



CWS

Co-sponsorship Manual

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Welcome to Co-sponsorship

Congratulations on committing to welcoming newcomers to your community through co-sponsorship! This work is transformational, and we at CWS are thrilled to be able to support you as you provide long-term integration support and a warm welcome to newcomers in your community.

Every two seconds someone in the world is forced to leave their home and everything they know. With the threat of violence, persecution or disaster knocking on their door, they make the only choice they can: to leave their homes seeking safety. As newcomers make the journey to a new country it is vital that they have people in their new community to extend a warm welcome and provide support.

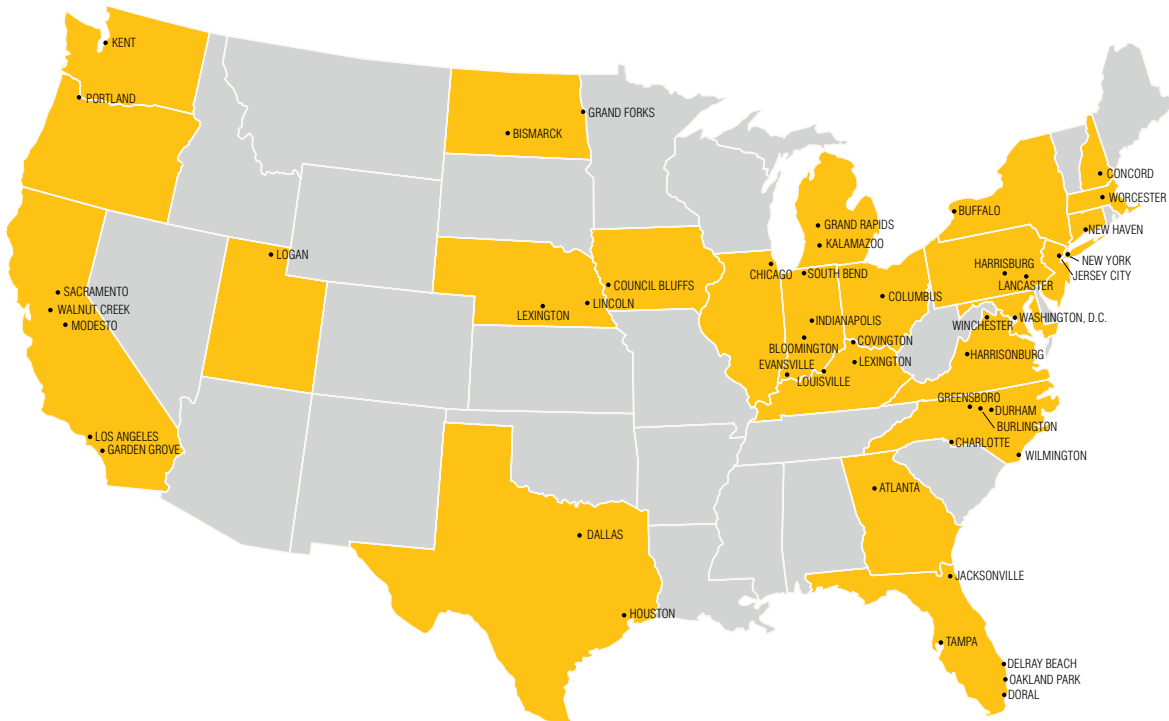
Who is CWS?

CWS is a national resettlement agency that supports a network of 38 offices across the country. These offices provide a variety of services to newcomer populations. In addition to staff support for newcomers, each of those offices offers community co-sponsorship opportunities for faith and community groups located within 100 miles of a CWS office.



CWS US PROGRAMS NETWORK

Founded in 1946, CWS continues to assist refugees and immigrants throughout the United States. CWS directly administers 22 local affiliates and contracts with an additional 30. Supporting the nationwide operation is the CWS Programs headquarters team in New York City, the Elkhart Indiana Service Center, and the Government Relations Office in Washington, D.C.



What is Co-sponsorship?

Co-sponsorship is when a community group accepts – in a non-legally binding written agreement with a local resettlement office – the responsibility to provide (or ensure the provision of) a majority of the required core resettlement services to specific newcomers sponsored by the local resettlement office.

Most of these newcomers receive services through the **Reception & Placement (R&P) Program**. The R&P Program is designed to provide initial resettlement services for refugee newcomers for a period of between 30 to 90 days. In order for a community group to be considered a co-sponsor, they must commit to providing the majority of R&P services.

Timeline of Service Provision



Co-sponsorship Commitment

R&P services will be provided both by local resettlement office staff and by co-sponsor groups. Staff and co-sponsors can use the form below to identify which of the required services will be provided by the co-sponsor. The following should be noted:

- Services highlighted in BLACK cannot be delegated to co-sponsor groups.
- Services highlighted in YELLOW can only be delegated in collaboration with the supporting resettlement office.
- Services highlighted in WHITE may be fully delegated to co-sponsor groups or may be done in collaboration with the supporting resettlement office.

R&P CO-SPONSORSHIP AGREEMENT FORM

Co-sponsor groups walk alongside newcomers as they adjust to a new home and a new life in the United States. Co-sponsors commit to support newcomers as they seek to lead self-sufficient lives and integrate into their new communities. This form must be filled out prior to a local resettlement office connecting a co-sponsor group with a newcomer(s) they will serve during their R&P service period (90 days after U.S. date of arrival).

LOCAL RESETTLEMENT AGENCY		CO-SPONSOR GROUP
Name:		
Address:		
Contact Person:		
Phone:		
Email:		
Cell/Work Phone:		

R&P SERVICES

ACTIVITY	TIMELINE	RESPONSIBILITY	
		AFFILIATE	CO-SPONSOR
U.S. Tie Assessment Form (if applicable)	Pre-Arrival		
U.S. Tie Commitment Form (if applicable)	Pre-Arrival		
Submit an Assurance for the Case	Pre-Arrival		
Home Evaluation and Safety Check	Pre-Arrival		
Relevant health information shared with health care providers and/or state and local official in order to plan for provision of appropriate health care services	Pre-Arrival		
Prepare and make appropriate arrangements for newcomer(s) with special needs (if applicable)	Pre-Arrival		
Case File	Pre and Post Arrival		
Airport Pickup (with appropriate language interpretation)	Upon Arrival		
Housing and Personal Safety Orientation	Upon Arrival		
Next Day Home Visit	24 Hours		
AR-11*	10 Days from Move		
Intake Interview and General Orientation (interpretation)*	5 Business Days		
Social Security Card Application	7 Working Days		
Public Benefits Application (Cash Assistance, Medicaid, SNAP)	7 Working Days		
Enrollment in English Language Program	10 Working Days		
Enrollment in Employment Services*	10 Working Days		
Service Plan Including Family Budget*	30 Days		
Health Screening and Immunizations*	30 Days		
Second Home Visit	30 Days		
Public Benefits Application (SSI, WIC, etc. if applicable)	30 Days		
School Enrollment	30 Days		

Selective Service Registration, as applicable	30 Days		
Transportation to job interviews and job training	30 Days		
Assisting with Family Reunification*	Within 90 Days		
Cultural Orientation	Within 90 Days		
Cultural Orientation Assessment	Within 90 Days		
<i>* Service may NOT be delegated to Co-Sponsor, but can be performed in active collaboration with Co-sponsor</i>			

R&P MATERIAL NEEDS SUPPORT (CASH & IN-KIND)

ACTIVITY	TIMELINE	RESPONSIBILITY <i>Indicate if the Affiliate or the Co-Sponsor is responsible for completing each R&P Service</i>	
		AFFILIATE	CO-SPONSOR
Arrange safe, sanitary and decent housing	Pre-Arrival		
Set up housing with essential furnishing	Pre-Arrival		
Culturally appropriate ready-to-eat meal	Upon Arrival		
Sufficient food supplies	Upon Arrival and Throughout 90 Days		
Seasonally appropriate clothing for work, school and everyday use	Upon Arrival and Throughout 90 Days		
Distribute pocket money for each adult	Upon Arrival and Throughout 90 Days		

ADDITIONAL SERVICES AND MATERIAL NEEDS SUPPORT

ACTIVITY	Indicate Yes or No if providing additional services and material needs supports
Mentorship	
Assistance in setting up a bank account	
English Language tutoring	
School tutoring	
Job support	
Transportation assistance	
Ongoing financial assistance	
Other:	

SIGNATURES

We enter into this work thoughtfully and prepared to perform the activities indicated above to the best of our ability. We understand that the local resettlement agency is ultimately responsible for the provision of all core resettlement services, and that this commitment form is not a legally binding agreement. We have been trained in our role and know who to contact at the agency with questions or concerns.

Co-sponsor Group Representative

Name: _____ Signature: _____

Date: _____

AGENCY USE ONLY

Affiliate Representative

Name: _____ Signature: _____

Principal Applicant

Name: _____ Signature: _____

Co-sponsor group has received in-person or virtual training on the resettlement process and their responsibility in providing the services indicated above. Training materials can be provided upon request. (Y/N)

Date of Training: _____



The Role of Co-sponsors

As a co-sponsor your role is vital to the integration of newly arrived newcomers. You are a bridge builder to the community at large and an ambassador of welcome for your city.

It is important for co-sponsors to consider their boundaries and their role when interacting with newly arrived newcomers. In sponsorship, your role is not to solve every problem or to do for others what they can do for themselves. Your role is to equip, educate and guide—to empower!

As you navigate your role as a co-sponsor, you must remember to set boundaries for yourself.

You are... An ambassador for your community, a friendly neighbor and a part of a newcomer's growing social capital in a new place

The goal is... To work yourself out of the role of a co-sponsor and into the role of a neighbor as you 'teach to' instead of 'do for'.

Remember... You are not alone in your welcome of newcomers. You cannot be or do everything and must know when to refer questions to local professionals in your community and when to communicate items to the local resettlement office.

The Role of Resettlement Agencies

Resettlement agencies serve as integration concierges, advising refugees over time on steps they can take to achieve their goals and ensuring that refugees are aware of resources that can help them on their journey. Resettlement agencies do this through intensive case management, cultural and community orientation and a range of integration services and community referrals depending on location programming.

Each resettlement community possesses programs, support and welcoming attitudes that lead to successful integration. It is the local resettlement office's role to nurture relationships with community partners, develop new ones and ensure that they can serve refugees with cultural competence and compassion. In partnership with refugees, resettlement agencies are a leader, convener and educator for the community's efforts toward refugee integration.

CWS | INTEGRATION FRAMEWORK

CWS supports refugees to set their own path toward integrating into their communities—from welcome, to self-reliance, and ultimately to thriving.



OUR OUTCOMES

OUR VALUES

- A strengths-based, client-centered approach
- Service to the most vulnerable
- Robust partnership and advocacy to build welcoming communities
- Holistic and data-driven support
- Transparency and accountability to those we serve

COMMUNITY BELONGING

Fostering community engagement to support full and active participation in civic and social life.

ECONOMIC WELL-BEING

Building financial literacy to promote savings, good credit and access to safe and affordable financial services.

CAREER PATHWAYS

Securing employment and supporting career advancement to achieve self-sufficiency and fulfillment.

HEALTH & WELLNESS

Ensuring equitable access to health services, including services to address mental health and trauma.

CHILDREN & YOUTH

Helping families access quality childcare, education and a bright future for their children.

SECURITY & STABILITY

Providing the tools and information refugees need to safeguard themselves, their families, their identities and their possessions.

The CWS Integration Framework demonstrates how CWS works with its local partners to support newcomers as they progress through their integration process: from their initial welcome to the United States, to self-reliance and ultimately to thriving. These outcomes are achieved by efforts by CWS, local offices, co-sponsors, other local community organizations and newcomers.

- The welcome period typically takes place during newcomer's first three to six months in the U.S. This is a time when newcomers are becoming acclimated to their new environment, making their first connections with members of the community, and finding their first job.
- Self-reliance is achieved when individuals no longer rely on the local resettlement office or co-sponsor for support in accessing basic needs and liaising with other community organizations, service providers and institutions to meet urgent needs.
- CWS does not stop its work until newcomers are thriving in their new environments. At this time, newcomers may become naturalized citizens of the United States, are actively engaged in community life, are achieving their professional goals and are financially stable. Their children are succeeding in school, planning for college and looking toward their future careers. Each newcomer's path is unique, and their progression from welcome to thriving may not be linear. Goals and circumstances often change over time. CWS and the communities in which we work are here to walk with newcomers every step of their journey.

CWS pursues six goal areas based on research defining indicators of successful integration, variables that support subjective well-being/happiness and features that characterize “the American dream”.



Security and Stability: In order for newcomers to achieve their personal goals and effectively integrate into their community, they must achieve security and stability in their living environment and legal status. Newcomers need to know basic information about how to keep themselves, their families, their identities and their possessions safe, and require assistance in the event of natural or manmade disasters.



Health and Wellness: The U.S. Refugee Admissions Program is a humanitarian program that offers refuge to some of the most vulnerable newcomers in the world. In recent years, 45% of newcomers resettled by CWS had a medical or mental health condition that required follow up after their arrival. Access to adequate health care and wellness are necessary for success and engagement in other areas of life. CWS ensures that newcomers have equitable access to health services within the community/affiliate network and that newcomers learn how to independently navigate health and wellness systems to improve long-term success.



Community Belonging: Integration is a reciprocal process through which newcomers and their host communities enrich one another and find a mutual sense of belonging. Integration requires neither party to give up their history, culture or identity but to respect one another. CWS creates bridges and linkages between newcomers and their new communities that become lasting social bonds, support systems and friendships. Newcomers are empowered to become actively engaged in civic and social life and equipped to become leaders within the broader community.



Career Pathways: The U.S. Refugee Admissions Program is designed with the goal that each newcomer will achieve self-sufficiency through employment as quickly as possible. Newcomers must become employed swiftly to assume their expenses when limited resettlement assistance funds are exhausted. CWS assists newcomers to get their first “survival” job as well as obtain job upgrades to secure a living wage. Establishment of a career pathway is the goal. CWS helps newcomers with professional backgrounds reenter their field and offers career counseling to newcomers without one to identify and achieve their goals.



Economic Well-being: Many newcomers come to the United States unfamiliar with American banking norms and complex financial systems. It is not enough to earn a good income here; one needs to have the financial capability to make money management decisions that promote savings, good credit and access to safe and affordable financial services.



Children and Youth: Children and youth thrive when newcomers’ parents are actively engaged in their children’s education and their children’s sense of community belonging at school and perform at grade level over time. CWS believes that older students should have a pathway to graduation and a career. Small children should receive quality childcare and be prepared to enter kindergarten school ready. Schools should communicate with parents in their native language, have culturally competent staff and work in partnership with resettlement agencies and families to support success.

Setting Up Your Co-sponsorship Team

Getting Started

Once your sponsor group has decided to welcome a newcomer family, it is time to organize. Organization for co-sponsorship starts with gathering information from your local resettlement office. Reach out to the office to request information on their co-sponsorship program.

Note: Co-sponsorship might also be called welcome teams, good neighbor teams, circle of welcome or another name depending on your local resettlement office.

Each resettlement office might have a different onboarding process for co-sponsor groups. Typically, you will find these four steps:

1. Gather information about refugee resettlement from your local resettlement office over the phone, via email, or through an in-person visit to their office. This may include an information session about the newcomer populations served by the office and how they arrive to the United States.
2. Attend a co-sponsorship orientation to learn about best practices and to train and equip your community group to welcome newcomers through co-sponsorship.
3. Sign a co-sponsorship commitment agreement form and work with local resettlement office staff to prepare to welcome a newcomer family.
4. Welcome newcomers and provide services through the 90-day Reception & Placement period.

Background Checks

It is important for each group member to submit background checks to the local resettlement office they are working with to ensure client safeguarding. Some states have strict guidelines for volunteers of nonprofits. Your local resettlement office will work with your sponsor group to ensure that each member of your co-sponsor group has the correct paperwork on file.

Point Person

To maintain good communication with the local resettlement office and keep the group on task, it is important to identify a point person. The point person's role is to keep communication flowing from the sponsorship team to the local resettlement office. The role of the point person is not to shoulder the responsibility to complete each task. It is imperative that this person can set healthy boundaries, understand the group's limitations, and know how to delegate responsibilities. As a best practice, consider assigning someone to be backup point person in case the main point of person is unavailable due to unforeseen circumstances.

Group Organization

Please review these recommended guidelines for creating committees within your co-sponsor group. Committees are essential for co-sponsors as they allow groups to more evenly divide the workload and ensure that there are no gaps in services provided to newcomer families. These recommended committees cover many service areas but may not be exhaustive of all the services the newcomer family requires.

You may or may not be required to complete all activities listed beneath each committee description. Refer to the co-sponsor agreement form you completed with your local resettlement office to determine whether you should assist with these activities. When in doubt, always speak with your local resettlement office.

Note: All activities with an asterisk are core services required by the Reception and Placement Program.



Housing Committee

This committee is responsible for arranging safe, sanitary, and decent housing. You will need to work with your local resettlement office to determine if housing meets these requirements. This committee's workload predominantly falls in the pre-arrival category of service provision. Some of the main tasks that this committee will be responsible for are:

- Securing an apartment or house with the appropriate number of bedrooms and bathrooms as well as any other necessary accommodation the family requires (e.g., single story home for wheelchair access). Ensure the apartment/house is safe and sanitary by thoroughly cleaning the home and ensure that all the safety features are in working order (e.g., all latches on windows work, fire alarms are working and have batteries, etc.) including electricity and running hot and cold water.
- Set up housing with essential furnishings. Gather gently used or new furnishings and household items for the home with the appropriate number of beds and seating in accordance with the Home Setup Guide provided by office staff. Set up the home with all the furniture and household items gathered so that the home is ready for the family to move in upon arrival (e.g., make beds, set clocks, pack away kitchen items, etc.).
- Provision of sufficient food supplies upon arrival. Stock the pantry and fridge with culturally appropriate food items with enough for at least one week's worth of meals for the family. A culturally appropriate grocery list will be provided to you by your local resettlement office.
- Home evaluation and safety check. Another requirement is that the newcomer's home pass a home evaluation and safety check before the newcomer is moved into the home. This checklist will be provided by your local resettlement office and must be completed in collaboration with office staff.

Additional Task:

- It is required that newcomers have a ready-to-eat culturally appropriate meal provided to them upon arrival at their new home. This activity can be delegated to the housing committee. Speak to your local resettlement office about where to purchase this meal or how to find an appropriate recipe to cook the meal yourself.

Consideration:

- Please consider providing additional items to the family that may not be on the list of required items provided to you by the family. Some examples of additional items include a laptop or desktop computer, a television, front door mat, rugs, additional towels and bed sheets, age-appropriate toys for the children, books, etc.

Empowerment Strategies:

- When setting up the home with furnishings and household items, keep in mind that your team will need to walk the newcomer through the home to show and explain where things are and what they are for. Arranging items so that they are all forward-facing and easily accessible will be helpful with this task.
- Keep in mind that the family may rearrange the home to better suit their needs after they arrive. Newcomers may not use all the furniture provided and that is ok (e.g. some people prefer to sit and/or eat on the floor instead of at a dining room table). Relocating to a new country is overwhelming, difficult, and emotionally exhausting. It is important to allow newcomers autonomy in navigating the new surroundings.



