system's and communities' active understanding of these contributions via the Inter-Cultural Competency Advisory Council (ICC). The New Americans fellow may focus on any of the following:

- ➔ Review the research literature to develop a report on factors and services that improve school attendance, and thereby reduce the achievement gap for children of color, with a focus on factors important to undocumented students. This could support efforts of the ICC workgroups (e.g., increasing school attendance, ensuring welcoming school environments), Prevention and Programs Workgroup of the Juvenile Justice Systems Collaborative, and cross-systems partnership with School Linked Services.
- ➔ Review the literature to develop a report on the impact the current political climate has on the well-being and academic engagement of young people under DACA or other undocumented young people.
- ➔ Review the literature and financial reports to understand the economic contributions and utilization of public resources by undocumented residents.
- ➔ Identify opportunities to bring volunteers from the business community to connect with schools interested in volunteer opportunities for their students, with a focus on DACA students.

OFFICE OF HUMAN RELATIONS

The Office of Human Relations would host a fellow for 2017 within its Dispute Resolution Program. The fellow could integrate into, support, and ultimately further the work of both the mediation sub-program and its training division in the following (draft) ways:

Encouraging immigrants and refugees to fully participate in civic life:

The Dispute Resolution Program would like to reach out to immigrant and refugee (I&R) communities with knowledge related to mediation and conflict resolution services. By virtue of legal systems apprehension experienced by many within the I&R communities, there is a natural tendency to avoid traditional mechanisms devoted to conflict resolution, such as the courts, self-help centers, and even court connected advisory offices. Notwithstanding the avoidance of these service mechanisms, conflict within the community does still exist, both between I&R community members (intra-community) and between the I&R communities and non-immigrants (inter group conflict). In the latter of these particularly, the I&R community, may experience or perceive the need to avoid conflict altogether, or to surrender their valid claims to money, resources, or rights owed to them by virtue of a perceived power imbalance.

While this power imbalance may exist within traditional court related mechanisms, it does not exist within the field of mediation, which is a confidential, non-evidence based process, where parties are the ultimate decision-makers with respect to their outcomes.

- ➔ The New Americans Fellow (NAF) could be trained as a professional mediator, and subsequently engage in the practice of mediation, while developing a better sense of how to integrate mediation skills and services into the I&R community on a more holistic basis, serving to “build bridges” between varying bodies of County constituents.
- ➔ The NAF would focus on the creation and execution of a mediation, communication, and conflict resolution training, which s/he would conduct within the I&R community on a cost free basis, conceivably in either dual languages or in a non-English language.
 - The training would require the NAF to research and incorporate both the knowledge garnered from the practice experience, and couple that with knowledge of I&R communities, in order to create a training that speaks to and reaches the targeted I&R community “where it is.” This training would serve as a planting of the seed of education within the community on mediation principles, and help to bring a vital resource not only to the community at large, but also, create opportunities for some trainees to advance their “career training and development” in the professional field of conflict resolution.

OFFICE OF IMMIGRANT RELATIONS

The Office of Immigrant Relations has identified various areas within the immigrant integration framework in which a fellow would provide great contributions. These would include:

Civic Life/Engagement

Civic life/engagement is defined as the ability to access and navigate critical services; the capacity to participate in relevant and meaningful ways; and the motivation and opportunity to give back to one’s community and country. Additionally in this definition, access, inclusion, meaningful participation and voice are earmarks of a civil society and democracyⁱ.

- ➔ Develop the framework for the establishment of a “Civics Empowerment Education Program” to establish the curriculum for immigrants and refugees who want to learn more about policy procedures and laws
 - Conduct an assessment of what key areas must compose the framework by engaging the immigrant/refugee community in focus groups as well as round table discussions with community organizations serving these communities
 - Draft outreach materials to publicize how immigrants/refugees may get involved, in various languages, based on the determined framework

Financial Literacy

According to the Lutheran Immigration and Refugee Service, financial literacy is an essential survival tool for American families, especially as the tapestry of U.S. financial systems becomes increasingly complex. Financial literacy is the ability to use knowledge and skills to make

effective and informed money management decisions. Personal financial literacy encompasses a range of money topics, from everyday skills such as balancing a checkbook to long-term planning for retirementⁱⁱ.