Transportation Committee

This committee oversees the transportation needs of the family throughout the co-sponsorship period. This committee plays a crucial role in ensuring the family attends all necessary appointments and understands how to navigate the public transportation system. Committee members need to have flexible schedules as many appointments will take place during a typical workday. Many transportation committee members are typically retired or stay at home parents who have the flexibility to meet the family's transportation needs. Please note that members of this committee may also be part of other committees such as the health committee, as there will be some overlap in responsibilities. Some of the main tasks that this committee will be responsible for are:

- Providing families with children with the appropriate number of car seats.
- Transporting the family from the airport to their new home on the day of arrival.
- Providing public transportation training. It is essential that newly arrived newcomers understand how to navigate the public transportation system in order to reach self-sufficiency. While public transportation training can be time consuming, it is important to ensure families feel confident utilizing these services as the co-sponsors will not always be around to provide transportation assistance.
- Providing transportation to and from all appointments including but not limited to:
 - Resettlement office for program enrollments
 - School enrollment office
 - Health department and doctors' appointments
 - Job interviews and training
 - English language training enrollment
 - Trips to the grocery store

Additional Task:

- Assisting with attaining a learners permit and/or driver's license can be an additional task assigned to the transportation committee. This is an activity that can be considered a long-term goal for adult members of the family and can be broken down into phases. The first phase might be to assist adults with learning driving-related English words and phrases used in a driving exam. (This task may also be assigned to the adult education committee.)

Considerations:

- While it may be tempting to purchase the most expensive car seats for the children, please remember that these car seats will be consistently taken in and out of different vehicles as it is likely that more than one person will be providing transportation assistance. Please consider purchasing car seats that are more easily transportable while still up to the required safety standards.

- Medicaid managed plans provide free transportation to and from medical appointments to newcomers. The transportation service phone number should be on their insurance card. Consider showing the newcomer how to call and request transportation once they have become more settled and already familiar with the medical facility they are visiting.

Empowerment Strategies:

- The transportation committee's level of engagement with the family should taper off around one month after arrival. While providing rides to all necessary appointments at the start of the co-sponsorship period may be necessary, this committee should be actively working with the family to help them navigate the public transportation system. It is essential that the family can navigate the bus system or other transportation systems independently before the end of the co-sponsorship period.
- Equip the client with maps of the public transportation systems and mark/identify the locations they frequent most so they can begin to further understand their new community and surroundings.

Social Services Committee

This committee is responsible for completing, submitting, and following up with Social Security card applications and all applicable public benefits applications. It is essential to communicate with your local resettlement office when applying for Social Security cards and public benefits to ensure there is no duplication of services. This committee will work closely with the transportation committee and adult education subcommittee to ensure adult family members understand their benefits. Some of the main tasks that this committee will be responsible for are:

- Applying for a Social Security (SS) Card. This activity may include completing paperwork, transporting the newcomer family to SS appointments and following up with the local Social Security Administration office.
- Applying for Supplemental Nutrition Assistance Program (SNAP) benefits. Speak with your local resettlement office about the process of applying for SNAP benefits as this will vary state by state. You can learn more about SNAP at www.fns.usda.gov/snap/supplemental-nutrition-assistance-program.
- Applying for Temporary Assistance for Needy Families (TANF) or Refugee Cash Assistance (RCA) if the family is eligible. Speak with your local resettlement office about the process of applying for TANF benefits as this will vary state by state. You can learn more about TANF at www.hhs.gov/answers/programs-for-families-and-children/what-is-tanf/index.html
- Applying for Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) program if the family is eligible. Speak with your local resettlement office about the process of applying for SNAP benefits as this will vary state by state. You can learn more about WIC at www.fns.usda.gov/wic.
- Applying for Supplemental Security Income (SSI) if a member of the family is eligible. Speak with your local resettlement office about the process of applying for SNAP benefits as this will vary state by state. You can learn more about SSI at www.ssa.gov/ssi/text-understanding-ssi.htm.

Additional Tasks:

- Work with the adult education subcommittee to help the newcomer family better understand their benefits and if necessary, use benefit information to help inform the creation of a household budget.
- Work with the adult education subcommittee to teach the family the importance of documents such as SS cards and benefit application information. Encourage the family to keep their documents in a safe and private place.
- Work with the newcomer family to identify when benefits will need to be renewed and create calendar reminders on smartphones or on physical calendars. Assist the family in mapping these dates out on a physical calendar as a reminder.

Considerations:

- Keep in mind that there are deadlines for completing these applications which have been set by the federal government. Work with your local resettlement office to identify these deadlines to stay on track.
- Information needed to complete the above-mentioned applications may be sensitive. Be certain that the social services committee is not sharing this information with other individuals not involved with these tasks.

Empowerment Strategies:

- Complete benefit applications with the adult members of the family so that they can have a better understanding of the process. Include the adults in the family in the process so that they can increase their understanding of US systems and procedures.
- While benefits like SNAP and Medicaid can be received indefinitely (as long as the newcomer is within the eligible income limit), cash assistance programs like RCA and TANF have a lifetime limit on the number of months a newcomer can receive these benefits. It is important to explain this to newcomers and allow them to choose when they would like to use these benefits.
- Empower the newcomer family to make the best use of their benefits by teaching them what they can and cannot buy using benefits such as SNAP or WIC.



Education Committee

This committee is divided into two subcommittees: the adult education subcommittee and the childhood education subcommittee. These subcommittees focus not only on schooling, but also on expanding the newcomers' knowledge of U.S. systems. Each subcommittee will require a different set of skills and knowledge.

Adult Education

This subcommittee coordinates and provides necessary support to achieve the family's adult education goals. This committee's work will vary widely depending on the education level of the adults you are serving. Tasks that this committee will be responsible for are:

- Enrollment in English language training courses. Check with your local resettlement office to find out which English programs are best suited for the family in their community.
- English language practice. This can be done through a host of activities, such as structured learning time where committee members focus on "survival English": learning one's address, how to request an interpreter etc. The type of English language practice will vary depending on the newcomers existing knowledge of the English language.

- Financial literacy training. This is a crucial aspect of the adult learning experience. Activities that financial literacy training may include are:
 - Budget creation and finance education
 - Grocery shopping within a budget
 - Familiarizing oneself with the different types of money notes and change.
 - Training on the U.S. credit score system
 - Opening a bank account
 - Practicing how to cash checks and request money orders

Additional Task:

- Some newcomers may have completed higher education degrees in their country of origin or host countries. These degrees may not be initially recognized in the U.S. The adult education committee may also work towards getting these degrees translated or recognized in the US. Sponsors can access the National Association of Credential Evaluation Services can assist with this task.

Consideration:

- Adult education is comprehensive and a large undertaking address. You may wish to further divide some of the tasks that fall within adult education into their own subcommittees should you have enough people in your co-sponsorship group.

Empowerment Strategy:

- Taking a newcomer-centered approach. While there are some necessary topics it will be important for adult family members to learn, always ask the adult newcomers what things they are curious about and what they would like to learn more about. It is important for sponsors to approach every new task with the goal of teaching the newcomer vs doing the task for the newcomer.

Childhood Education

If the sponsored family has school-aged children, it is very important to create a subcommittee to focus on their education. This subcommittee will take ownership of educating the family about the U.S. school system and helping the family navigate the system effectively. The type of support a family will need may vary depending on the ages of the children and the level of education they have previously received. Your tasks will also vary depending on the level of formal education the parents have received. Some of the main tasks that this committee will be responsible for are:

- Transportation to school enrollment
- Assisting with enrolling school-aged children in their respective school(s)
- Make sure the kids are outfitted for school (clothes, backpacks, uniforms, supplies)
- Establish homework helpers to assist with tutoring
- Advocate for parents/guardians as they learn about the school system

Additional Tasks:

- The amount of parental involvement in their children's schools in the U.S. may be different than what newcomers experienced in their home country. It is important to help explain the amount of parent involvement that will be expected and discuss any cultural differences.
- Consider taking the family to a school event or parents' night to help get them involved and learn more about the school.
- Consider enrolling the children in after-school activities that they might be interested in, such as ballet or baseball.

Considerations:

- Older children who are 18 or a similar age may choose to forego completing their education and choose to work instead. This is a decision that the family must make on their own. While you may have specific feelings about the child's need to complete their education, it is ultimately up to the family to make this choice. You are welcome to share your thoughts and opinions with the family, but you should always respect their decisions and the family's right to autonomy.
- Due to the intense exposure to English in school, children may acquire proficiency in English before the parents. This can lead to cultural and power dynamics for the family. It is important to continue to communicate with the parents and not use the children as interpreters. Advocate with the school to provide all important information to the adults with interpretation or in a language they are literate in.

Empowerment Strategy:

- Taking a newcomer-centered approach. While there are some necessary topics it will be important for adult family members to learn, always ask the adult newcomers what things they are curious about and what they would like to learn more about. It is important for sponsors to approach every new task with the goal of teaching the newcomer vs doing the task for the newcomer.

Cultural Adjustment Committee

This committee works with the family to help increase knowledge and understanding of their new country and community. This can be done in various ways depending on the cultural orientation topic you are working on. Work with your local resettlement office to determine if you will be providing the entire cultural orientation to the newcomers independently, or if you will be working in collaboration with the office to do this. Ask your local resettlement office for their cultural orientation resources to either provide the orientation to the newcomers or to help guide you in going above and beyond what the agency has already provided. Please be sure to utilize the [Cultural Orientation Resource Exchange](#) for additional training resources. Some cultural orientation activities may include:

- Provide cultural orientation to all adult members of the newcomer family. This will include topics such as:
 - Role of local resettlement agency
 - Community service and public assistance
 - Housing
 - Transportation
 - Employment
 - Education
 - Health and hygiene
 - Budgeting and personal finance
 - Cultural Adjustment
 - U.S. laws and refugee status
- Conducting the cultural orientation assessment. Ask your local resettlement office for this assessment and guidance on how it should be conducted.

Additional Tasks:

- Teach the family to navigate their community. Take them to local farmers' markets, parks, and libraries, etc.
- Assist with everyday activities that we may take for granted, like how to use their washer and dryer or utilize the local laundromat. Similar tasks may include how to dispose of waste appropriately and how to recycle, how to set up the family's voicemail on their cell phones, etc.

Consideration:

- If the local resettlement office has already provided an in-depth cultural orientation to the newcomer, it is recommended that co-sponsors build off the topics covered in this cultural orientation and expand on other areas as much as possible. This committee may overlap with the responsibilities of other committees such as the childhood education subcommittee or the housing committee.

Empowerment Strategies:

- Make it interactive. Try your best to make cultural orientation as engaging as possible by including activities such as:
 - Going to the grocery store to practice English vocabulary and how to make exact change using U.S. currency.
 - Going to community events, such as a fair or farmers' market and discussing new foods and activities
 - Going to the library for a story time or activity
 - Go to a museum or historical area to discuss American history
- Ensure that you are using an interpreter that speaks the primary language spoken by all adult members of the newcomer family. Even if some adults speak English, always provide an interpreter so that all adult family members have equal access to this essential information.



Healthcare Committee

This committee works with the family to manage medical and health needs. The level of commitment this committee will have may vary depending on the newcomer family's needs. This committee will work closely with the transportation committee and the adult education subcommittee to ensure that the family arrives early to medical appointments and understands how to navigate the public health system. Some healthcare activities may include:

- Ensure that newcomers attend all initial health screening appointments.
- Ensure children receive all required vaccinations to attend school.
- Assist newcomers to identify a primary care provider who is in network.
- Assist newcomers to identify a dentist who is in network, and/or who works on an affordable sliding-scale model.
- Teach basic health practices in the US, such as:
 - When to go to the ER or urgent care and when to schedule an appointment with a primary care physician
 - Locating first aid items in grocery stores and understanding how to use them
 - Storage of medicine and care for kids with fevers/colds
- Teach newcomers how to access free transportation to medical appointments if this is offered in your state.

Additional Task:

- Help create a calendar of upcoming healthcare appointments for the family.

Considerations:

- Some individuals may prefer receiving care from a medical professional of a specific gender. Always ask newcomers if they are comfortable meeting with a male/female medical professional and try to accommodate their requests when possible.
- Respecting the newcomer's confidentiality is essential in your work as a co-sponsor. Sponsors should not accompany newcomers into their examination rooms during a medical visit. Always respect the newcomer's confidentiality and remember that it is the newcomer's right to withhold information, especially medical information, from the co-sponsor.

Empowerment Strategies:

- Teach newcomers how to advocate for themselves at a doctor's appointment and ask for interpretation.
- Teach some common best practices for attending doctor's appointments like arriving early, taking notes during the appointment, taking a list of prescriptions currently being taken to the doctor's appointment, etc. Consider putting together a folder of healthcare information that newcomers can take with them to an appointment.
- Teach how to make a healthcare appointment over the phone or online, including asking for an interpreter as needed.
- Teach how to set up calendar events on the newcomer's phone and to set reminders.
- Teach them how to arrange Medicaid transportation to and from appointments.



Employment Committee

This committee works with the employable adult members of the newcomer family to find appropriate and sustainable employment. Depending on the size of the family, you may assist one or more adults with finding employment. Remember to consult your local resettlement office when working on employment tasks to avoid duplication of services. This committee will work closely with the adult education subcommittee. Some employment activities may include:

- Enrollment in employment services. Your local resettlement office may have an employment program for newcomers, or they may refer newcomers to external employment providers. Consult your local resettlement office to identify what services are available.
- Transportation to job interviews and job training. While you should aim at finding the newcomer a job along a public transportation route, it can be a great help to provide transportation to job interviews and training as the newcomer adjusts to the transportation system.
- Work alongside employment staff to create resumes for employable adults in the newcomer family.
- Work alongside employment staff to search for possible employment opportunities for employable adults in the newcomer family.

Additional Task:

- Help employable newcomer adults prepare for job interviews by dressing for success! Help newcomers find interview appropriate clothing and shoes to feel like they are equipped for success.

Considerations:

- Some job opportunities available to newcomers may not be their ideal positions. They may not require the same level of skills that newcomers used in their home or host countries, and so newcomers may see them as being a step down from what they are capable of. Acknowledge this disconnect and how this makes the newcomer feel but encourage them to view this job as a stepping stone to self-sufficiency. Explain that it is very common in the U.S. to change jobs, and that their first job in the country does not have to be their long-term career.
- Help the newcomer develop a long-term plan to get them back into their career of choice, including short-term goals.

- Working with the adult education subcommittee is important to help understand what a newcomer's employment goals should look like through a finance lens. Work with the adult education subcommittee to determine a household budget which will include expenses like rent, utilities, groceries, household needs, etc. Use this budget to show newcomers why it is essential for the employable adults to gain employment as soon as possible.

Empowerment Strategies:

- Teach about 'soft skills' that are valuable in U.S. workplaces using this [resource](#).
- Teach about different types of benefits employers may offer.
- Teach about different types of paid time off (PTO) that employers may offer.
- If the newcomer already has a job, teach them how to find job postings within their company so they can be aware of upward mobility.
- If the newcomer isn't in their career of choice, share local programming that might be accessible now or in the future for them to enter their field of choice.
- Look into continuing education programs, including Workforce Innovation and Opportunity Act (WIOA) programming and other short-term training programs. You can learn more about this programming here: www.dol.gov/agencies/eta/wioa.





Important Considerations

Boundaries and Expectations

Healthy Boundary Tips

- When sponsorship groups assist a family financially, please be in contact with your local resettlement office for guidance to help ensure that this financial gift is in the best interest of the family. You can work to avoid unequal power dynamics by consulting with your local resettlement office on how to best provide financial donations or support.
- Do not feel like you need to give out your home phone number or address.
- If the newcomer requests your help for a future need, first think through three items:
 - Is this something that the individual can try themselves this time (even if it will be a challenge for them)?
 - Is it appropriate for me to be the person to assist with this task? Does the individual have a family member who should be assisting instead?
 - Do other people need to know of this need? Does this need to be reported back to the local resettlement office?
- Know when to say 'no' regarding a task that you do not feel equipped for, or when that task has already been taught.
- Know when to ask for help. When in doubt, ask!

Expectations

It is important to acknowledge the expectations that you come to this work with. Perhaps you have welcomed newcomers before and expect this new co-sponsor experience to mirror the past. Perhaps you expect to develop friendships, or to share the skills you have learned throughout your career.

Sponsorship work is often unpredictable instead of straightforward. How one family transitions to their new community might look quite different from another, and you should not expect to duplicate a previous experience shared with one family.

Our ideas about what newcomer families need are influenced by our own culture and upbringing, and they may be different from what the newcomer family desires. Donated items may not be cared for as you would like or might be sold instead of kept. Keep in mind, your lifestyle will be different than the lifestyle of the family you are in partnership with.

Teaching Versus Doing

Accompanying a newcomer towards self-sufficiency is the goal of the resettlement program. Self-sufficiency means that one has the skills, knowledge, and resources to navigate daily life.

As a co-sponsor, your goal should be to gradually become less task-oriented and more of a friendly community neighbor. This takes a high level of intentionality as the ways we typically think of helping people tend to be rooted in activities and accomplishing tasks. Additionally, it can take far longer to teach someone to do something for themselves than it does to just do it for them.

It is not inherently bad to help someone by doing a task for them. However, the goal of resettlement is to ensure that newcomers can navigate the community and their needs themselves.

HELPING // DOING FOR

Driving someone to all their appointments



Calling the doctor/case worker/teacher/ to make an appointment for the family



Sorting through the family's mail, tossing away the unimportant things and keeping important bills.



EMPOWERING // TEACHING TO

Taking the bus together as a mutual learning experience, teaching them how to buy a ticket and read the bus map. Or walking together...even though the walk might be 25 minutes and a drive 5 minutes.

Teaching the family how to call to make appointments on their own (even if they do not speak English). Perhaps you could practice through role playing telephone calls or write out note cards using key words or pictures. Many places have access to phone interpretation. Knowing how to say in English 'I need interpretation' is important.

Make a list with the family of what items are important to keep (with samples and pictures of company logo) e.g. utility bill, letter from USCIS, letter from school.

GRACE TO YOURSELF AND GRACE TO OTHERS

Being an empowering force in other's lives is difficult. You, other sponsors, and local resettlement office staff members will not always get this right. You must extend grace to yourself and grace to others around you in this work of welcome. There will be times when you 'do for' instead of 'teach to.' It happens!

Part of being intentional and thoughtful in this work is being willing to grow. Thoughtful engagement in sponsoring is a difficult and continual process. However, it is essential in being a healthy co-sponsor and promoting integration of newly arrived newcomers.

Strengths-Based Approach to Welcoming

Amongst the newcomers we serve there are ample illustrations of resilience in the face of extraordinary challenges. Rather than approaching newcomers as traumatized victims, strength-based practitioners acknowledge the tremendous strength newcomers have demonstrated to cope.

Believing in People

Strength-based practitioners hold the fundamental assumption that people can improve the quality of their lives. That means believing in the potential of every person and trusting that they, along with their families and communities, hold the answers to the challenges they face. Even in the most trying of circumstances, every newcomer that comes through a resettlement agency has shown remarkable strength in one way or

another. As teachers and helpers, we can remind newcomers of their resilience in the way we view them, the language we use and with respectful, empowering approaches to practice.

There are always “likeable” individuals who make it easy to believe in people’s strengths and trust their ability to solve their own problems. This respectful and hopeful attitude can be much more difficult to maintain with other people in other situations when solutions seem nonexistent without our “expert opinion.” Those are the times when it becomes especially important to consult with staff at the local resettlement office to ensure that actions remain focused on long-term empowerment.

The Empowerment-Based Service Model

Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. In refugee resettlement, basic tenants of the empowerment model include:

- Newcomers are individuals who demand respect and autonomy. Their lives, decisions and personal information are theirs alone.
- All services are tied to self-sufficiency; they are deliberate and progressive.
- Always follow the least intrusive path to service delivery.

The goal of the U.S. Refugee Admissions Program and of each of our staff, our newcomers and the community members who support them is self-sufficiency. Simply stated, a person who is self-sufficient can provide for themselves without the help of others. For newcomers to the United States, this goal is both incredibly difficult and necessary.

Self-sufficiency in the holistic sense signifies much more than being able to pay the rent and put food on the table without help. It means that one has the skills, knowledge, and resources to navigate daily life (including knowing who to turn to for help when those resources or skills are lacking). The acquisition of these skills and knowledge base is the first and most crucial step in a newcomer’s path to rebuilding their lives.

The empowerment model of service is based on the concept that everyone has the potential to succeed, and it is our role to help build the foundation for them to do this.

Our staff and co-sponsors are asked to be aware and deliberate in their service. To ask themselves at each step: How does my action help this person become more self-sufficient? How can I change this from a favor into a lesson? How can I take steps so that next time this person will have the skills to do this task on their own or without any assistance?

Power, Culture and Diversity

Cultural differences and similarities exist between newcomers and the receiving community. Our culture influences our behaviors, values and ways in which we learn and process the world around us. Please value and recognize the importance of your own culture while valuing diversity. Honor the similarities that you share with newcomers while also honoring those differences that you do not identify with.

Power

Many sponsors speak the dominate language (English) and are a part of the dominate culture of the United States. When you work with a newcomer, it is important to understand that your relationship is one of unequal power, as you are in a position of greater power. In order to work in partnership with the newcomer we ask that you acknowledge your power and enter this work thoughtfully.

‘Power Over’ and ‘Power With’

‘Teaching to’ and ‘doing for’ can be explored through the lens of ‘power over’ and ‘power with.’ In the context of working with newly arrived newcomers, ‘power over’ means that between the two of you, you hold the knowledge of how to navigate the systems and structures in your community. ‘Power with,’ is the process of working to balance that power through teaching. When you show someone how

to care for a need themselves, you are giving away some of the power that you held over them and leveling your relationship.

Take, for example, navigating public benefits and filling out reporting forms for local government offices. Finding the answers for the newcomer and telling them which forms to sign is power over. Going with them to the office and teaching them how to connect with a case manager there to assist with forms is 'power with.'

Acknowledging Your Power

There are many ways in which your 'power over' another might impact the way that they interact with you. Be aware that it might be hard for the newcomer you are accompanying to say 'no' to you. If you extend an invitation to your place of worship or to another event, the newcomer might feel like they must attend because you are assisting them.

Similarly, your 'power over' can influence how the newcomer responds to questions you might ask. At the start of your partnership, please refrain from asking questions about their past experiences. If you ask to hear their story, they might feel obligated to tell you. Understand that some newcomers are very willing to share their story of fleeing and how they arrived in the United States, while others might never wish to.

Privacy

Refugee newcomers leave their country of origin because of a well-founded fear of being persecuted because of their race, religion, nationality, membership of a particular social group or political opinion; and are unable to find protection. Due to this, it is imperative that sponsors not post images of newcomers on any social platforms or on the internet without the client's written permission. Most local resettlement offices will have a policy around this as well as a photo release form.

Sponsors should also not expect newcomers to tell their story. This may be especially true if the newcomer has experienced significant hardship and trauma. Retelling these stories is emotional labor for impacted individuals and a newcomer should never be forced to share. Others may be eager to publicly share their stories as a way to process their experiences, lift up the issues they want to see addressed, or build awareness. If the newcomer expresses this desire to you, make space for them to share their story and empower and equip them with resources to make their voices heard.

Perceptions of Success

The decisions that newcomers make in creating their lives here in America are their own, and we must encourage their autonomy in doing so.

It is easy to apply your own definition of success onto a newcomer and worry that they are not 'doing well' or 'succeeding' in their acclimation to a new community.

Consider the act of parenting school-aged children. Your version of successfully engaging in this time of life might be to enroll your children in after-school activities and attend to them out of support for your child. Another family might choose to not support extracurriculars. This does not denote a lack of success. Newcomer families typically work hard and long shifts in order to provide for themselves. Because a newcomer does not make the same choices as you in their lives does not diminish their success.

Paternalism

An imbalance of power can contribute to paternalism in this partnership. Paternalism is when you limit someone's autonomy based on what you think is for their own good.

It is easier to make decisions for someone than you might think. It is not so easy to see someone make decisions that you feel are 'bad,' 'unnecessary' or are simply different than those you would make.

Imagine this initial transition to a new culture and community as a river that newcomers must cross. The role of 'teacher' that you and the local resettlement office play is to point out the stepping stones across the river. Your role is not to choose the path, carry across, or hide the paths that you would not utilize yourself.

Religion and Proselytism

Although it is natural to share what is important to you with others, we require that our partners not engage in proselytism. Many newcomers have spent years fleeing persecution because of their faith, and this may be their first chance to live without fear that someone has an agenda to change them in some way. Proselytizing is defined as inducing someone to convert to one's own religion.

In all that you do, make sure the newcomers understand that your help is not contingent on their participation in your church or religion; we do not want them to feel they have to become like us in order to receive our care and assistance.

LGBTQIA+ Newcomers

Newcomers who are lesbian, gay, bisexual, transgender or intersex may have faced many unique challenges and be reluctant to disclose their sexual orientation or gender identity to affiliate staff or their own family members. It is critical that LGBTQIA+ newcomers are aware of support networks available to them to ensure they do not face isolation within their own ethnic or national communities here in the United States.

For continued reading and considerations please check out this [toolkit](#) for Welcoming LGBTQIA+ newcomers.

Proselytizing could look like:

1. Decorating the newcomer's home with religious messages or pictures.
2. Giving pamphlets or your religious texts to the newcomer
3. Telling the newcomer about your faith and beliefs without being asked
4. Being unwilling to connect the newcomer to their community of faith because it differs from your own

Trauma-Informed Care

It is important to understand that the newcomers you welcome have experienced forced displacement and in turn may have experienced trauma during or before this displacement. **Trauma** is defined as a single event, multiple events or a set of circumstances that is experienced by an individual as physically and emotionally harmful or threatening and that has lasting adverse effects on the individual's social, emotional and spiritual well-being. In turn, complex trauma is when an individual has experienced repeated instances of the same type of trauma over a period of time or experienced multiple types of trauma. Complex trauma is more likely to result in a long-standing interpersonal problem that can be severe.



The *Triple Trauma Paradigm* serves as an example of complex trauma. This [model](#) was adapted and developed to help providers understand the refugee/asylee experience and their exposure to trauma during the pre-flight, flight, and post-flight phases of displacement. Displaced populations have most likely experienced some type of loss, if not multiple: loss of home, identity, family, property, livelihood, and/or community that they may never be able to fully recover in conjunction with possible violence during their pre-flight, flight, and post-flight stages. Even after reaching their host country, they are still dealing with a high level of uncertainty when it comes to socioeconomic, political, and emotional/physical stressors.




THE TRIPLE-TRAUMA PARADIGM		
PRE-FLIGHT 	FLIGHT 	POST-FLIGHT 
<ul style="list-style-type: none"> ■ Harassment/intimidation/threats ■ Fear of unexpected arrest ■ Loss of job/livelihood ■ Loss of home and possessions ■ Disruption of studies, life dreams ■ Repeated relocation ■ Living in hiding/underground ■ Societal chaos/breakdown ■ Prohibition of traditional practices ■ Lack of medical care ■ Separation, isolation of family ■ Malnutrition ■ Need for secrecy, silence, distrust ■ Brief arrests ■ Being followed or monitored ■ Imprisonment ■ Torture ■ Other forms of violence ■ Witnessing violence ■ Disappearances/deaths 	<ul style="list-style-type: none"> ■ Fear of being caught or returned ■ Living in hiding/underground ■ Detention at checkpoints, borders ■ Loss of home, possessions ■ Loss of job/schooling ■ Illness ■ Robbery ■ Exploitation: bribes, falsification ■ Physical assault, rape, or injury ■ Witnessing violence ■ Lack of medical care ■ Separation, isolation of family ■ Malnutrition ■ Crowded, unsanitary conditions ■ Long waits in refugee camps ■ Great uncertainty about future 	<ul style="list-style-type: none"> ■ Low social and economic status ■ Lack of legal status ■ Language barriers ■ Transportation, service barriers ■ Loss of identity, roles ■ Bad news from home ■ Unmet expectations ■ Unemployment/underemployment ■ Racial/ethnic discrimination ■ Inadequate, dangerous housing ■ Repeated relocation/migration ■ Social and cultural isolation ■ Family separation/reunification ■ Unresolved losses/disappearances ■ Conflict: internal, marital, generational, community ■ Unrealistic expectations from home ■ Shock of new climate, geography ■ Symptoms often worsen

CHART: [CENTER FOR VICTIMS OF TRAFFICKING](#)

Individuals that have experienced trauma can display different symptoms. Trauma symptoms are not a “one size fits all”, and it is important to check your own biases when it comes to interacting with newcomers that have experienced traumatic events. You may observe symptoms of trauma through emotional, physical cognitive, behavioral, and existential reactions. What does that mean? A newcomer may be displaying:

- Emotional symptoms in response to trauma such as numbness and detachment, anxiety, helplessness, depersonalization, constrictions of feelings or emotional overwhelm. On a longer-term basis, this can show up as depression, anxiety, grief reactions, shame, and emotional detachment.
- Physical symptoms when trauma is triggered such as nausea, sweating, elevated heartbeat, fatigue, and startled responses. Delayed symptoms may include sleep disturbance, somatization (increased focus or worry about body aches and pain), persistent fatigue, long term health effects.
- Cognitive symptoms can include difficulty concentrating, memory or recall problems, rumination or racing thoughts, intrusive memories, or flashbacks. Severe symptoms can include suicidal ideations, in which case it is important for co-sponsors to employ best practices and immediately notify their local office for mental health services. *Please note, your role as a co-sponsor is not to provide therapy and it is important to avoid triggering or re-traumatizing a client that is exhibiting such symptoms. Please seek professional support immediately.

- Behavioral symptoms can include startled reactions, restlessness, argumentative behavior, avoidant behavior, distrust of others, decreased activity level, withdrawal, and in severe cases, increased use of alcohol or drugs.
- Existential symptoms, which can often be masked as they do not appear as obvious trauma symptoms, include intense or obsessive use of prayer, restoration of faith in the goodness of others, despair about humanity, questioning, cynicism, disillusionment, loss of purpose, or hopelessness.

It is therefore imperative to understand how trauma can play a major role in newcomers' lives and maintain sensitivity when interacting with families that you welcome. Additionally, you must understand the role you play in the newcomers' lives. Although you work with newcomers that have most likely experienced trauma, you are not their clinical therapists and must maintain appropriate boundaries when communicating and interacting with families. This can be achieved by maintaining a [Trauma-Informed Approach with the "4 R's"](#):

- Realize the widespread impact of trauma and understands potential path for recovery
- Recognize the signs and symptoms of trauma
- Respond by fully integrating knowledge about trauma into welcome practices
- Resist re-traumatization and be mindful of triggers

When communicating with newcomers, it is recommended to employ the principles of [Trauma-Informed Care](#), as shared below. The six principles, which are generalized and applicable across all levels and settings of resettlement, are a strengths-based approach that serve as a valuable framework when delivering services for newcomers. The principles are not designed to treat actual trauma, which is a professional's responsibility, but meant to reinforce a dynamic that restores all that our migrant populations may have lost (the six principles) when undergoing the Triple Trauma Paradigm.



Safety

- Ensure the newcomer's experience promotes emotional, physical, and psychological safety
- Promote a safe environment that is clean, organized, and clutter-free
- Be cognizant of maintaining confidentiality (safe space) when the newcomer is discussing sensitive topics
- Use a trauma-informed approach when the newcomer displays emotions or struggles, including validating their feelings and decisions (strengths-based), and communicating in a positively responsive and encouraging way



Trustworthiness and Transparency

- Build trust and rapport with the newcomer by maintaining transparency throughout the arrival and reception process
- Employ task clarity, consistency, and interpersonal boundaries when interacting and supporting the newcomer
- Help set accurate expectations and prepare newcomer when it comes to appointments and ensure they have a choice in the matter



Peer Support and Mutual Help

- With the newcomer's consent and interest, promote social connections and support systems
- Allow the newcomer to inform you of what type of social connections they are interested in building when it comes to community engagement



Collaboration and Mutuality

- Collaborate with the newcomer when it comes to making decisions
- Promote partnering and leveling of power differences



Empowerment, Voice and Choice

- Highlight the newcomer's strengths and recognize their resiliency
- Promote a system of shared decision making, choice, and goal setting that empowers the newcomer



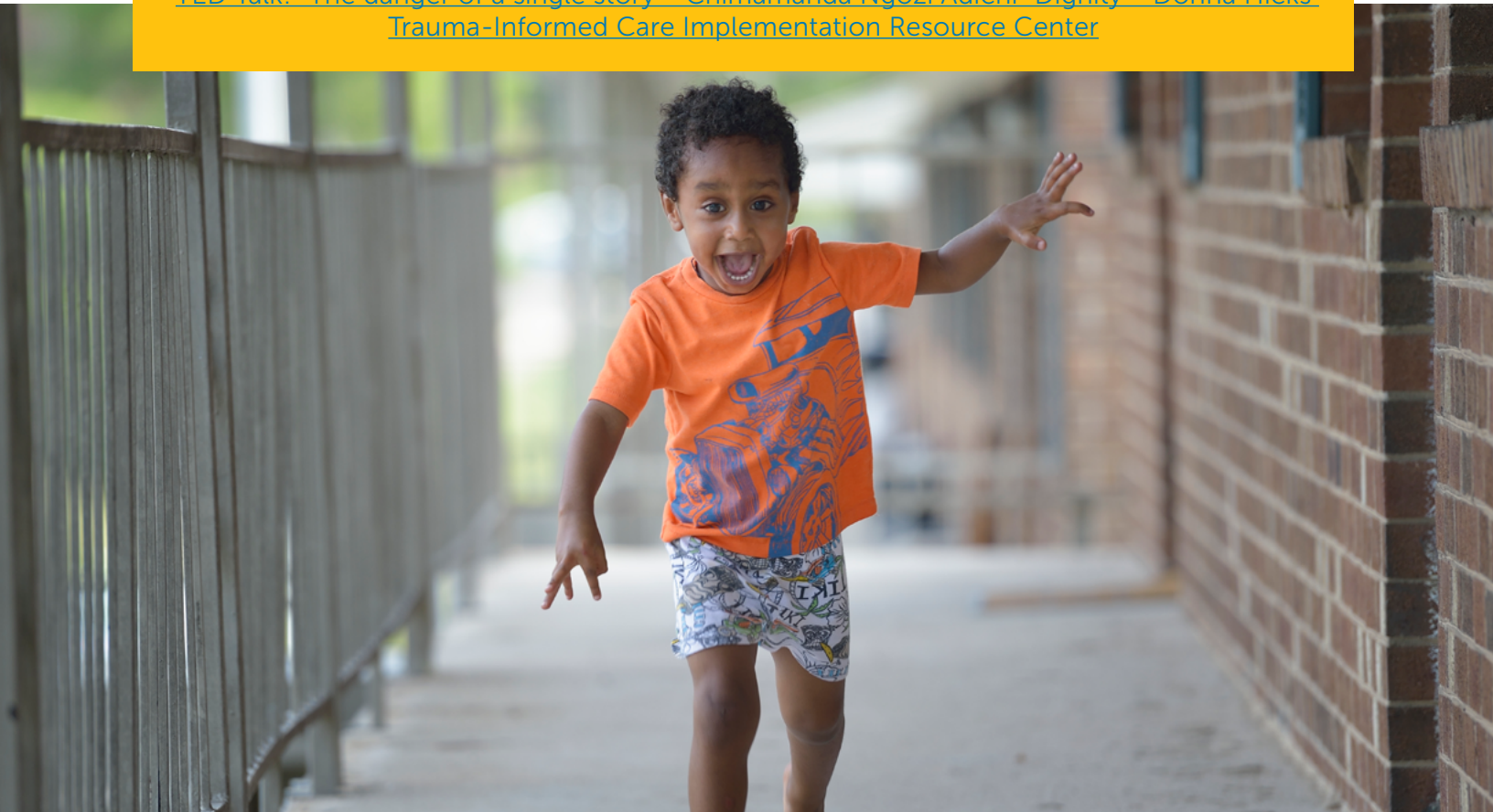
Cultural, Historical and Gender Issues

- Recognize cultural stereotypes and biases (on race, ethnicity, sexual orientation, age, religion, gender-identity, geography, etc.) and offer access to culturally sensitive and gender responsive services
- Understand that historical trauma can be a factor to consider when interacting with newcomers

While engaging with newcomers, it is also important to remember that vicarious trauma, secondary trauma, compassion fatigue, and burnout is a real possibility. As a co-sponsor, be mindful of your own capacity and boundaries. Ensure that you take time to check in with yourself and reflect on how you are thinking and feeling after interacting with families, both short-term and long-term. Remind yourself that it is okay to take space whenever needed.

Continued Education

[TED Talk: "The danger of a single story" - Chimamanda Ngozi Adichie](#) ["Dignity" - Donna Hicks](#)
[Trauma-Informed Care Implementation Resource Center](#)



Language and (Mis)Communication

The language that we use in everyday life has power. Avoid possessive language when working with newcomers, such as 'adoption' or 'our family.' These possessive words can inadvertently signal paternalism and 'power over.' Instead, ensure that the language that you use is mirroring your empowering actions. 'The family,' 'The (surname) family,' 'our group is accompanying a newcomer,' 'we are welcoming a newcomer family,' 'the newcomer we are partnered with,' are all good ways to speak of this engagement.

Miscommunication

There are many people, organizations and structures involved in a newly arrived newcomer's life. A few might include the local resettlement office, a co-sponsor team, the government benefits office, the doctor's office, the Department of Health and the school district. Each organization might then connect the family to more local agencies that have specialized programs. Those could be childhood development specialists, counselors, after-school programs, women's/men's/youth groups, cultural agencies and support groups. A newly arrived newcomer's life is full of people and agencies! This increases the chances of miscommunication between those serving the family.

When Miscommunication Happens

- Reach back out to the local resettlement office for guidance
- Work with the newcomer/family in order to make a clear 'map' of the agencies working with them

At times, you might be welcoming a family who speaks very limited English. They might know who called them and why, but not know the English to confidently relay the information to you. This is okay and preferable to you receiving calls for the family and then finding interpretation to relay messages along. The family must remain in control of managing their lives.

Communicating Across Language Barriers

Communicating with one another across a language barrier is challenging. Interpreters are not always going to be available to assist, and this can lead to miscommunications and frustrations, particularly at the start of your sponsoring.

You may find yourself surprised after weeks or months that you and the newcomer/family find ways to communicate beyond fluent spoken language. Your friendship might be built less upon shared conversations and more upon shared experiences while teaching how to navigate the community.

Communication Tips

- Speak clearly, not louder.
- If you are not understood, try to use different words.
- Use your phone to show pictures. For example, pull up photos of a grocery store when asking if the family would like to go.
- Be aware that phone translation apps are not perfect and can sometimes be confusing.
- Write messages down. Many newly arrived newcomers have friends or relatives in the community who will help translate for them later.
- Know if the person you are speaking with has a relative or friend who you can call for assistance when you MUST have interpretation. Be mindful that this is a labor for the person you are asking.
- Be mindful to not ask a child to interpret

Working with the Local Resettlement Office

As you know, local resettlement offices are nonprofits whose work is to welcome newcomers through a contract with the U.S. State Department. These agencies are staffed with passionate members of your community who, many times, started off as resettled newcomers or sponsors themselves.

You will find that resettlement agencies have a variety of staff who you might find yourself working with. Program services may range from three months all the way to five years after arrival and beyond. It is important to understand the variety of programming support that an office has as well as how to effectively partner together in welcoming newcomers.

Keep in Mind

- Local resettlement offices are monitored closely by the State Department and Church World Service headquarters.
- The local resettlement office might not be doing a task for the newcomer because they are encouraging the individual to accomplish the task themselves.
- Sometimes, a newcomer will ask multiple people for assistance with the same problem. Asking many people might be their way of assuring that the task is helped with.
- You might hear of a concern from the family that the local resettlement office already knows about. The office might already have made plans to fix the concern.
- Case managers frequently manage multiple family cases at one time and are often away from their desks on home visits.
- If a newcomer says that they can't contact their case manager, it might be because they are visiting the office in person without an appointment. Encourage the newcomer/family you are partnered with to call their case manager and leave a voice message.