Some of the activities within this particular area may include:

- ➔ Launch a countywide campaign to promote financial literacy among immigrants and refugees
- ➔ Collaborate with banking institutions on providing financial planning tools for immigrants and refugees
- ➔ Collaborate with banking institutions in creating financial planning classes for college students

Community Education on Know Your Rights

Given the current political climate, it is not more important than ever to ensure Santa Clara County residents are informed about their rights and what they can and should do to protect themselves. Fellows placed with the Office of Immigrant Relations will receive information and training on the following:

- ➔ Know Your Rights if Immigration and Customs Enforcement comes to your door.
- ➔ What to do in case of a raid.
- ➔ Completing a family preparedness plan.
 - Arranging to care for children in the event of detention or deportation
- ➔ Information to know and collect to prepare for immigration raids.
- ➔ Educate immigrants about how and ways to improve the relationship between local law enforcement and the immigrant community.

Once fellows have received information on these and other topics related to knowing your rights, they will provide education on all these areas to the community, including but not limited to, places of worship, schools, places of employment, and fairs or events.

OFFICE OF LGBTQ AFFAIRS

The preliminary work scope would include:

- ➔ Address issues of public trust, stigma, and safety as it relates to LGBTQ immigrants, especially those who are undocumented.
- ➔ Work to develop civic engagement opportunities for LGBTQ immigrants within Santa Clara County

In the last couple of years, several national activities have sprung up through the UndocuQueer movement to bring to light the multiple layers of marginality undocumented LGBTQ individuals face. Additionally, local reports demonstrate the lack of information and trust-building needed for members of this community to come forward to obtain local services, especially those afforded to them as victims of crimes.

- ➔ Through a series of semi-structured interviews and small group discussions, fellows will: Investigate the barriers to engagement and restriction to accessing resources for this community
- ➔ Document the experiences of this community in Santa Clara County
- ➔ Present new and innovative ways to engage the community civically.

As a result of this project through the New Americans Fellowship, the Office of LGBTQ Affairs and the County of Santa Clara will acquire knowledge and understanding of this community in order to better serve its needs.

SHERIFF'S OFFICE NOTARIO FRAUD UNIT

The Notario Fraud Unit is seeking assistance with administrative work of considerable importance. The intern would be providing assistance to our unit within the Sheriff's Office Investigative Services Division. The selected intern's tasks will include the following:

- ➔ Independently compose documents from notes or oral directions;
- ➔ Meet the public, make appointments, and arrange conferences and/or speaking engagements (community events/presentations);
- ➔ Assists in conducting research and gathers and assembles data requiring judgment and discretion (for example: identification of Immigration consultant locations);
- ➔ Researches, compiles, and organizes information for the completion of quarterly reports or other issues (statistical assistance);
- ➔ Takes meeting minutes and prepares for distribution (participation of ongoing NFU meetings with the county, non-profits, congressional staff);
- ➔ Performs other related duties as required (miscellaneous tasks).

The Notario Fraud Unit is committed to working with the immigrant community. Bilingual language abilities are not required, but would be extremely beneficial to assist the unit with various document translations (website) for optimal community outreach.

VARIOUS BOARD OF SUPERVISOR OFFICES

As part of the fellowship work, fellows will have the opportunity to place at one of the Board of Supervisor offices and have an opportunity to work directly with board members and board aids on issues affecting residents in Santa Clara County. More specifically, fellows will have an opportunity to interact with policy makers as well as attend board meetings and gain knowledge of how county government works and provides services to residents of the county.