C^oRE SERVICE TASK GUIDES

Each local resettlement office has a specific way of delegating tasks to co-sponsors. For example, one location might have a policy stating that only staff members are to assist with Social Security appointments, while another location might rely on co-sponsor support to complete this task. The core service task guides below will be a starting point for you to understand how you might navigate the different core service tasks assigned to your co-sponsorship group by the local office.



Arrange Safe and Sanitary Housing

Safe, secure, and affordable housing plays a critical role in determining the overall health and well-being for newcomers, as well as being a fundamental human right. Appropriate housing provides a base from which newly arrived newcomers can seek employment, education opportunities, and make connections with the wider community. Many resettled newcomers will have spent a prolonged period in a country of asylum where housing may have been substandard. In securing safe, secure, and affordable housing, we establish a "sense of place" in a new society, a critical part of the integration process.

Instructions/Considerations:

- Consider developing partnerships with housing providers, associations, charitable organizations, etc. to identify available housing. Members of your group may be (or know) landlords who can assist.
- Be mindful of moving dates to ensure the home is secure and furnished prior to arrival.
- Use the CWS Home Evaluation and Safety Checklist to ensure housing meets all federal standards in being "safe, secure, and affordable"
- All areas and components of the housing (interior and exterior) should be free of visible health and safety hazards and in good repair, including no visible bare wiring, no peeling or flaking interior paint for dwellings built before 1978, no visible mold, and no detectable dangerous or unsanitary odors.
- Housing should include identified and accessible emergency escape route(s); fire extinguishers in accessible locations where required; working locks on all windows and outside doors; appropriate number of working smoke detectors; windows in working order; adequate heat, ventilation, lighting, and hot and cold running water in working order; and electrical fixtures in good repair.
- Housing should provide a minimum habitable area for each occupant, including a number of bedrooms or sleeping areas
- Each residence shall be equipped with stove, oven, refrigerator, sink, flush toilet, and shower or bath in good repair.
- Each residence shall have easily accessible storage or disposal facility for garbage.
- Each residence shall be free of rodent and insect infestation.
- In cases of newcomers with disabilities, housing should be free of, or permit the removal of, architectural barriers and otherwise accommodate known disabilities, to the extent required by law.
- To the extent possible, the family should be able to assume payment of rent at the end of the R&P period, based upon projected family income from all sources. The family should be left with sufficient resources for other essential expenses (food, transportation, utilities, etc.) after rent payments are made.

Additional Considerations:

In cases where permanent housing may not be available prior to the family's arrival. Options of temporary housing may include a local community member who can provide a room in their home, an available Airbnb, or a hotel room. A Home Evaluation and Safety Check list, plus Home Supply list, are recommended for temporary housing.



Set Up Housing

The care and attention that you take through your service of participating in a home setup is the first step towards making the apartment/house into a comfortable and safe landing place for the newly arrived individual or family. Please consider these points of guidance as you prepare for and take part in a home setup.

Instructions/Considerations:

- Furniture and household items do not need to be new, but must be clean, in good condition, and functional.
- Please refer to the Home Supply List for an inventory of items to be placed into the family's home.
- **Furniture:**
 - Beds (including frame, mattress, and box spring as needed) appropriate for age and gender composition of family; one set of sheets for each bed; blanket or blankets for each bed as seasonally appropriate; and one pillow and pillowcase for each person. Only married couples or young children of the same gender may be expected to share beds.
 - A set of drawers, shelves, or other unit appropriate for storage of clothing in addition to a closet in each bedroom, unless each bedroom closet has adequate shelving to accommodate clothing.
 - One kitchen table per family and one kitchen chair per person.
 - One couch, or equivalent seating, per family, in addition to kitchen chairs.
 - One lamp per room, unless installed lighting is present and adequate, and light bulbs.
 - One place setting of tableware (fork, knife, and spoon) and one place setting of dishes (plate, bowl, and cup or glass) per person.
 - One place setting of tableware (fork, knife, and spoon) and one place setting of dishes (plate, bowl, and cup or glass) per person.
- **Toiletries:** Toilet paper, shampoo, soap, one toothbrush per person, toothpaste, and other personal hygiene items as appropriate. These items should be new.
- **Cleaning:** Dish soap, bathroom/kitchen cleanser, sponges, or cleaning rags and/or paper towels, laundry detergent, two waste baskets, mop or broom, and trash bags.
- **Food Preparation:** At least one saucepan; one frying pan; one baking dish; mixing/serving bowls; one set of kitchen utensils (such as spatula, wooden spoon, knife, serving utensils, etc.); one can opener per family; and additional items appropriate to family size and composition.



Culturally Appropriate Ready-To-Eat Meal

When a newcomer individual or family arrives to their new home, it is often after many hours of traveling. Having a hot meal ready for them to eat makes it easier to settle in on their first day/night. Additionally, providing a meal that is from (or close to) a newcomer's homeland is both comforting for the newcomer and a show of respect for their culture and heritage.

Instructions/Considerations:

- Aim to supply at least 1 week's worth of food to the family including dairy, meats (halal if applicable), fruits, vegetables, beans, breads, snacks or crackers, core spices, teas and coffee.
- Reference CWS Grocery List resource to gain understanding of core cultural items listed by nationality group.
- Partner with your local resettlement office to either drop off food supplies to a staff member OR to setup the kitchen and fridge with the items.

Additional Considerations:

Consider cultural differences that might impact a preference in food type. For example, if loose leaf tea is the preference, ensure that there is a tea strainer in the kitchen. If halal food is the cultural preference, make sure to identify stores that stock halal meat. Consider the ages and number of people you are shopping for. Consider placing a welcome card in the family's kitchen/dining area.



Sufficient Food Supplies

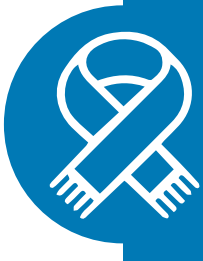
Before refugees arrive to their new community, it is important to stock their homes with food and food supplies. Groups may assist with the culturally appropriate ready-to-eat meal in addition to stocking the fridge and cupboard with food necessities for the family beyond the day of their arrival. These food supplies should be provided for the family before they make their first grocery trip. (Additional food may need to be supplied on an ongoing basis until a newcomer's SNAP benefits are active).

Instructions/Considerations:

- Aim to supply at least 1 week's worth of food to the family including dairy, meats (halal if applicable), fruits, vegetables, beans, breads, snacks or crackers, core spices, teas and coffee.
- Reference CWS Grocery List resource to gain understanding of core cultural items listed by nationality group.
- Partner with your local resettlement office to either drop off food supplies to a staff member OR to setup the kitchen and fridge with the items..

Additional Considerations:

Consider cultural differences that might impact a preference in food type. For example, if loose leaf tea is the preference, ensure that there is a tea strainer in the kitchen. If halal food is the cultural preference, make sure to identify stores that stock halal meat. Consider the ages and number of people you are shopping for. Consider placing a welcome card in the family's kitchen/dining area.



Seasonally Appropriate Clothing

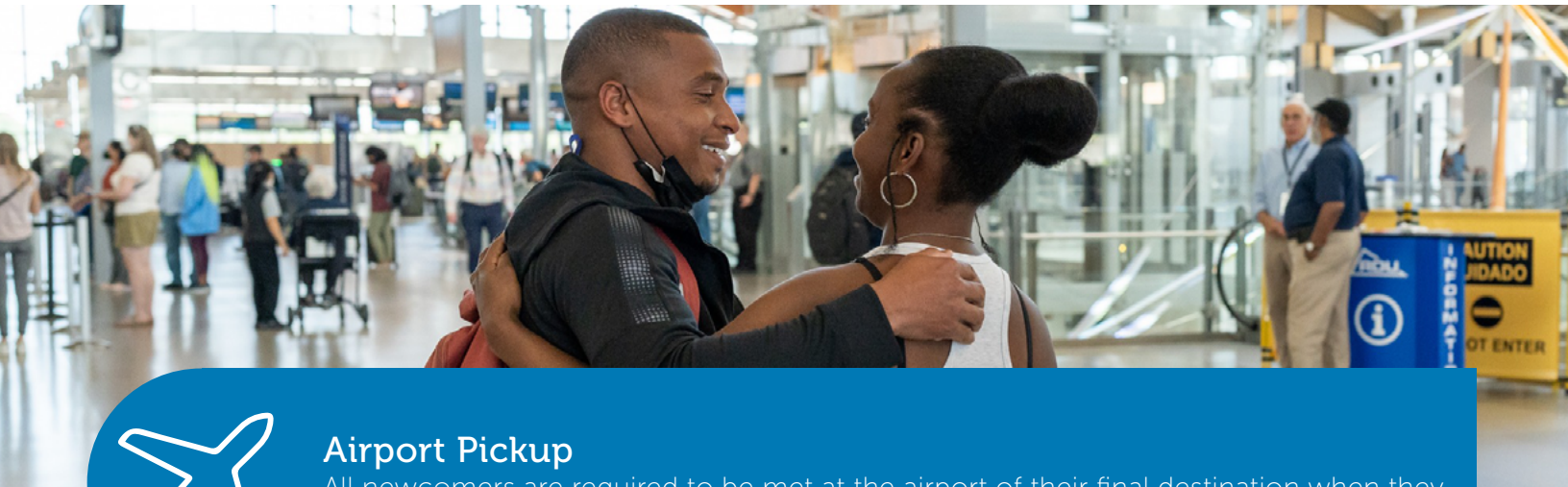
Seasonally appropriate clothing (including footwear) for work, school, and everyday use must be provided for all members of a newcomer family, particularly if they are coming from a climate different from that of their new home. Groups should anticipate clothing needs as best they can before arrival to ensure key items (like winter coats, hats, etc.) can be provided right away. The bulk of the clothing can be provided after arrival when better sizing information is available, but all clothes should be provided within the first 30 days. Clothing does not need to be new, but must be clean, in good condition, and functional.

Instructions/Considerations:

- Prior to arrival, try to get as much information about the family/individual as you can in order to start getting seasonally appropriate clothing. For example, will you need to bring winter coats for airport pickup?
- After arrival, discuss with the family what items they need. Some families may have brought clothing items, while others will have brought nothing but the clothes on their back. Consider taking them to a clothing store with several options so that they can choose what they are interested in. Newcomers may need help narrowing down choices if they are not used to having so many options at once.
- Children may need specific clothing for school. Make sure to check with their school to confirm school dress code and if a uniform is necessary. If applicable, ask the school about assistance programs for purchasing a uniform.
- As the adults begin working, it is important to make sure they have the necessary clothing for work. Groups can assist newcomers to find out the climate of the workplace and if any safety items are needed (e.g. steel-toed boots).

Additional Considerations:

Make sure to consider cultural/religious differences that might impact clothing choices. For example, will the women be comfortable wearing short sleeves and pants? Local thrift stores are an asset in finding clean, gently used clothing. Build a relationship with these stores and ask if they will issue vouchers for families to use to purchase their own items. If there are no local places to buy culturally appropriate clothing, ask members of the community for ideas of where to purchase. When fundraising for the family, ask for gift cards for clothing stores. Providing autonomy to the families to make their own choices is important. You can use shopping as a time to begin conversations around appropriate clothing, such as different seasonal clothing and clothing for work and school.



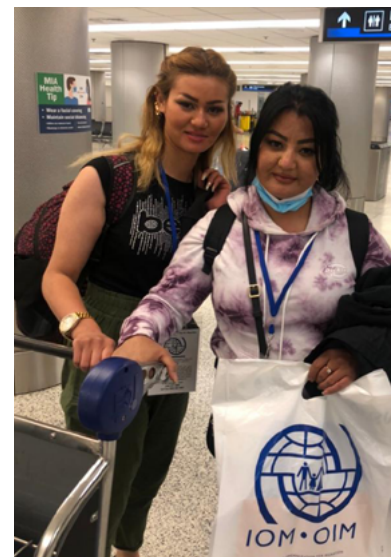
Airport Pickup

All newcomers are required to be met at the airport of their final destination when they arrive. After meeting newcomers, groups will transport them to their living quarters.

Instructions/Considerations:

- All individuals transporting newcomers in their vehicles must have a valid driver's license, vehicle insurance, and MVR background check.

- Car seats appropriate for the ages of all children are to be provided and correctly installed in the vehicle. Please review your state's car seat laws and regulations.
- There should be enough seats for each newcomer to have their seatbelt on when driving back to their home from the airport.
- Arrive at least 15 – 20 minutes prior to newcomer's arrival at the airport and park your vehicle. Do not wait for the newcomers in the passenger pick-up location of the airport as the family will need guidance on where to go and how to exit the airport.
- Always have an interpreter available for the airport pick up if it is indicated that the family does not speak English on the bio data. Your local resettlement office will let you know if an interpreter will be needed and assist with providing access to one.
- Once you arrive at the airport, wait at the gate assigned for the newcomer's arrival. Keep a look out for individuals arriving who will be carrying large white plastic bags with blue print on them. The newcomers will likely also be wearing a lanyard with the same white and blue logo around their necks.
- Always approach individuals who you believe to be a part of the case with an interpreter and confirm that they are who you believe them to be. Please note that more than one family may arrive at the same airport on the same flight.
- Explain with the assistance of the interpreter that you are a co-sponsor with the local resettlement office and that you are there to take them to their new home, or hotel.
- Ask the adults in the family how many checked bags they brought with them and wait with the family to collect all their bags. For larger families, you may want to use a luggage cart to transport all the newcomers' luggage.
- Be sure to inform the newcomers of the length of time it will take to drive to their next destination and offer them the opportunity to use restrooms before travel.
- When transporting large families, make sure you always place young children in the same vehicle as a parent. Ideally no child should be separated from a parent during their travel to their final destination, but we understand some large families may need to be divided between multiple cars.
- When boarding the vehicle, always ensure that all children are seated in car seats and correctly buckled in. Newcomers may ask if they can hold their children instead of being placed in a car seat. You must always insist that the children ride in the correct car seat.
- Before you travel, make sure all newcomers have their seatbelts buckled and all doors are locked. Use child locks if small children are sitting next to car doors.





Social Security Card Application

Within 30 days of arrival, every member of the family must have a social security card application submitted.

Instructions/Considerations:

- Some cases may have had their Social Security cards applied for overseas. It is important to follow up with the local refugee resettlement office prior contacting the local Social Security Office to see if the local resettlement office has already initiated a new application or followed up on the status of the family's Social Security number(s).
- If the application still needs to be completed, call and make an appointment with your local Social Security Office (1-800-772-1213). The application can be found online ([Application for Social Security Card \(ssa.gov\)](#)). Groups can help newcomers complete the application and bring it to their appointment.
- If applying for a new card, refugee newcomers only need to submit one document to prove age, identity, and immigration status for an SS card (e.g. I-94 website printout with Department of State Transportation Boarding Letter with Refugee Admission Stamp).
- For more information, consult [EN-05-10096 - Social Security Numbers for Noncitizens \(ssa.gov\)](#).

Additional Considerations:

Filling out government forms can be difficult even for English speakers born and raised in the US. They are particularly complicated for newcomers. However, even if it would be easier and quicker for you to complete the form on your own, remember to do the form with newcomer adults, not for newcomer adults. This may require interpreter assistance to explain the purpose of the form and translate relevant information. Use this application as a chance to have a discussion about protecting personal information. Explain the importance of not sharing their Social Security number and not carrying the card with them. Discuss having a safe place at home to keep important documents.



Public Benefits Application

Public benefits should be applied for as needed within 30 days of arrival. Benefits eligibility will be unique to each case depending on income, assets, and other factors, but all individuals with refugee status are eligible to apply the same as US citizens.


Instructions/Considerations:

- Some commonly applied for benefits are Temporary Assistance for Needy Families (TANF; must have children under 18 in home to be eligible), Medicaid, Supplemental Nutrition Assistance Program (SNAP; formerly food stamps), Refugee Cash Assistance (RCA; for those ineligible for TANF), Refugee Medical Assistance (RMA; for those ineligible for Medicaid).
- It is important for newcomers to understand that these benefits are not permanent and there are lifetime caps on benefits that vary by state (e.g., most states have a 5-year lifetime limit on receiving TANF). Discuss with families the importance of utilizing these benefits only when absolutely necessary, so that they can utilize them in the future if needed.
- In most states, you can apply for benefits through your local government agency or online. You can use [benefits.org](#) to learn more about different benefits and find out how to apply in your location.
- For those in Alabama, Alaska, Colorado, Idaho, Kentucky, Louisiana, Massachusetts, Nevada, North Dakota, South Dakota, Tennessee, Vermont, and California, you must work with your local resettlement office to apply for benefits.

- Be sure to apply for other benefits such as SSDI, SSI, and WIC as applicable. Local caseworkers can help determine eligibility for these benefits.
- Note the family's language preference on their benefits application so that they will receive their mail in that language going forward.
- Please make sure to explain the importance of reading letters that they may receive in the mail from the benefits office. Often times there will need to be an interview conducted after the application and we want to make sure that this appointment isn't missed. Make sure to bring all the appropriate documentation that is requested in the letter.
- If an eligibility interview is scheduled, be sure to request an interpreter ahead of time.

Additional Considerations:

If approval for cash assistance is received, use this to start a discussion on budgeting. If medical assistance is approved, use that to start a discussion on health care in the US. You can assist them with finding doctors that they need to see and assist with setting up appointments.



English Language Training Enrollment
 Enrollment in an English Language Training (ELT) program is a key core service that must be provided to all adults within the first 30 days of arrival. This is a crucial step for many refugees on their path to long-term success in the US.

Instructions/Considerations:

- Identify an ELT program with the help of your local resettlement office. These may also be referred to as ESL or English literacy programs. Many resettlement offices offer in-house ELT programs.
- Call the ELT program's office to find out what is required to make an appointment to enroll in their services.
- Schedule an enrollment appointment for the newcomer and request interpretation if needed.
- Gather the required documentation for the intake/enrollment appointment.
- Provide transportation to the appointment if the newcomer has not yet had public transportation orientation.
- Assist the newcomer with getting signed into the ELT services office if necessary.
- Wait for the newcomer while they attend their appointment.
- Ensure that the newcomer understands any follow-up instructions and has had all their questions answered.
- Transport the newcomer back to their home after the appointment has concluded.
- Always ensure that all co-sponsor team members transporting newcomer have a valid driver's license, vehicle insurance, and an MVR background check

Additional Considerations:

For long-term sustainability, make sure that the ELT program is within a reasonable distance from the newcomer's home and that they can access public transportation to attend classes. Ensure that interpretation is provided by the program if necessary. Consider providing bus orientation to help the newcomer get to and from the ELT classes on their own.



Enrollment in Employment Services

Enrollment in employment services is a key core service that must be provided to all adults of working age and ability within the first 30 days of arrival.

Instructions/Considerations:

- Identify employment services with the help of your local resettlement office.
- Call the employment services office to find out what is required to make an appointment to enroll in the services.
- Schedule an enrollment appointment for the newcomer and request interpretation if needed.
- Gather the required documentation for the intake/enrollment appointment.
- Provide transportation to the appointment if the newcomer has not yet had public transportation orientation.
- Assist the newcomer with getting signed into the employment services office if necessary.
- Wait for the newcomer while they attend their appointment.
- Ensure that the newcomer understands any follow-up instructions and has had all their questions answered.
- Transport the newcomer back to their home after the appointment has concluded.
- Ensure the employment services office provides interpretation or work with your local resettlement office to find appropriate interpretation for the newcomer.
- Always ensure that all co-sponsor team members transporting newcomer have a valid driver's license, vehicle insurance, and an MVR background check

Additional Considerations:

Members of your group may already be in contact with employers who want to hire refugee newcomers. Enrollment services can help newcomers pursue more options; however, if newcomers want to begin work at a particular location right away, they do not need to enroll in employment services. Refer to the "Seasonally Appropriate Clothing" page for guidance on providing work clothes for newcomers.





School Enrollment

School enrollment for newcomer children should happen as soon as possible after arrival. A quick enrollment will allow children to resume education that may have been disrupted due to their displacement, as well as providing them with a community hub where they can get connected to additional services (ELT, food banks, counseling, etc.) as needed.

Instructions/Considerations:

- Before arrival, reach out to the local school district to let them know the ages of the children that your community will be welcoming. Because the newcomers have not signed an information waiver yet, do not share the children's names until after you receive permission from their parents.
- Work closely with the school district to gather what the family needs for school enrollment. This may include proof of parental guardianship, IDs, proof of residency, and other documents. Reach out to your CWS point of contact if you are missing necessary information.
- Help the family schedule a visit to meet the child's teacher.
- Request that the school communicates directly with the children's parents, not co-sponsors, after enrollment. Schools have access to interpretation services to use for this purpose. This will ensure that parents are involved and are the ones making decisions about their children's education.

Additional Considerations:

- What if children have birthdays on their documentation that seem incorrect? It is important not to speculate about the guardianship and/or parentage of newcomer children. This can cause serious delays in enrollment. For example, if two of the family's children have birthdays listed too close together to be biologically accurate, do not suggest that one of the children may actually be a niece or nephew. There are often errors in processing, combined with regional calendar discrepancies, that can cause these irregular birthdates.
- What if the newcomer family is in temporary housing? Most children in temporary housing (like an extended stay hotel) are able to enroll in school under the McKinney-Vento Act. For purposes of school enrollment, these children are considered unhoused/homeless due to a lack of a permanent address.

- What if the school district refuses to enroll newcomer children? If issues arise with school enrollment, reach out to your CWS point of contact for assistance.
- What if the parents do not check homework folders/pick up from the bus stop/notify the school of an absence? Talk to the family about their educational priorities for their kids. The school structure and expectations in the US may be very different than what they're used to. If the family prefers, you can work together to create a self-sufficiency plan for school. This may involve a co-sponsor showing the parents how to check the homework folder, and helping read the assignment sheets until the children can read it themselves. It also may include co-sponsor walking children to the bus stop for the first week or two until they are comfortable going themselves, or working with the school to come up with a system where the parents can more easily notify them of an absence.
- What if the parents ask me to make a decision, or oversee a child's homework? It can be tempting to step into this role, especially when you know parents are overwhelmed with adjusting to a new educational system. However, this will quickly burn out co-sponsors and also removes the family's own agency. Gently remind the family that you can advise them about decisions as a friend but that they are responsible for their children's education.
- Working on educational self-sufficiency is one of the hardest tasks for co-sponsors because it involves children. Remember that the parents' expectations about homework, after-school activities, and communicating with the teacher may be different from yours. Be sure to align your work with their goals, not yours.



Selective Service Registration

The Selective Service System is an independent agency within the Executive Branch of the U.S. Federal Government. According to law, a man must register with Selective Service within 30 days of his 18th birthday. Selective Service accepts late registrations up until a man reaches his 26th birthday. Failure to register is a felony and non-registrants may be denied the following benefits for life: State-based student loans and grant programs in 31 states Federal job training under the Workforce Innovation and Opportunity Act (formerly Workforce Investment Act) Federal (and many state and local) jobs Up to a 5-year delay of U.S. citizenship proceedings for immigrants.

Instructions/Considerations:

- Assist the newcomer(s) with completing their Selective Service Registration, as applicable, within 30 days of arrival. This can be done online at www.sss.gov/register.
- If the newcomer is in temporary housing, it is okay to use the temporary address. This address will be used to send the Registration Acknowledgement Letter and Selective Service number. (See the "AR-11" page for instructions on what to do when a newcomer leaves temporary housing.)
- Newcomers will need their Social Security Number in order to register online. If they do not have a SSN within 30 days of arrival, you can visit your local post office to pick up a form or download it from the link above. Paper forms should be mailed to:

Selective Service System
P.O. Box 94739
Palatine, IL 60094-4739



Transportation to Job Interviews/Training

Providing transportation to job interviews/training must be provided by a co-sponsor in collaboration with an affiliate office. The newcomer will be enrolled in the training or placed in the job by employment services (see the “Enrollment in Employment Services” page for more information).

Instructions/Considerations:

- Work with your local resettlement office/affiliate office to gain the needed information to transport the newcomer to their job interview/training.
- Arrive early to the newcomer’s home to pick them up and transport them to their interview/training.
- Return the newcomer home after their interview/training has concluded.
- Always ensure that all co-sponsor team members transporting newcomers have a valid driver’s license, vehicle insurance, and an MVR background check.

Additional Considerations:

- Newcomers from certain countries may not be used to the expectation of getting places by a certain time or may be unfamiliar with reading clocks. In these instances, consider reminding the newcomer the day before the training/interview that you will be picking them up the following day. You might also consider setting an alarm on their phone for the time you will be arriving.
- Be sure to keep good boundaries with newcomers and respect their agency. If you arrive to transport a newcomer and they do not answer the door, do not enter uninvited. Calling a couple times (like you would with a friend you were picking up) or waiting a short period of time are more appropriate actions.



Cultural Orientation Delivery

All newly resettled adult refugees are required to undergo cultural orientation in the appropriate language within the first 90 days of arrival. We highly recommend that this cultural orientation take place within the first 30 days to promote integration and understanding of systems and procedures. This cultural orientation must be in alignment with pre-determined domestic objectives and indicators. While cultural orientation is an ongoing journey, this orientation is a one-time service provided to the newcomer followed by a mandatory assessment. Remember that this service should be provided in collaboration with the local resettlement office.



Instructions/Considerations:

- Delivering cultural orientation requires trainers to become comfortable with the content of this training. The [Cultural Orientation Resource Exchange \(CORE\)](#) has many resources for effective cultural orientation delivery, including the [Cultural Orientation Toolkit for Community Partners and Sponsors](#).
- Register to gain access to CORE's [Online Courses & Webinars](#).
- Once you have created a login and have access to CORE's online courses and webinars, please complete the following trainings: Sponsorship Orientation, The Refugee Resettlement Journey, Cultural Orientation Defined, Working Effectively with Interpreters, Cognitive Load and How to Manage It, Adult Learning Principles in CO, Student-Centered Learning vs. Teacher-Centered Learning, and Taking a Strengths-Based Approach.
- If possible, have newcomers download the CORE Settle In app in their preferred language on their phones.

Additional Considerations:

- What if the newcomer does not understand how to use the [SettleIn app](#) recommended in the toolkit? Remember that individual newcomers will have varying levels of comfort with technology. The app may not always be the best option for all newcomers, especially if they are not familiar with how to use smartphones. Do not force this app on the newcomer in question if they are not comfortable utilizing their smartphone.
- If one family member speaks English, can they interpret for the other family members during cultural orientation? Family members should never be responsible for providing interpretation during cultural orientation. Please use a certified interpreter and be sure to follow the recommendations provided in this resource: [Scripts for Working with Interpreters](#).
- Which members of the family should receive cultural orientation? All adult members of the family should receive cultural orientation. Childcare should be provided so that adults are not responsible for children during cultural orientation delivery so that they may fully engage with the training.
- Always include both males and females in cultural orientation activities. Be sure to call on all participants during the orientation. You may also choose to provide gender-segregated cultural orientation to increase opportunities of active involvement. You can learn more by reading [Delivering Gender-Segregated Cultural Orientation](#).



Cultural Orientation Assessment

All newly resettled adult refugees are required to undergo cultural orientation and complete an assessment following delivery of the orientation. This assessment can be delivered orally or in writing. There is no universal “passing score” for this assessment. Speak with your local resettlement office to learn more about their policy on cultural orientation assessment outcomes and next steps for scores that may be deemed as “low scoring.” Remember that this activity should be done in collaboration with the local resettlement office.

Instructions/Considerations:

- You should always communicate with your local resettlement office about the type of cultural orientation assessment they utilize and use the same assessment.
- Please read through the [Cultural Orientation Assessment Handbook](#) to prepare for this assessment.
- Always use an interpreter during the cultural orientation assessment if the newcomer has requested interpretation and received the cultural orientation with interpretation.
- Always conduct the cultural orientation one individual at a time and never in a group

Additional Considerations:

- You should not share the assessment results with the newcomers. You should also emphasize that the results of the assessment will not impact the resettlement services provided to the newcomer by the local resettlement office or you as the co-sponsor.
- All adults should be able to answer the questions independently of one another. As a best practice, always conduct assessments in a separate room from the other adult family members.
- Take into consideration cultural norms when conducting the assessment. If giving the assessment one on one, remember that some people will not be comfortable in a mixed gender setting. Some newcomers that have not had traditional education may also be uncertain about testing and what that entails, so make sure to explain the process and to answer any questions they may have.
- Review CORE’s [Reception and Placement \(Domestic\) Assessments](#) for additional resources on the cultural orientation assessment.



AR-11

The AR-11 form is a change of address form that is specifically for noncitizens in the United States. It provides USCIS with an updated address for important notices and documents regarding immigration status. An AR-11 must be filed within 10 days of arriving in the US, and then again within 10 days of additional moves.

Instructions/Considerations:

- The AR-11 can be filed online at www.uscis.gov/ar-11. There is no cost to file.
- Each newcomer, including children, must have an AR-11 submitted.
- When assisting newcomers with completing the form, you will be prompted for their previous US address. If they have newly arrived, the local resettlement office address will be considered the previous address. If they are moving into another home after living somewhere else temporarily, use the temporary residence as their last address.
- AR-11s must be filed for both temporary and permanent residences.

Additional Considerations:

Be sure to complete the AR-11 form alongside newcomers, and not complete it on your own. It is important for newcomers to learn how to complete this form because they may need to file it again at some point before they have US citizenship. Use an interpreter as needed.



Service Plan Including Family Budget

The Development and Implementation of a Resettlement Service Plan is one of the core services that the cooperative agreement clearly states cannot be fully delegated to a Community Sponsor. However, this service can be done in “active collaboration,” so the CS group can be encouraged to participate and understand the newcomer’s goals as outlined in the Resettlement Service Plan. They can help the family and support them by doing things like studying for a driver’s test or applying for FAFSA.

Instructions/Considerations:

- Service Plans consist of four sections (A-D) with emphasis on Case Information, Employable Assessment, Non-Employable Adults, and Minors.
- Local resettlement agencies may enlist the support of community members to complete a service plan and family budget and work in collaboration with the community group to implement processes and activities in support of the service plan and budget.
- Processes of implementation may vary between resettlement agencies, especially in regards to highly sensitive financial information. Please follow all local processes.



Assisting with Family Reunification

The United States has several different ways in which refugees and asylees can be reunited with their family members. Each of these programs have different eligibility requirements. However, in general, refugees are only eligible to petition for immediate family members. Under U.S. law, an “immediate family member” is the child, spouse or parent of the person requesting reunification. To be considered a “child,” the person must be unmarried and under 21 years of age. All other family members such as siblings, cousins and adult children are not eligible for family reunion. Local offices may assist in the process of family reunification and may enlist the assistance of community members in doing so.



Instructions/Considerations:

- Completing and Filing Affidavits of Relationship
 - Some local offices may require staff to be involved in this core service, however, Community Sponsor groups can be encouraged to participate. CS groups can help newcomers complete filings or provide transportation to an appointment.
- Once newcomers receive refugee or complementary protection status in the arrival country, they can then apply for eligible family members to join them. Newcomers will then have the status of a “sponsor” or “petitioner” of their family members.
- The family members eligible for family reunification depend on the country where the newcomers live. In the United States, newcomers may petition for their spouse or unmarried children under 21 for family reunification.
- Forms may include the I-730 and the Refugee/Asylee Relative Petition.



Health Screening and Immunizations

The Health Screening is one of the core services that the cooperative agreement clearly states cannot be fully delegated to a Community Sponsor. However, this service can be done in “active collaboration,” so the CS group can be encouraged to provide transportation or accompany newcomers to the health clinic.

Instructions/Considerations:

- The local resettlement office will schedule appointments with the Refugee Health Screening Clinic. Ask your staff point of contact for the dates, time and location of the appointment/s.
- There may be a follow up appointment which the local resettlement office may ask you to assist with.
- Work with your agency to provide transportation to and from the health clinic.
- Make sure that you have a valid driver’s license and vehicle insurance.
- Please make sure that the family has all the cars seats needed for children and infants.
- When you arrive at the health clinic, be sure to park and walk the newcomers into the health clinic and help them check in.
- Ask the Health clinic if they are able to give you a call when the family/newcomer is done with their appointment. If not, make sure that the newcomer has your number to call you after the appointment.
- Identify where you will meet the newcomer after the appointment is over so that there is no confusion as to where to meet.

Additional Considerations

Be sure to arrive at the newcomer’s home 10 - 15 minutes early for all appointments and factor in the amount of time it will take you to sign the family into the clinic.





WEEKLY C@-SPONSORSHIP TECHNICAL ASSISTANCE GUIDE

The guide below provides co-sponsors with weekly guidance and support as you navigate the service delivery period, from pre-arrival planning to the post-90-day neighbor plan. How you use this guide will depend on which core services your co-sponsor group has committed to supporting.

Sponsors should use this guide in collaboration with their local resettlement office community engagement staff member. This guide assumes that co-sponsors will carry out 100% of core services; however, your local resettlement office may not assign all of these tasks to you. Refer to the co-sponsor commitment form you completed with office staff for guidance on which of these services you have agreed to deliver. Additionally, because each local resettlement office has a specific way of delegating tasks to co-sponsors, be sure to consult your community engagement staff contact on how to best utilize this guide.

Pre-Arrival

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

PRE-ARRIVAL CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Complete co-sponsor commitment form	Co-sponsorship Commitment Form	Resettlement office and co-sponsor together
Arrange safe, sanitary, and decent housing	Lease agreement	
Home evaluation & safety check	Home Evaluation and Safety Checklist	
Set up housing with essential furnishing	Home Supply List	
Sufficient food supplies		
Provide seasonally appropriate clothing		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Co-sponsorship agreement guidance
- Co-sponsorship Commitment Form
- Home Supply List guidance
- Home Supply List
- Home Evaluation & Safety Checklist
- CWS Grocery List
- CWS Working with Interpreters Guide
- CWS Important Contact Information sheet
- Co-Sponsor Fundraising Tools
- CWS one-pagers:
 - Arrange safe and sanitary housing
 - Set-up housing
 - Sufficient food supplies
 - Seasonally appropriate clothing

TA Considerations:

- Remember to provide completed documentation, such as the Home Evaluation & Safety Checklist and the Home Supply List, to your local resettlement office.
- Remember to keep all receipts and documents recording cash and/or in-kind support (including a record of donated clothing provision and secondhand donations).
- In cases where temporary housing may not be available prior to the family's arrival, it will be up to the local resettlement office's discretion to identify temporary housing until the permanent housing solution is available. Options of temporary housing may include a local community member who can provide a room in their home, an available Airbnb, or a hotel room. A Home Evaluation and Safety Checklist, plus Home Supply List, are required for temporary housing.

Pre-Arrival Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors:

- If temporary housing is secured, do newcomers understand that current lodging will be changed?
- If any barriers occurred or some of the steps in the pre-arrival stage have not been completed, have you communicated this to the local office staff member ahead of time?
- Were you able to case note accomplished tasks?

Looking to the week ahead:

If you have committed to services in the first week of the newcomer's arrival, have you created a schedule with your co-sponsor group team members? Have you confirmed next steps with the local office staff member?

Pre-Arrival Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your pre-arrival service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery.*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Temporary stay	[CWS staff member or co-sponsor] organized a temporary stay for case due to (INSERT REASON). The address of the temporary stay is as follows: [INSERT ADDRESS]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Temporary stay- Home Evaluation	Conducted Home evaluation of the newcomer's temporary stay and completed Pre-Arrival Home Safety Checklist. Ensured the [INSERT AIRBNB/HOTEL/temporary stay home] is in good condition and ready to move in. Housing meets Cooperative Agreement safety requirements. There are no items that require follow-up.		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Temporary stay- Home set-up	Co-sponsors set up the newcomer's temporary stay. Provided all necessary household items and ensured all required furniture per family size under the Cooperative Agreement is delivered as well. Purchased and delivered enough food and groceries for one week and placed in the temporary stay, as well as culturally appropriate ready-to-eat meal. The temporary stay is in good condition and ready to move in. See Home Supply list for quantities, added to case workbook.		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Home Set-up Permanent Housing	Co-sponsors provide furniture to the family per the Cooperative Agreement. See Home Supply list for quantities, added to case workbook.		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Home Evaluation & Safety Checklist Permanent Housing	Conducted Home evaluation of the newcomer's home and completed Pre-Arrival Home Safety Checklist. Ensured the home is in good condition and ready to move in. Housing meets Cooperative Agreement safety requirements. [if there are any home items that need follow-up, note here.]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Special Needs Accommodation	Co-sponsor has prepared arrangements for special needs [LIST ACCOMODATION FOR NEWCOMER'S NEED] (ex. ADA accessible housing).		

Arrival

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Pickup from airport		
Provide pocket money	Pocket money receipt signed by newcomer	*Office staff only
Provide a culturally appropriate welcome meal		
Provide seasonally appropriate clothing		
Sufficient food supplies		
Provide seasonally appropriate clothing		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Arrival Home Orientation Guide
- Important Contact Information document
- CWS fundraising sponsor toolkit
- CWS one-pagers
 - Airport pick-up
 - Seasonally appropriate clothing
 - Culturally appropriate ready-to-eat meal

TA Considerations:

- Plan airport pickup and helpful practices with the co-sponsor team and local office staff. It is recommended that you bring snacks and water if there is a long commute from the airport to the prepared home. (Recommended snacks include apples, bananas, oranges, dried fruits, and crackers.)
- Remember that a car seat may be required for children.
- Remember that CWS staff will be in touch to schedule the program intake with the newcomer after arrival at the home.
- Remember to keep all receipts and documents recording cash and/or in-kind support (including case notes recording clothing provision and donations).
- If a US Tie is helping with these services, you still need to complete all paperwork and case notes, noting US Tie assistance where applicable.
- Have you scheduled an interpreter to be present at the airport pickup? Is the interpreter scheduled to provide services in person? If yes, was the arrival information provided to the interpreter and have you arranged a meeting point with the interpreter for the day of arrival? Have you exchanged phone numbers in case you cannot locate the interpreter at the airport? Have you provided the interpreter with the address of where the family will be staying so you can meet at the family's home?
- If temporary housing is secured, ensuring newcomers understand that current lodgings will be changed.
- Do you have a culturally appropriate meal planned for arrival? Is this meal being made by volunteers or bought from a local restaurant?

Arrival Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case notes in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Looking to the week ahead:

- If you have committed to services in the first week of the newcomer's arrival, have you created a schedule with your co-sponsor group team members? Have you confirmed next steps with the local office staff member?



Arrival Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery.*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Airport Pick-up	The co-sponsor group went to the airport to welcome the case. They helped the newcomer with their luggage and transported the newcomer to their home or temporary stay. Everyone was properly strapped into car seats and motor safety requirements were followed. [if children were placed in car seats note that here] Interpretation was provided as: [State language, state in-person or by language line]		
Home Orientation & Culturally Appropriate Meal	At the home, conducted a housing and personal safety orientation that covered the utilities, appliances, locks, housewares, and furniture. Provided the newcomer safety tips regarding fire exits, contacting 911 emergency services, gas stove, etc. Ensured that the newcomer had enough food and groceries for the week, and provided a warm, culturally appropriate meal. Co-sponsor provided language interpretation in the newcomer's preferred/native language.		
Seasonal Clothing	Seasonally appropriate clothing was provided to the case, along with financial assistance to purchase additional clothing as needed. [insert details of how this was provided]		
Culturally Ready to Eat Meal	A culturally appropriate ready-to-eat meal has been provided for the family.		