END OF FELLOWSHIP PROJECT AND PRESENTATION

During the county of the fellowship, each fellow will be asked to keep track of various components and elements during their work and placement, which will be used to draft a final paper which may be presented during a Board of Supervisors meeting, the Children, Seniors and Families Committee, or during a specifically chosen meeting. Some of the elements fellows will be asked to track include:

- ➔ Number of presentations and audiences for those presentations.
- ➔ Total numbers of people served and geographical locations.
- ➔ What type of information was presented and what were some of the questions and lessons learned during those presentations.
- ➔ What are some areas that can be improved or changed in the overall programs.

ⁱ San Francisco Office of Civic Engagement and Immigrant Affairs; Civic Engagement; <http://sfgov.org/oceia/civic-engagement>

ⁱⁱ Lutheran Immigration and Refugee Service; Financial Literacy for Newcomers, Weaving Immigrant Needs into Financial Education; http://www.higheradvantage.org/wp-content/uploads/2012/05/rw_financial_literacy.pdf



New Americans Fellowship Application

You must submit this application and all supporting materials to: immigrant.relations@ceo.sccgov.org

I, _____ have read and understand the conditions of the New Americans Fellowship. I give permission to officials of my institution to release transcripts of my academic record and other information requested for consideration in the New Americans Fellowship Program. I understand that this application will be available only to county government individuals who need to see it during the selection and course of their duties. I waive the right to access letters of recommendation written on my behalf. I affirm that all of this application, including the policy proposal, is my own work for formally cited from other sources. I affirm the information contained herein is true and accurate to the best of my knowledge and belief.

Date _____ Signature _____

Legal name in full (Print/Type) Last Name First Name M.I.

Permanent residence Number, Street, and Apartment Number

City State ZIP

Your address at school (if different) Number, Street, and Apartment Number

City (if studying abroad, add country) State ZIP

How is permanent residence established? (At least two must apply.) Home telephone ()

Home address for school registration School telephone (if different) ()

Place of registration to vote E-mail address

Family's primary residence

Other: _____ Date of birth _____ Age _____ Month/Day/Year

Name of nominating institution, if any _____

Current cumulative GPA _____ on a scale of _____

Your undergraduate major(s) _____

Number of college credits earned to date _____ Total number of credits required for graduation _____

Expected date to receive baccalaureate degree ___ Degree you will receive _____

Graduate degree(s) sought ___ Concentration(s) _____

1. List the secondary school from which you graduated, and all higher education institutions attended. Include summer, study-abroad, exchange programs and your nominating institution (up to six).

School Location Dates Attended

Name:

- 2. List college and high school activities (student government, sports, publications, school-sponsored community service programs, student-faculty committees, arts, music, etc.). List in descending order of significance. You will have space for eight college and four high school activities.**

College Activity

Dates

Offices

High School Activity

Dates

Offices

- 3. List public service and community activities (homeless services, environmental protection/conservation, advocacy activities, work with religious organizations, etc.). Do not repeat items listed previously. List in descending order of significance. You will have space to list six.**

Activity

Role

Dates

Active

Name:

- 4. List government activities (internships with government agencies, partisan political activities, ROTC/military, municipal boards and commissions). List student government under Item 2.**

Activity	Role	Dates	# of Weeks Active
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- 5. List part-time and full-time jobs and nongovernment internships since high school graduation.**

Type of Work	Employer	Dates	Average # of Hours/Week
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- 6. List awards, scholarships, publications or special recognitions you have received. List in descending order of significance.**

- 7. Describe one specific example of your leadership. (The writer of your letter of recommendation re: Leadership Abilities and Potential must confirm this experience.)**

Name _____

8. Describe a recent particularly satisfying public service activity (do not repeat experience described in 7). (The writer of your letter of recommendation re: Public Service must confirm this experience.)

9. Describe the problem or needs of society you want to address when you enter public service. (If possible, use statistical data to define the magnitude of the problem.)

10. What are the three most significant courses you have taken in preparation for your career?

Name _____

11. Describe the graduate education program you intend to pursue after the completion of the Fellowship Program, if selected.

12. What do you hope to do and what position do you hope to have upon completing your graduate studies?

13. What do you hope to do and what position do you hope to have five to seven years from now?

14. What additional personal information do you wish to share with the Truman Scholarship Foundation?