Week 1

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Conduct First Home Visit within the first calendar day of arrival.		*Office staff only
Within 5 business days – Schedule and conduct R&P Intake with CWS Staff		*Office staff only
Develop and implement a service plan for each newcomer		*Office staff only
Complete AR-11 form	Form AR-11, Alien's Change of Address Card (uscis.gov)	
Assist with the application for Social Security cards	Proof of application or copy of card	
Apply for public benefits	Proof of application or approval	
If additional attire is needed, acquire seasonally appropriate clothing for work, school, and everyday use	If clothing was purchased or newcomers are given cards, include copy of receipt and/or gift card	

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- CWS fundraising toolkit for sponsors
- Arrival Home Orientation Guide
- Important Contact Information document

TA Considerations:

- Were any concerns brought up by the family during the first week of arrival? If so, please list in the meeting guide template below.
- Remember the local office staff may be scheduling meetings and appointments during the first weeks after the newcomer's arrival. Please check with the local office staff member prior to arranging activities with the family.
- If clothing was purchased or newcomers are given gift cards, include copy of receipt and/or gift card.



Week 1 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Looking to the week ahead:

- Check with your local resettlement office if you should assist with public benefits applications, which may have been scheduled during the next week.
- Are there any clothing needs that still need to be met? Is there a local clothing bank or donated gift cards to cover clothing costs for family members?
- Check with the family if they would like to plan social events, such as showing them around their new community, having meals together, or visiting a local park.

Week 1 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery.*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
First Home Visit	<p>Co-sponsor went to visit the newcomer at their apartment/temporary stay. Using the First Home Visit form, the co-sponsor made sure the newcomer knew how to use everything in the house and reviewed safety topics. Showed the newcomer how to test the smoke alarm, answered any questions they had and ensured that the housing was appropriate and in good condition. Reminded newcomer of contacting 911 for emergency services. The newcomer seems to be in good health and reported no issues at this time.</p> <p>[State newcomer living conditions]</p> <p>[List any services the newcomer is waiting on or are currently delayed]</p> <p>[List any expressed concerns or needs the newcomer has]</p>	*Office staff only	
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Intake	<p>The local office staff member conducted the intake for the case. CWS staff member discussed with the newcomer roles and responsibilities of the local resettlement agency and the roles and responsibilities of the newcomer. CWS staff explained the Confidentiality Policy/ Release of Information and how CWS would only share their personal information at the newcomer's discretion. CWS staff explained and provided Grievance Policy and procedure, and the newcomer indicated they understood the Grievance Policy and do not have questions at this time. CWS staff reviewed with the newcomer the housing arrangement in their new apartment, the deposit, and associated rent costs. Reviewed the financial log and pre-arrival expenses including the first month's rent and ensured the newcomer's comprehension. Community partner reviewed the Housing Supply List with the newcomer and PA signed confirming accuracy of the document. Community partner reminded the newcomer in the case of an emergency how to contact 911. CWS staff reviewed public benefits and explained that the co-sponsor will submit the application.</p>	*Office staff only	

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Service Plan	The local office staff member completed the service plan with all adults in the case to support self-sufficiency and address barriers. The community partner and newcomer will track progress of goals throughout the 90-day service period.	*Office staff only	
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Change of Address AR-11	Co-sponsor completed AR-11 Change of Address Form as required with the newcomer's new address [temporary OR permanent] and explained the requirement to maintain their correct address with USCIS at all times as a condition of their parole status. A copy of the AR-11 submission was placed in the newcomer's file.		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
SS Card Received	The social security card arrived for the newcomer today. The local office staff member made a copy of Social Security Card of each member of the case. Copies are in newcomer's case file.	*Office staff only	
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Public Benefits Application	The local office staff member completed the newcomer's application today for Food Stamps and Medicaid (SNAP) benefits, and submitted via [fax, HHSC Office, HHSC website]. Placed a copy of the application in the case file.	*Office staff only	
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Additional Seasonal Clothing	Seasonally appropriate clothing was provided to the case, along with financial assistance to purchase additional clothing as needed. [insert details of how this was provided].		



Week 2

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Assist newcomers with scheduling their initial health screenings	Copy of email referral and/or appointment letter	*Local office only
Enroll adults in English Language Program	Copy of program enrollment form/letter	
Enroll children in school (if applicable)	Copy of school enrollment form/letter	
Start cultural orientation lessons	Fill out completed topics in CO Checklist	
Public Benefits Application: (SSI, WIC, etc. if applicable)	Copy of application or approval	

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural orientation materials on [CORE's website](#)
- CWS one-pagers
 - School enrollment
 - English language program enrollment
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

- Prior to identifying and helping a newcomer to register for English language programs, ask your local office staff member if they have a recommendation for programs, or an already established partner they would like the family to be enrolled with. When enrolling newcomers into English language programs, ensure the program can support newcomers based on their level (ex. Beginner, Intermediate, Professional).
- The school district often depends on the family's residential address. In the process of school enrollment, assist parents to connect with the school guidance counselor and/or parent coordinators to support children.
- Coordinate with interpretation to assist with providing any core service to help guide newcomers.

Week 2 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Looking to the week ahead:

- Each adult of the family is required to attend cultural orientation classes. Please check with your local office on how cultural orientation is usually provided. This may be in a classroom setting with the local office or provided in the newcomer's home.
- Many offices have a prepared curriculum for cultural orientation. Please refer to the local office for more information.
- The Settle In app is a useful supplemental resource to a formal curriculum.
- Each adult of the family will need to complete a cultural orientation assessment that will need to be submitted to the local office. The assessment form will be placed in the newcomer's case file by the local office.

Week 2 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery.*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Initial Health Screening	The newcomer went for their first/initial health screening and TB test today. The screening clinic provided interpretation and transportation.[insert follow-up items if needed]	Local Office only	
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
School Registration	The co-sponsor took the newcomer and family to enroll the children in school today. [Name of Children] were enrolled in [school name]. [Insert information about school services (free meal programs, etc.) enrolled in and plans to acquire school uniforms/clothing, backpacks, and other supplies]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
English language program Referral	The newcomer is enrolled in an English language program today with [program provider name]. The newcomer will begin taking [virtual, in-person] English language classes at the [beginner, intermediate, advance] level.		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and office, etc.]		



Week 3

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Complete Selective Service Registration (if applicable)	Copy of Selective Service Form	
Transportation to job interviews and job training, if applicable		
Public Benefits Application (SSI, WIC, etc. if applicable)	Copy of application or approval	
Continued Cultural Orientation	Fill out completed topics in CO Checklist	

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- [Selective Service Form](#)
- Cultural orientation checklist guidance
- CWS one pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

- Assist the newcomer(s) with completing their Selective Service Registration, as applicable, within 30 days of arrival. (See the "Selective Service Registration" page for instructions.) If the newcomer is in temporary housing, it is okay to use the temporary address. This address will be used to send the Registration Acknowledgement Letter and Selective Service number. (See the "AR-11" page for instructions on what to do when a newcomer leaves temporary housing.)
- In some instances, employable newcomers have an in-house employment case manager. Please coordinate with your community engagement staff member at your local office how to coordinate this task. Please keep in mind that transportation to job interviews / training does not have to be scheduled within week 3. A job interview / training depends on arrival of the Social Security Card, Employment Authorization Card, and other factors such as job availability.
- In some instances, newcomers have a need for additional public benefits, such as SSI or WIC. Please consult your local office on what additional public benefits may be needed and how you can provide support.
- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to setup the Settle In app on their phone.

Week 3 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Looking to the week ahead:

- Does the family have all material items (including food, hygiene items and seasonal clothing) that they need?
- Does the team or family have any concerns that need to be addressed with staff?
- Are there social items that you have planned with the family, such as showing them around their new community, having meals together, or visiting a local park?

Week 3 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery.*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Selective Service Registration	Co-sponsor explained the purpose of Selective Service Registration to the newcomer, completed and submitted the Selective Service Registration Form, and placed a copy of the form in the newcomer's file.		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Transportation to job interviews and job training, if applicable	Co-sponsor transported newcomer to a job [interview] or [training] at [state name of potential employer] at [state address]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Public Benefits Application (SSI, WIC, etc. if applicable)	Co-sponsor provided support in applying newcomer in [state name of public benefit]. Please state next steps as applicable		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		



Week 4

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Conduct the second home visit	N/A	*Office staff only
Transportation to job interviews and job training, if applicable	Copy of employment services form/ letter	
Continued Cultural Orientation	CO check list	

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural orientation explainer
- Cultural orientation checklist guidance
- CWS one pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

- Please provide a copy of the employment services form or letter from the potential employer to the local office staff member.
- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.



Week 4 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Looking to the week ahead:

- How are cultural orientation lessons going?
- Have the children started school?
- Has the team or family had any concerns which need to be communicated to the local office?
If yes, please make sure to add them into the weekly meeting guide above and submit this documentation to your local office.

Week 4 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery.*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Second Home Visit	<p>Local office members visited the newcomers and completed the Second Home Visit Questionnaire form. The case manager discussed with the newcomer any concerns with regards to the accommodation provided to them such as housing, safety, and availability and usage of public transportation. Case manager ensured that the newcomer knows how to access local grocery stores for food and other basic needs, as well as primary health care services. It was ensured that newcomers know how to use the phone service, how to contact emergency services (911) if needed, contact CWS, and that all adults in the family know their physical address. The newcomer assured that they understand the role of the local resettlement agency and the cash assistance program they are enrolled in.</p> <p>[State newcomer living conditions]</p> <p>[List any services the newcomer is waiting on or are currently delayed]</p> <p>[List any follow up the newcomer needs after completing the Second Home Visit quiz]</p> <p>[List any expressed concerns or needs the newcomer has]</p>		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Transportation to job interviews and job training, if applicable	The employable adult [state name of employable adult] has been transported to [Insert if job interview or training] at [Insert potential employer + address] Interpretation provided in newcomer native language		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics].		

Week 5

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Review newcomer Service Plan, ensuring implementation	N/A	*Local office only
Enroll adults in employment services, if not enrolled yet	Copy of employment services enrollment form/letter	
Cultural orientation lessons	CO checklist	
Cultural Orientation assessment, once all lessons are finished	Complete CO Assessment with newcomer signature	
Attend follow-up healthcare appointments as needed	Provide any letters from appointments to local office	

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural orientation checklist guidance
- CWS one pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

When enrolling adults into employment services, see what services are available (*ex. skill-based training, educational & recertification opportunities, technology classes*).

- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.



Week 5 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Looking to the week ahead:

- Are there any core services that need follow-up in order to complete? Are group members up to date on case notes?
- Provide assistance with setting up a bank account for the adults in the household. Ensure the bank is accessible to family and for questions they may have about their account.
- Are there social items that you have planned with the family, such as showing them around their new community, having meals together, or visiting a local park? Social recreation activities with newcomers should help introduce them to the community, building bonds, and exploring important facets of their new community.

Week 5 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Employment Services Referral	The newcomer enrolled in employment services today with [local organization name]. The newcomer will begin [virtual, in-person] employment services at the [date].		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Health Appointment	The newcomer went for their follow-up appointment to [Insert physicians/PCP] health appointment today. The clinic provided interpretation and transportation. [insert follow-up items if needed]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Assessment	[Newcomer name] was assessed on the following Cultural Orientation topics: The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and office; Refugee status including immigration law and Permanent Resident Alien, family reunification processes; Importance of learning English for adults and children; Public Assistance; Information on Basic U.S. laws and rights and responsibilities as related to US residency and citizenship; The new community including the public services that are available to support residents; Employment including the importance of early self-sufficiency; Health including personal and public hygiene; Personal budgeting and finance including paying taxes; Housing including different housing arrangements and tenant's rights and responsibilities; Personal and public safety; Cultural adjustment to the American life including the importance of using the community as a resource; Education including the schooling system for children and adults; Public transportation including how to access public transit and associated costs. The CO also included information on the following: the importance of updating one's address and how to file AR-11 form; Selective Service registration mandate; how to contact emergency services and dial 911; information on how to access interpretation; financial assistance after the R&P period ends; the importance of learning newcomer's address, how to make a phone call and how to be contacted. Interpretation provided in newcomer's preferred language. The newcomer completed the Post Cultural Orientation Assessment after the orientation workshops with the assistance of an interpreter.		

Week 6

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Continue with core services as needed		
Cultural orientation lessons	Fill out completed topics CO Checklist	
Cultural Orientation assessment, once all lessons are finished	Complete CO Assessment with newcomer signature	
Attend follow-up healthcare appointments as needed		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural Orientation Checklist Guidance
- [Settle In App](#)
- Cultural Orientation core service one pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.



Week 6 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors::

- For remaining core services, is there a need for additional support?
- How are cultural orientation lessons going?
- Are there employment challenges or concerns?

Looking to the week ahead:

Are there any core services that need follow-up in order to complete? Are group members up to date on case notes?

Week 6 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Health Appointment	The newcomer went for their follow-up appointment to [Insert physicians, i.e., PCP] health appointment today. The clinic provided interpretation and transportation. [insert follow-up items if needed]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Assessment	[Newcomer name] was assessed on the following Cultural Orientation topics: The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and the local resettlement agency; Refugee status including immigration law and Permanent Resident Alien, family reunification processes; Importance of learning English for adults and children; Public Assistance; Information on Basic U.S. laws and rights and responsibilities as related to US residency and citizenship; The new community including the public services that are available to support residents; Employment including the importance of early self-sufficiency; Health including personal and public hygiene; Personal budgeting and finance including paying taxes; Housing including different housing arrangements and tenant's rights and responsibilities; Personal and public safety; Cultural adjustment to the American life including the importance of using the community as a resource; Education including the schooling system for children and adults; Public transportation including how to access public transit and associated costs. The CO also included information on the following: the importance of updating one's address and how to file AR-11 form; Selective Service registration mandate; how to contact emergency services and dial 911; information on how to access interpretation; financial assistance after the R&P period ends; the importance of learning newcomer's address, how to make a phone call and how to be contacted. Interpretation provided in newcomer's preferred language. The newcomer completed the Post Cultural Orientation Assessment after the orientation workshops with the assistance of an interpreter.		

Week 7

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Continue with core-services as needed		
Cultural orientation lessons	Fill out completed topics CO Checklist	
Cultural Orientation assessment, once all lessons are finished	Complete CO Assessment with newcomer signature	
Attend follow-up healthcare appointments as needed		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural Orientation Checklist Guidance
- [Settle In App](#)
- CWS one-pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.

Week 7 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors::

- For remaining core services, is there a need for additional support?
- How are cultural orientation lessons going?
- Are there employment challenges or concerns?

Looking to the week ahead:

Are there any core services that need follow-up in order to complete? Are group members up to date on case notes?

Week 7 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Health Appointment	The newcomer went for their follow-up appointment to [Insert physicians, i.e., PCP] health appointment today. The clinic provided interpretation and transportation. [insert follow-up items if needed]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Assessment	[Newcomer name] was assessed on the following Cultural Orientation topics: The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and local resettlement office; Refugee status including immigration law and Permanent Resident Alien, family reunification processes; Importance of learning English for adults and children; Public Assistance; Information on Basic U.S. laws and rights and responsibilities as related to US residency and citizenship; The new community including the public services that are available to support residents; Employment including the importance of early self-sufficiency; Health including personal and public hygiene; Personal budgeting and finance including paying taxes; Housing including different housing arrangements and tenant's rights and responsibilities; Personal and public safety; Cultural adjustment to the American life including the importance of using the community as a resource; Education including the schooling system for children and adults; Public transportation including how to access public transit and associated costs. The CO also included information on the following: the importance of updating one's address and how to file AR-11 form; Selective Service registration mandate; how to contact emergency services and dial 911; information on how to access interpretation; financial assistance after the R&P period ends; the importance of learning newcomer's address, how to make a phone call and how to be contacted. Interpretation provided in newcomer's preferred language. The newcomer completed the Post Cultural Orientation Assessment after the orientation workshops with the assistance of an interpreter.		

Week 8

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Continue with core-services as needed		
Cultural orientation lessons	Fill out completed topics CO Checklist	
Cultural Orientation assessment, once all lessons are finished	Complete CO Assessment with newcomer signature	
Attend follow-up healthcare appointments as needed		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural Orientation Checklist Guidance
- [Settle In App](#)
- CWS one-pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

When enrolling adults into employment services, see what services are available (*ex. skill-based training, educational & recertification opportunities, technology classes*).

- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.



Week 8 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors::

- For remaining core services, is there a need for additional support?
- How are cultural orientation lessons going?
- Are there employment challenges or concerns?

Looking to the week ahead:

Are there any core services that need follow-up in order to complete? Are group members up to date on case notes?

Week 8 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Health Appointment	The newcomer went for their follow-up appointment to [Insert physicians, i.e., PCP] health appointment today. The clinic provided interpretation and transportation. [insert follow-up items if needed]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Assessment	[Newcomer name] was assessed on the following Cultural Orientation topics: The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and local resettlement office; Refugee status including immigration law and Permanent Resident Alien, family reunification processes; Importance of learning English for adults and children; Public Assistance; Information on Basic U.S. laws and rights and responsibilities as related to US residency and citizenship; The new community including the public services that are available to support residents; Employment including the importance of early self-sufficiency; Health including personal and public hygiene; Personal budgeting and finance including paying taxes; Housing including different housing arrangements and tenant's rights and responsibilities; Personal and public safety; Cultural adjustment to the American life including the importance of using the community as a resource; Education including the schooling system for children and adults; Public transportation including how to access public transit and associated costs. The CO also included information on the following: the importance of updating one's address and how to file AR-11 form; Selective Service registration mandate; how to contact emergency services and dial 911; information on how to access interpretation; financial assistance after the R&P period ends; the importance of learning newcomer's address, how to make a phone call and how to be contacted. Interpretation provided in newcomer's preferred language. The newcomer completed the Post Cultural Orientation Assessment after the orientation workshops with the assistance of an interpreter.		

Week 9

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Continue with core-services as needed		
Cultural orientation lessons	Fill out completed topics CO Checklist	
Cultural Orientation assessment, once all lessons are finished	Complete CO Assessment with newcomer signature	
Attend follow-up healthcare appointments as needed		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural Orientation Checklist Guidance
- [Settle In App](#)
- CWS one-pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.



Week 9 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors::

- For remaining core services, is there a need for additional support?
- How are cultural orientation lessons going?
- Are there employment challenges or concerns?

Looking to the week ahead:

Are there any core services that need follow-up in order to complete? Are group members up to date on case notes?

Week 9 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Health Appointment	The newcomer went for their follow-up appointment to [Insert physicians, i.e., PCP] health appointment today. The clinic provided interpretation and transportation. [insert follow-up items if needed]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Assessment	[Newcomer name] was assessed on the following Cultural Orientation topics: The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and local resettlement office; Refugee status including immigration law and Permanent Resident Alien, family reunification processes; Importance of learning English for adults and children; Public Assistance; Information on Basic U.S. laws and rights and responsibilities as related to US residency and citizenship; The new community including the public services that are available to support residents; Employment including the importance of early self-sufficiency; Health including personal and public hygiene; Personal budgeting and finance including paying taxes; Housing including different housing arrangements and tenant's rights and responsibilities; Personal and public safety; Cultural adjustment to the American life including the importance of using the community as a resource; Education including the schooling system for children and adults; Public transportation including how to access public transit and associated costs. The CO also included information on the following: the importance of updating one's address and how to file AR-11 form; Selective Service registration mandate; how to contact emergency services and dial 911; information on how to access interpretation; financial assistance after the R&P period ends; the importance of learning newcomer's address, how to make a phone call and how to be contacted. Interpretation provided in newcomer's preferred language. The newcomer completed the Post Cultural Orientation Assessment after the orientation workshops with the assistance of an interpreter.		

Week 10

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Continue with core-services as needed		
Cultural orientation lessons	Fill out completed topics CO Checklist	
Cultural Orientation assessment, once all lessons are finished	Complete CO Assessment with newcomer signature	
Attend follow-up healthcare appointments as needed		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural Orientation Checklist Guidance
- [Settle In App](#)
- CWS one-pagers
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

When enrolling adults into employment services, see what services are available (*ex. skill-based training, educational & recertification opportunities, technology classes*).

- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.



Week 10 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors::

- For remaining core services, is there a need for additional support?
- How are cultural orientation lessons going?
- Are there employment challenges or concerns?

Looking to the week ahead:

Are there any core services that need follow-up in order to complete? Are group members up to date on case notes?

Week 10 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Health Appointment	The newcomer went for their follow-up appointment to [Insert physicians, i.e., PCP] health appointment today. The clinic provided interpretation and transportation. [insert follow-up items if needed]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Assessment	[Newcomer name] was assessed on the following Cultural Orientation topics: The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and local resettlement office; Refugee status including immigration law and Permanent Resident Alien, family reunification processes; Importance of learning English for adults and children; Public Assistance; Information on Basic U.S. laws and rights and responsibilities as related to US residency and citizenship; The new community including the public services that are available to support residents; Employment including the importance of early self-sufficiency; Health including personal and public hygiene; Personal budgeting and finance including paying taxes; Housing including different housing arrangements and tenant's rights and responsibilities; Personal and public safety; Cultural adjustment to the American life including the importance of using the community as a resource; Education including the schooling system for children and adults; Public transportation including how to access public transit and associated costs. The CO also included information on the following: the importance of updating one's address and how to file AR-11 form; Selective Service registration mandate; how to contact emergency services and dial 911; information on how to access interpretation; financial assistance after the R&P period ends; the importance of learning newcomer's address, how to make a phone call and how to be contacted. Interpretation provided in newcomer's preferred language. The newcomer completed the Post Cultural Orientation Assessment after the orientation workshops with the assistance of an interpreter.		

Week 11

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Continue with core services still needed		
Cultural Orientation assessment, once all lessons are finished	Complete CO Assessment with newcomer signature	
Assisting with Family Reunification		May only be done in active collaboration with local office
Attend follow-up healthcare appointments as needed		

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- Cultural Orientation Checklist Guidance
- [Settle In App](#)
- CWS one-pagers
 - Assisting with family reunification
 - Cultural orientation delivery
 - Cultural orientation assessment

TA Considerations:

- Completing and Filing Affidavits of Relationship. Some local offices may require staff to be involved in this core service, however, co-sponsor groups can be encouraged to participate. Co-sponsor groups can help newcomers' complete filings or provide transportation to an appointment.
- Review the previous TA Guides to identify any missing case notes and deliverables for the case file.
- If needed, coordinate with interpretation to assist with providing cultural orientation and guiding newcomers how to set up the Settle In app on their phone.



Week 11 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors::

- Are newcomers able to cover the expenses or would they need additional support?
- Are newcomers feeling hesitant about the end of the R&P period?
- How are the newcomers feeling about their goals identified in the Service Plan? Have they accomplished them or still require support?

Looking to the week ahead:

- Are there any core services that need follow-up in order to complete? Are group members up to date on case notes?
- Check with your local office if there are any outstanding services you may be able to assist with.
- Think about what the time after the 90-day service period can look like. Contact your local office staff member and check if they have any plans for extended case management if applicable.
- Provide a social activity. Social recreation activities with newcomers should help introduce them to the community, building bonds, and exploring important facets of their new community.

Week 11 Case Notes

As a co-sponsor, you will be responsible for writing case notes for the core services you perform. Case notes are important for tracking and reporting these services to ensure nothing is missed.

Your local resettlement office will have a system of logging case notes, and they will advise you on how and where to submit them. Case notes will need to be completed for each unique case, even if different cases are within the same family/household. The template below provides sample language you can use for your Week 1 service delivery case notes. *Note: As needed, sample text should be revised to reflect your specific case and what happened during service delivery*

CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Health Appointment	The newcomer went for their follow-up appointment to [Insert physicians, i.e., PCP] health appointment today. The clinic provided interpretation and transportation. [insert follow-up items if needed]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Family Reunification	The newcomer requested family reunification. The process has been initiated by the newcomer's case manager.		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Topic	The newcomer attended Cultural Orientation which covered the following topics: [insert topics]		
CASE NOTE SUMMARY	CASE NOTE DESCRIPTION	CO-SPONSOR/ STAFF NAME	DATE
Cultural Orientation Assessment	[Newcomer name] was assessed on the following Cultural Orientation topics: The role of the local resettlement office including role of the co-sponsors, and the roles and responsibilities of the newcomer and local resettlement office; Refugee status including immigration law and Permanent Resident Alien, family reunification processes; Importance of learning English for adults and children; Public Assistance; Information on Basic U.S. laws and rights and responsibilities as related to US residency and citizenship; The new community including the public services that are available to support residents; Employment including the importance of early self-sufficiency; Health including personal and public hygiene; Personal budgeting and finance including paying taxes; Housing including different housing arrangements and tenant's rights and responsibilities; Personal and public safety; Cultural adjustment to the American life including the importance of using the community as a resource; Education including the schooling system for children and adults; Public transportation including how to access public transit and associated costs. The CO also included information on the following: the importance of updating one's address and how to file AR-11 form; Selective Service registration mandate; how to contact emergency services and dial 911; information on how to access interpretation; financial assistance after the R&P period ends; the importance of learning newcomer's address, how to make a phone call and how to be contacted. Interpretation provided in newcomer's preferred language. The newcomer completed the Post Cultural Orientation Assessment after the orientation workshops with the assistance of an interpreter.		

Week 12

The chart below outlines the core services that are required during this week, as well as who is responsible for the task and which documents are required to show completion. Additional documents and/or guides to completing these core services may be provided by the local resettlement office.

CORE SERVICES	REQUIRED DOCUMENTS <i>(if applicable)</i>	OFFICE STAFF OR CO-SPONSOR
Submit any remaining documents or case notes to CWS		
Attend follow-up healthcare appointments as needed		
Complete the neighbor plan with the newcomer	Post-90-Day Neighbor Plan	

Service Delivery Tools to Reference:

Note: All resources mentioned can be located in the Co-sponsor Toolkit

- [Settle In App](#)
- Post-90-Day Neighbor Plan

TA Considerations:

- Review the previous TA Guides to identify any missing case notes and deliverables for the case file.
- It is encouraged for local office staff, co-sponsor leads and family members to meet to discuss the end of the service period to ensure that all understand rights and responsibilities moving forward.
- Let CWS know if there is a need for a referral for additional refugee services that the newcomer may have communicated to you.



Week 12 Meeting Guide

This guide may be used to review your co-sponsor group's progress with completing core services. As desired by local resettlement office staff, answer the prompts from the chart below and provide them to your community engagement staff point of contact. This will help staff fill in gaps and case note in their internal case management system.

WHAT HAS BEEN ACCOMPLISHED?	WHAT ARE SOME QUESTIONS YOU HAVE?
WHAT STILL NEEDS TO BE ACCOMPLISHED?	NEXT STEPS...

Questions for co-sponsors::

- Has your group worked on creating a post-90-day neighbor plan? Are newcomers feeling hesitant about the end of the R&P period?
- Has a time been set for CWS staff, community sponsor members, and the family to meet to discuss the end of the service period?
- Are there concerns that the group or family has about the end of the service period?

Looking to the week ahead:

Your local office will be in contact with a survey to provide feedback on your experience serving as a co-sponsor. If any documents or case notes (including the final financial aid ledger) still need to be sent to CWS staff, please prepare to do so.

Thank you for your service!

Your local office resettlement staff will be in touch with some final considerations for you and the group, as well as with information about additional support that you can lean on for technical assistance outside of the CWS Reception and Placement service period.

Additional Resources

Useful Websites and Apps: Technical Assistance



[Church World Service](#)

Church World Service (CWS) is a faith-based organization transforming communities across the globe through just and sustainable responses to hunger, poverty, displacement and disaster. CWS has a long history of community sponsorship and supporting newcomers through community welcome. On this site you will find tools and resources to equip you in supporting newcomer integration.



[Refugee Welcome Collective](#)

Refugee Welcome Collective is a technical assistance project of CWS. Refugee Welcome Collective provides in-depth training programs, weekly learning sessions, resources, and on-demand technical assistance for sponsors, community sponsorship staff, refugees paired with sponsors, and community and institutional partners to improve outcomes for newcomers.



[Refugee Housing Solutions](#)

Refugee Housing Solutions (RHS) provides technical housing support to resettlement practitioners, landlords, and property managers, refugees, and volunteers across the United States and partners with them to develop and implement cohesive strategies to increase the availability and affordability of housing.



[Community Sponsors Essentials Training](#)

Co-designed by the Refugee Welcome Collective, Welcome.us, and the Community Sponsorship Hub, this training serves as a baseline for engaging as a community sponsorship group. Participants will receive both in-depth information around providing resettlement services and a broad overview of how to help facilitate long-term integration and success for newcomers. Pieces of this training are designed for individual learning and reflection, while others are to be discussed with the larger community sponsorship group.



[Welcoming America](#)

Welcoming America is a nonprofit leading a movement of inclusive communities becoming more prosperous by ensuring everyone belongs, including immigrants. This website contains valuable resources that will equip co-sponsors to champion belonging and welcoming standards for their community.



[Cultural Orientation Resource Exchange](#)

Cultural Orientation is a continuous and ongoing process for newcomers resettling to the United States. As such, opportunities to deliver key Cultural Orientation messages are not limited to resettlement staff. Receiving communities and co-sponsors play an important role in delivering key Cultural Orientation messages. This webpage provides resources for community partners and sponsors, including materials to use with newcomers inclusive of an extensive Cultural Orientation Toolkit for Community Sponsors and co-sponsors.



Welcome.US

[Welcome.US](#)

Welcome.US is a new national initiative built to inspire, mobilize, and empower Americans from all corners of the country to welcome and support those seeking refuge here. We began with our new Afghan neighbors and have expanded to those fleeing Ukraine, while also building a durable capacity and ability to welcome other newcomers. We operate on the evidence that direct participation with newcomers transforms both the welcomer and those being welcomed. Our ultimate ambition is for every American community – and the nation as a whole – to have the resources and willingness to welcome newcomers, now and in the future.

**COMMUNITY
SPONSORSHIP
HUB**

[Community Sponsorship Hub](#)

The Community Sponsorship Hub is dedicated to growing the role of communities in the protection, resettlement, and integration of refugees and other forcibly displaced people. Mobilizing civil society, and the public, private, and philanthropic sectors, and empowering them with resources and access, we shape and coordinate a community sponsorship system that leverages the power of welcoming Americans.



The
CENTER for
VICTIMS of
TORTURE

[Center for Victims and Torture](#)

The Center for Victims of Torture works toward a future in which torture ceases to exist and its victims have hope for a new life. We are an international nonprofit dedicated to healing survivors of torture and violent conflict. We provide direct care for those who have been tortured, train partners around the world who can prevent and treat torture, and advocate for human rights and an end to torture.



[USAHello](#)

USAHello brings together newcomers and their supporters to create a thriving integrated society. Building welcoming communities is one of the most powerful steps you can take towards a more inclusive future. USAHello also houses the FindHello app that assists newcomers in navigating their communities.



[Settle In](#)

A place to find trusted and accurate information about the United States Refugee Admissions Program and Life in the United States. It also houses the Settle In app that provides support for newcomers during the first three months in the United States through gamified lessons in your native language. Settle In is currently available in English, Arabic, Kinyarwanda, Swahili, and Dari.



[Communication Essentials LLC](#)

Communication Essentials is a social enterprise that provides document translation, interpretation services, language access consultation and diversity training. Contact for on-demand pricing; approximately \$1.25/minute

Helpful Apps: Resources for Sponsors



[RWC App](#)

The RWC app is an innovative solution that helps community sponsors and community sponsorship staff track important community sponsorship program activities.



[Tarjimly](#)

Tarjimly is an app that connects users with on-call volunteer translators who can provide support with text, documents, voice notes, or live conversations. This app would be ideal for social visits, cultural orientations, or other, less technical information. The basic service is free but depends on the availability of volunteer translators; premium service with more availability is \$25/month for each user. Available for Dari and Pashto.



[Google Translate](#)

Google Translate is a free web-based service that allows you to input text in one language and auto-translate it into another. Translation is available from English to Pashto, but there is no Pashto audio option, so newcomers will need to be able to read the text on the screen. This can be useful when sponsors need to message/text with newcomers. Be mindful that because it is machine generated, certain things may not be translated as naturally.



[Jeenie](#)

Jeenie is a paid interpretation service that can be easily accessed through an app. On-demand interpretation services are \$2/minute, while monthly subscription rates go down to \$.70/minute.

Helpful Apps: Resources for Newcomers



[Find Hello App](#)

Helps newcomers, immigrants and asylees settle in the United States. Search maps and links that list reliable services just for you. Find a job, lawyer, healthcare, ESL classes and more.



[Settle In App](#)

Provides support for newcomers during the first three months in the United States through gamified lessons in your native language. Settle In is currently available in English, Arabic, Kinyarwanda, Swahili, and Dari.



[WhatsApp](#)

Fast, simple, secure messaging and calling for free all over the world using the internet rather than your mobile network.



[Your City's Metro/Public Transportation App](#)

Find the right public transit options with your city's local metro app. Track bus and subway schedules, look up fares and more.

CWS Partners

Member Communions

Church World Service was formed in 1946, in the aftermath of World War II. Seventeen denominations came together to create an agency “to do in partnership what none of us could hope to do as well alone.” The mission: Feed the hungry, clothe the naked, heal the sick, comfort the aged, shelter the homeless. Seventy years later, CWS remains a faith-based organization transforming communities around the globe through just and sustainable responses to hunger, poverty, displacement and disaster.

CWS now partners with 37 Protestant, Anglican, Orthodox, Peace and Historic Black member communions that encompass a diversity of denominations, traditions, histories and cultures, and represent some 30 million Americans in all 50 states. In the United States, CWS and member communions work together at the national level to promote the resettlement of refugees, advocate for justice, and welcome newcomers into our communities.

Faith Communities in Solidarity

From its inception, CWS has collaborated with representatives of member communions in the carrying out of its mission, drawing on their relationships and shared commitment to mobilize local faith leaders and their congregations. CWS hosts monthly Faith Solidarity Calls to convene a group of denominational leaders at the national level working to ensure faith communities are engaged in solidarity with refugees. Many of these same faith leaders participate in the Interfaith Immigration Coalition, where CWS is one of the key organizers, to advocate for just and humane immigration policies, including the restoration of a more generous refugee resettlement program. In addition to partnering with CWS, many of these organizations are leaders of their own initiatives to mobilize communities in response to global migration and displacement.

The 37 CWS member communions are listed below along with websites for denomination specific refugee and immigrant programming. You will find a variety of ways in which these partners work to enhance refugee resettlement in communities across the country. You may find that many of these communions have initiatives as well as additional resources to support refugees and asylum seekers in your community.





Member Communion

- African Methodist Episcopal Church
- African Methodist Episcopal Zion Church
- Alliance of Baptists
- American Baptist Churches USA
- Armenian Church of America (including Diocese of California)
- Christian Church (Disciples of Christ)
 - [Refugee & Immigrant Website](#)
- Christian Methodist Episcopal Church
- Church of the Brethren
- Community of Christ
- The Coptic Orthodox Church in North America
- Ecumenical Catholic Communion
- The Episcopal Church
 - [Refugee & Immigrant Website](#)
- Evangelical Lutheran Church in America
 - [Refugee & Immigrant Website](#)
- Friends United Meeting
- Greek Orthodox Archdiocese of America
- Hungarian Reformed Church in America
- International Council of Community Churches
- Korean Presbyterian Church in America
- Malankara Orthodox Syrian Church
- Mar Thoma Church
- Moravian Church in America
- National Baptist Convention of America
- National Baptist Convention, U.S.A., Inc.
- National Missionary Baptist Convention of America
- Orthodox Church in America
- Patriarchal Parishes of the Russian Orthodox Church in the U.S.A.
- Philadelphia Yearly Meeting of the Religious Society of Friends
- Polish National Catholic Church of America
- Presbyterian Church (USA)
 - [Refugee & Immigrant Website](#)
 - [Refugee & Immigrant Website 2](#)
- Progressive National Baptist Convention, Inc.
- Reformed Church in America
 - [Refugee & Immigrant Website](#)
- Serbian Orthodox Church in the U.S.A. and Canada
- The Swedenborgian Church
- Syrian Orthodox Church of Antioch
- Ukrainian Orthodox Church in America
- United Church of Christ
 - [Refugee & Immigrant Website](#)
- The United Methodist Church
 - [Refugee & Immigrant Website](#)

Important Note: We encourage all faiths, traditions, and civic groups to consider what actions they can take in building more inclusive and welcoming communities for newcomers and refugees. To partner with a CWS affiliated office, faith and community groups do not need to be a CWS Member Communion.



Additional Refugee Resettlement Facts

Who are Refugees?

A refugee is someone who has been forced to flee their country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are a leading cause of refugees fleeing their countries.

Under the United Nations 1951 Convention Relating to the Status of Refugees, eligibility for refugee protection requires a current or future fear of persecution. However, 'persecution' is not defined as a concept; rather it is inferred as a threat to life or physical freedom. A person may qualify for refugee status under its terms only if they fear persecution on one or more of the following grounds:

- Race
- Religion
- Nationality
- Membership of a particular social group
- Political opinion

A person is deemed undeserving of refugee protection if they have committed a crime against peace, a war crime, a crime against humanity, a serious non-political crime outside the country of refuge prior to their admission to the country of refuge or is guilty of acts contrary to the purposes and principles of the United Nations.

The Ten National Resettlement Agencies

- Bethany Christian Services
- Church World Service
- Ethiopian Community Development Council
- Episcopal Migration Ministries
- Hebrew Immigrant Aid Society
- International Rescue Committee
- Lutheran Immigration and Refugee Services
- US Committee for Refugees and Immigrants
- United States Conference of Catholic Bishops
- World Relief Corporation

When refugees arrive to the United States, they are welcomed and offered resettlement services by one of the nine private resettlement agencies that have signed a cooperative agreement with the State Department. Each of these nine agencies have local offices and affiliate offices around the country that are responsible for ensuring that the core services mandated by the Department of State's Reception and Placement Program are provided to every arriving refugee.

Durable Solutions

Most refugees register with the United Nations High Commissioner for Refugees (UNHCR) in the country to which they have fled. UNHCR is mandated to provide international protection to refugees and works to secure the best possible durable solution for each refugee. There are three durable solutions available to refugees:

- Voluntary Repatriation: refugees return in safety and with dignity to their country of origin
- Local Integration: refugees legally, economically and socially integrate in the host country
- Resettlement: refugees are transferred from a country in which they have sought protection to a third country which has agreed to admit them as refugees

Only a small fraction, less than 1%, of the refugee population is referred for resettlement, and being referred by the UNHCR does not guarantee that a refugee will be resettled; the decision to accept a refugee remains with the resettlement country.

United States Refugee Admissions Program

Historically resettlement was led by faith organizations, but now many other community groups are also part of welcoming and sponsoring refugees. The United States has a public and private partnership among the government and non-profit agencies. The U.S. refugee program was enshrined into law in the Refugee Act of 1980. The United States has been the largest refugee resettlement country in the world, admitting approximately two-thirds of all refugee resettlement referrals worldwide each year. Over the last forty years, the average number of refugees admitted to the United States has been 95,000 individuals.

Special Immigrant Visa

Afghan and Iraqi nationals who supported the U.S. Armed Forces or Chief of Mission authority as translators or interpreters or were employed by or on behalf of the U.S. Government in Afghanistan or Iraq may be eligible for Special Immigrant Visa (SIV) processing. The SIV program is separate and distinct from the U.S. Resettlement program, but SIV recipients are eligible for the same resettlement assistance as refugees.

History of the United States Refugee Admissions Program (USRAP)

Following World War II, the United States admitted hundreds of thousands of displaced Europeans. In 1975, the United States again resettled hundreds of thousands of refugees—this time from Southeast Asia. Congress passed the Refugee Act of 1980, which standardized the resettlement services for all refugees admitted to the United States.

The Refugee Act now provides the legal basis for the USRAP that is administered by the Bureau of Population, Refugees and Migrations in the Department of State in conjunction with the Office of Refugee Resettlement in the Department of Health and Human Services and offices in the Department of Homeland Security.

Presidential Determination

Each fiscal year, the president of the United States releases a Presidential Determination which determines the processing priorities, designated nationalities and number of refugees approved for arrival through the U.S. Refugee Admissions Program.

To access the U.S. Refugee Admissions Program, applicants must meet the following criteria:

- Meet the definition of a refugee
- Be of special humanitarian concern to the United States (determined by the president)
- Be otherwise admissible under U.S. law
- Not be firmly resettled in any foreign country

Background checks

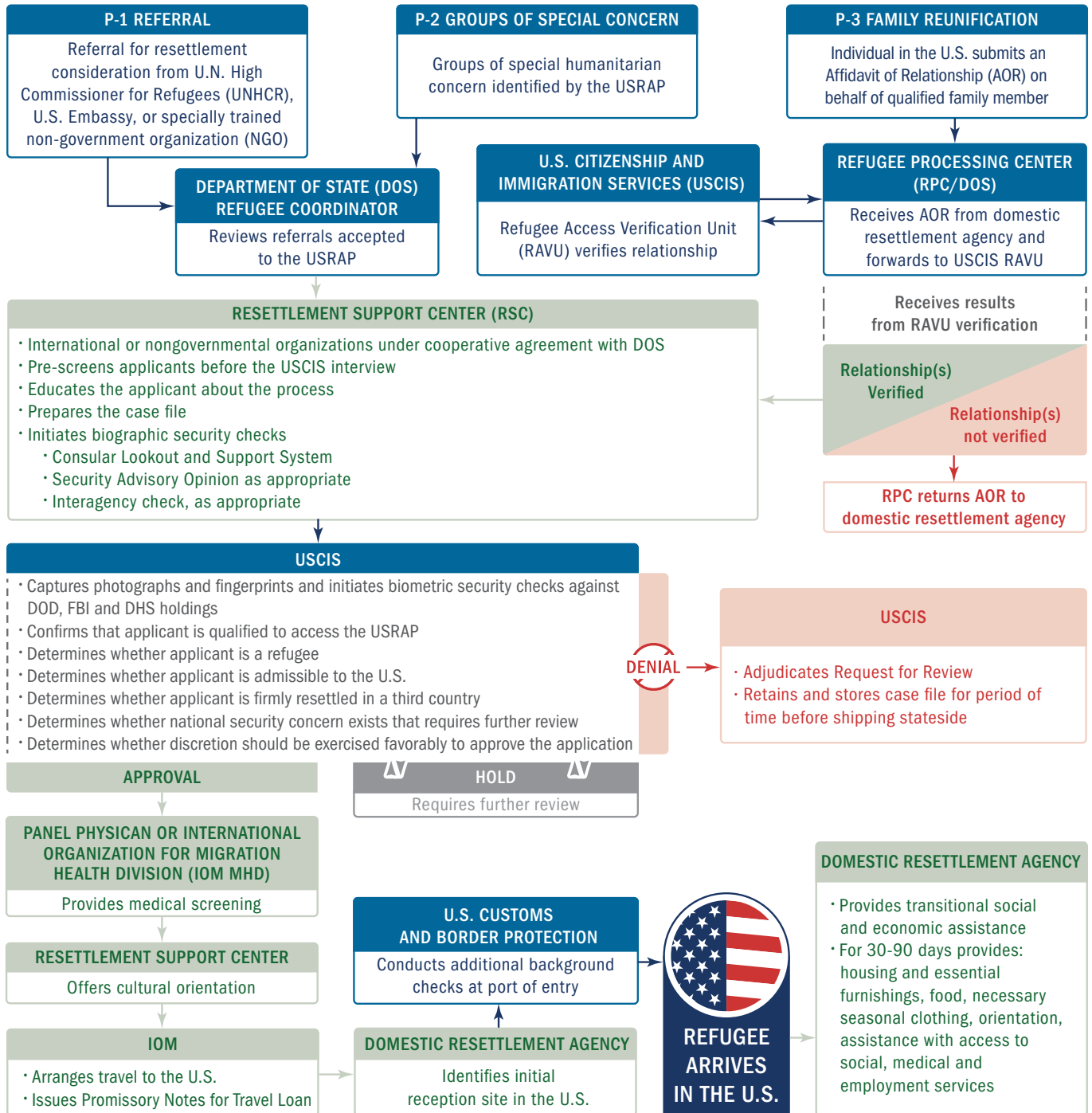
Refugees undergo extensive biographic and biometric evaluations conducted by the Federal Bureau of Investigation, the Department of Homeland Security, the Department of Defense, the United States Citizenship and Immigration Services and the Department of State.

For further information, see the flow chart below.

UNITED STATES REFUGEE ADMISSIONS PROGRAM (USRAP)



REFUGEE IS OVERSEAS AND MUST BE IN ONE OF 3 CATEGORIES:



U.S. Citizenship and Immigration Services



Last Updated 8/31/2018



Bureau of Population, Refugees, and Migration

Government Agencies and US Programs



[Bureau of Population, Refugees & Migration \(PRM\)](#)

The State Department's Bureau of Population, Refugees, and Migration (PRM) focuses on refugees, other migrants and conflict victims. Their mission is to provide protection, ease suffering, and resolve the plight of persecuted and uprooted people around the world on behalf of the American people by providing life-sustaining assistance, working through multilateral systems to build global partnerships, promoting best practices in humanitarian response, and ensuring that humanitarian principles are thoroughly integrated into U.S. foreign and national security policy.



[Office of Refugee Resettlement \(ORR\)](#)

The Office of Refugee Resettlement (ORR) within the U.S. Department of Health and Human Services helps new populations maximize their potential in the United States by linking them to critical resources that assist them in becoming integrated members of American society.

ORR provides time-limited cash and medical assistance to new arrivals, as well as support for case management services, English as a Foreign Language classes, and job readiness and employment services—all designed to facilitate refugees' successful transition to life in the United States and help them to attain self-sufficiency.

ORR supports additional programs to serve all eligible populations beyond the initial months post-arrival, including micro-enterprise development, ethnic community self-help, agricultural partnerships, Matching Grant and Preferred Communities. (Link <https://www.acf.hhs.gov/orr/about/what-we-do>)



[U.S. Citizenship and Immigration Services \(USCIS\)](#)

U.S. Citizenship and Immigration Services (USCIS) is the government agency that oversees lawful immigration to the United States. Their mission statement is to secure America's promise as a nation of immigrants by providing accurate and useful information to newcomers, granting immigration and citizenship benefits, promoting an awareness and understanding of citizenship, and ensuring the integrity of the immigration system.



[The International Organization for Migration \(IOM\)](#)

The International Organization for Migration (IOM) supports migration worldwide. For the USRAP, the IOM organizes the travel of refugees from overseas to their point of entry into the United States and then to their receiving community.



[Welcome Corps](#)

Welcome Corps is a private sponsorship initiative that provides community groups with the opportunity to welcome refugee newcomers to their area. Private sponsors agree to financially support newcomers and provide all core service delivery and are not geographically restricted to locations with a resettlement agency office.

Program Acronyms

The following acronyms are used within refugee programming and will aid you in understanding the 'system' of resettlement.

CO	Cultural Orientation is a core service of the R&P program. Refugees resettled in the United States receive Cultural Orientation to acquire vital knowledge, skills, and attitudes needed to adapt to their new lives and achieve self-sufficiency.
APA	The Afghan Placement and Assistance program was launched in the fall of 2021 in order to resettle more than 72,000 Afghan humanitarian parolees. APA is similar to traditional R&P programming.
AOR	An Affidavit of Relationship is a legal document used for reunification of refugees and asylees with family members who are overseas.
CAM	The Central American Minor program started in 2014 and gives at-risk children in Guatemala, El Salvador, and Honduras the ability to apply for refugee status to possibly resettle into the United States.
IRIS	The Immigration and Refugee Information System is an online database that most Resettlement Agencies use to track newcomer information and service requirements.
LPR	Lawful Permanent Residents are foreign nationals who have been granted the right to reside permanently in the United States.
M&E	Monitoring and Evaluation is used to assess the performance of a program.
QC	Quarterly Consultations between state refugee coordinators, local resettlement agencies/partners, and local stakeholders/service providers take place quarterly in order to coordinate resettlement services and community care of arriving newcomers.
RA	There are ten Resettlement Agencies in the United States who partner with the U.S. government to implement welcoming programs to accepted refugees.
RSC	There are Resettlement Support Centers around the world who assist with refugee application and case processing before travel to the United States.
TA	Technical Assistance refers to the assistance in understanding a task or problem. CWS provides technical assistance to community partners as they deliver services to refugees.
UC	Unaccompanied Children are those who are under the age of 18 and enter the United States without lawful status and without an accompanied legal guardian or parent.
HSPRS	Home Study & Post Release Services is a program of CWS which provides services to UCs and their sponsors.
ICM	Intensive Case Management refers to case management services provided outside of the standard R&P program period. Frequently ICM specifically serves vulnerable populations with health or mental health service needs.
SRC	Each state who welcomes displaced persons has a State Refugee Coordinator who manages programming within the state.
SRHC	State Refugee Health Coordinators manage and coordinate refugee health Services with their state and compliment the responsibilities of the SRC.

Frequently Asked Questions

Pre-Arrival

What is considered “safe and affordable” housing?

- You can read more about the Fair Housing Act [HERE](#) and determine “affordable” housing. You will need to consider the number of adults able to work and if their combined wages could cover rent enough to meet other needs. Do remember to consider family size and appropriate lodgings per room.
- The ‘Home Evaluation and Safety Checklist’ form will be supplied to each group to ensure each home is free from safety hazards. This includes an appropriate number of smoke alarms and proper locks on each outside door and window.
- You can share this information to landlords renting to newcomers to help landlords understand what the process of renting to newcomers is like and what financial assistance is available.
- Please also consider the location of the apartment or home you will be securing for the family. The location should provide ample opportunities for clients to navigate their community. Consider public transportation, community members, employment opportunities, school-proximity, close proximity to a grocery store and other services when securing a location. Many families will not have private transportation or driver’s licenses during the three months of service delivery and will have to access services regardless.

How many family members should we expect?

- On average, case sizes are 4-5 individuals; however, case sizes vary depending on the current need. Some cases may have upwards of 7 individuals where others may be a singular client.

How do we set up electricity for the family prior to arrival? What information do we need to set up?

- Please check in with the landlord what options tenants have. There are multiple possibilities to set up electricity which depends on how the apartment complex operates. Utility is either administered through the property management, or the tenant is required to install electricity through a 3rd party.
- To install The property owner may provide a 3–5-day grace period window after move-in for utilities to be switched over to the tenant’s name.
- A member of the group can put utilities in their name at first as an in-kind donation, and then switch to the tenant after arrival.
- Utilizing biodata information on arriving Afghan families, utilities can be put in their name prior to arrival.

How do I know what school the children will attend?

- At what school the school aged children attend depends on the local independent school district. (ISD) Please contact the independent school district of the family’s county to inquire about school enrollment. Community Partners in need of assistance, CWS Technical Assistance will be provided to ensure understanding of school enrollments with local school districts. In enrolling children in school, do consider barriers to access such as transportation, parent/employment availability, access to English Language Learning classes, etc.

Arrival

What is required in transporting clients from the airport to their apartment/home?

- You can read more [HERE](#). If possible, it is best practice to transport all clients from the airport to their apartment/home as a family unit. In scenarios with larger case sizes, adjustments may be made. Children should NOT be separated from a parent during this trip. Also, consider any state/federal rules for transportation: seatbelts, car seats, etc.

How will our sponsor group know who the clients are after the plane debarks?

- Your local office will provide you with the arrival time. Sponsors will also be able to recognize clients based on a white IOM (International Organization for Migration) bag and badge.

What should our sponsor group bring to the airport to welcome clients?

- Necessary items to bring to the airport welcome may include any required medical devices (i.e., wheelchair), water and snacks if the trip to the apartment is long (consider healthy, culturally appropriate options). You may also consider welcoming clients with signs, banners, etc. to help clients understand who they will be working alongside going forward. Please consider training guidelines around photos and confidentiality.

Are there any preparations to consider when welcoming a family with a medically sensitive individual?

- Any accommodation relevant to a family's arrival will be communicated through your local resettlement agency.

Post-Arrival

Housing

What kind of background checks do newcomers have?

- The families go through an extensive vetting process prior to arriving at their final resettlement destination. Which include:
 - biographic and identity investigations
 - FBI biometric checks of fingerprints and photographs
 - medical screenings
 - other checks by U.S. domestic and international intelligence agencies including the National Counterterrorism Center/Intelligence Community and the FBI

When do newcomers sign the lease?

- Sponsors can work with the local resettlement agency and the landlord to determine who will sign the lease prior to the family's arrival. Once the family arrives, sponsors should go over the lease and explain what it means and what the newcomer's obligations are, etc.

Maintaining relationships with landlords and property management companies' questions can include:

- **Who submits maintenance requests?**
 - The sponsor and local resettlement agency will work with the family to understand this process so that newcomers are able to submit these requests.
- **What if damage occurs?**
 - The local office, newcomer family and sponsor can review the lease together and make decisions on next steps.
- **What if neighbors complain?**
 - Sponsors can work together with the family on how best to address any issues with neighbors, but ultimately the family members will be responsible for problem solving these issues.
 - As you work towards integration and community navigation, it is suggested that a few members of the team communicate/meet neighbors in the area and initiate an introduction with the family.
- **What if the tenants are behind on payment?**
 - Sponsors and local resettlement office staff can work together with the families to make a budget in order to pay rent, utilities and other basic needs. If rent is unaffordable, they may need to locate alternative housing.

Transportation

The bussing/public transportation system in our town/community is lacking. How should we coordinate transportation?

- Transportation concerns may be addressed via public transit or through sponsors willing to transport clients. As a group, you may identify a “transportation lead” who can work to help clients understand public transportation systems, or to coordinate volunteer “rides” for various appointments, job interviews, etc. Do ensure that all volunteers driving clients are background checked and can provide proof of insurance.

Medical

Do sponsors have to schedule interpreters for medical appointments?

- All medical service providers are required to provide translation services if a patient does not speak English. You can request this when assisting with scheduling the first appointments. Ultimately, families should be taught how to request this service in efforts to promote self-sufficiency.

Support Services

Do we need an interpreter if one family member (another adult or minor) speaks fluent English?

- An interpreter will be required as soon as one adult member of a case does not speak English. It is not permitted to have a family member or friend to facilitate interpretation. Please do not have minors facilitate interpretation for the family as it may cause a strange power dynamic. It is a best practice to empower the family and clients by providing the most ethical form of interpretation and translation in the form of an official interpreter.

What if I am with the family but unable to get a hold of the interpreter?

- Visit the section of this document that provides links to interpretation services.

What if the family does not have a phone?

- The newcomer should have a phone on Day 1 for safety and security purposes. That phone should always be with an adult member of the family who is able to call 911 in an emergency.
- [MetroPCS](#) is a good option because it is less expensive with monthly contracts.
- Sponsors should teach newcomers how to save important numbers on speed dial.

The family is concerned about walking the children to school every day due to no school bus close by - can we enroll the children at a closer school nearby?

- School districts decide where children go to school, so families are unable to change their children’s school in most cases. Sponsors can encourage families to advocate with the school district and explain how the school system works. Sponsor can also walk with the family together a few times to provide confidence!

Should we connect the family to local community groups or religious institutions? How do we do so?

- Yes, of course, it is always a good idea to be prepared to connect the client / family to other local community groups and religious institutions in order to safeguard against isolation. However, you should always take guidance from the newcomer. Let them guide you on who they wish to connect to and please facilitate that effort in collaboration with them.

How much time can we expect to spend with the family each week?

- Depending on needs and the size of a newcomer family will vary how much time is needed to work accomplish core services and individual family goals.

Can a sponsor watch the minor children at home when adult family members have appointments where the children are unable to attend?

- A sponsor should never be alone with a child without the presence of a parent or adult family member. It is recommended that children be brought to appointments if and when possible, as well as scheduling appointments when childcare is accessible.

Health and Human Services

Where do we apply for benefits? Example: Social Security card, Transitional Assistance for Families with Dependent Children (TAFDC), Medicaid, Refugee Medical Assistance (RMA), Supplemental Nutrition Assistance Program (SNAP), Social Security Insurance (SSI)?

- Social Security (SS) - Newcomers can apply for a SS card at their local Social Security office and that information. Please refer to your co-sponsor agreement form if this task will be accomplished with the newcomer through the support of the sponsor group, the local office, or both in collaboration together.
- Newcomers can apply for SNAP, TAFDC, Medicaid and SSI online through their state Health and Human Services department. Sponsors should connect with the local office on how to assist families as these applications can be lengthy and complicated. Families can also apply in person with a caseworker at their local offices for transitional assistance. You can find the list of each regional office [HERE](#).
- RMA can be applied for in conjunction with their local resettlement offices

When will the families be able to enroll in English classes?

- Families will need to be enrolled in English Language Learning (ELL) courses once they have arrived in their new community. Community Partners may use their local network to determine the best agency/school/program to enroll clients in ELL. Community Partners can use [THIS](#) tool to identify local ELL programs.

Employment

How long does it usually take for a newcomer to get a job?

- It depends on the client and the type of job. It is recommended to begin assisting clients in job readiness shortly after the family arrives. Tasks for sponsors to consider include resume building, job searching, and local employment outreach. Sponsors should also connect with the local resettlement office to identify the support the office provides for employment.

If co-sponsors have connections to employers, can we refer a newcomer to that employer?

- Yes! It is highly encouraged to use a sponsor's personal and professional networks to help assist in employment opportunities for the employable newcomers in the household.

Travel Loan

Do newcomers need to pay the IOM travel loan back?

- Yes, if the family signs a promissory note stating that they will repay the interest-free loans to cover the cost of airline tickets over a predetermined period. The sponsor should be in contact with the local resettlement organization to understand how to communicate this information to the family.

Post 90-day

Case Closure

What if a newcomer still needs support after the 90 Day Service Period?

- Every newcomer's journey to self-sufficiency will look different based on their capacity and needs. Sponsors and the local resettlement agency will work together to ensure families are able to reach self-sufficiency. Some areas newcomers may still need help navigating post 90-days are:
 - Employment
 - English Language Learning (ELL)
 - Driver's License
 - Higher Education
 - Budgeting and Finance
 - Citizenship

It is Day 91, do sponsors still have contact with the family?

- Although the contract with the family is closed on the 90th day, that does not mean that sponsors no longer have contact with them. The relationship between the newcomer and the sponsor should begin to transition to the role of neighbor and friend. Your visits should be based more on friendship than formal assistance.

Financial Literacy

Are there resources available for newcomers interested in buying a home and achieving long-term financial goals?

- There are many resources to prepare and assist newcomers in buying a home and ensure their financial security. A number of local resettlement offices and organizations have [Individual Development Account \(IDA\)](#) programs to assist newcomers in becoming financially independent.
- Resources for homebuyers and planning services can be found [HERE](#).
- Resources and best practices for ongoing financial literacy can be found [HERE](#).
- Resources for landlords and other housing related resources can also be found [HERE](#).

Education

Are there educational opportunities for newcomers?

- Yes, there are educational opportunities for newcomers, especially for those looking to finish a degree or continue working in a related field which they employed back in their native country.
 - Resources for ongoing education can be found [HERE](#).

