



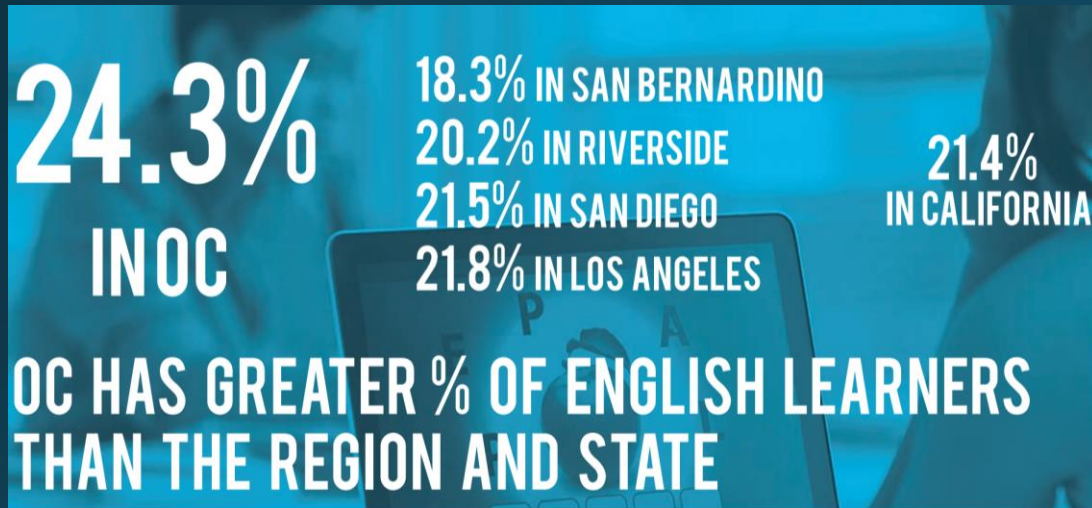
Working with Immigrants: Culturally Competent Service Delivery

Disclaimer: the topics covered in this training can be considered sensitive or controversial. We ask that you approach this training with an open mind to addressing the many diverse needs of the immigrant populations we serve and the diverse communities we encounter in our work as service providers.

Defining the populations we serve

Who are English Language Learners?

Individuals who are unable to communicate fluently or effectively in English.



Orange County Business Council "Orange County Indicators Report,"
<https://www.ocbc.org/wp-content/uploads/2017/10/2017-WIR-web.pdf>.

CALIFORNIA WORKFORCE DEVELOPMENT BOARD
POLICY BRIEF

JANUARY 2017

Section I: Policy Efforts and Opportunities to Create More Access Points and Better Serve ELL Populations

Serving the English Language Learner Population in California's Workforce System

California is home to one in four of the nation's immigrant population. Foreign-born individuals account for 92 percent of California's ELL population, while the remaining 8 percent of the state's ELL population are native-born individuals, comprised largely of Spanish speakers.¹ In total, California has over 6.2 million residents who are ELLs and over 5 million low level educated adults (less than high school) are ages 19 and older. Among all ELL individuals ages 19 and above, 3.1 million lack a high school diploma, making ELL individuals the largest group of low educated adults (62 percent) in the state.² A combination of low educational attainment levels and significant language barriers hamper the ability of many ELL individuals to secure a job with good pay.

The state is also home to immigrant professionals who have degrees from abroad, but are currently unemployed or working in low-skilled jobs, often due to lack of English skills. Nearly one in four California immigrants with foreign degrees are suffering from such "brain waste," amounting to more than 400,000 individuals statewide.³ A recent report⁴ on ELLs in the workforce by the Brookings Institution found that nationally, although most working-age ELL individuals are in the labor force, they are concentrated in low-paying jobs earning 25 to 40 percent less than their English proficient counterparts. California's large population of immigrant workers enriches the state's economy, but those with limited English face challenges in securing stable employment and upward mobility in the labor market. Innovative efforts to increase employment

Defining the populations we serve

Who is an immigrant?

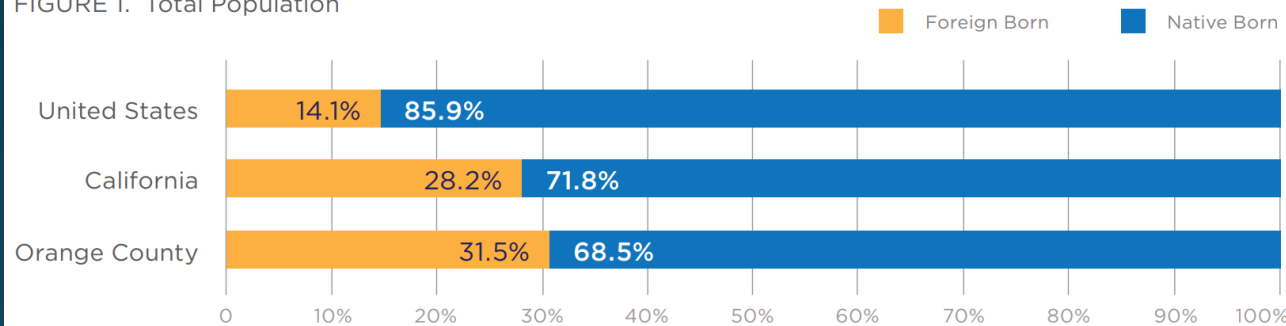
An immigrant is someone who chooses to resettle to another country.

Who is a refugee?

A refugee is someone who has been forced to flee his or her home country.

Currently, 14.1% of the total population in the United States is foreign born. In California, this percentage is 28.2%, double the national average. **In Orange County, 31.5% of the total population is foreign born.** Indeed, much has been written about the demographic changes that our country is experiencing, but Orange County already is what America will soon become.

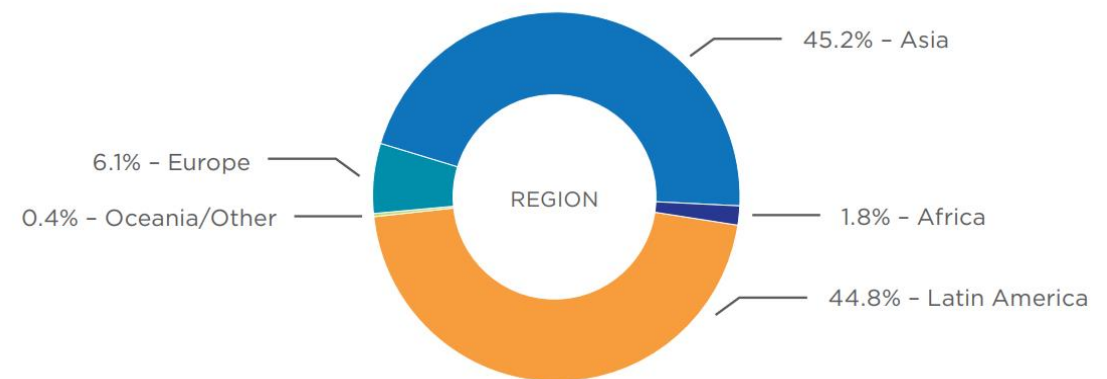
FIGURE 1. Total Population



1.2 FOREIGN-BORN POPULATION BY PLACE OF BIRTH

Orange County's immigrant communities come from every region of the world. Asia is the leading sending region. **Asia accounts for 45.2% of Orange County's foreign-born population.** Latin America accounts for 44.8% of Orange County's foreign-born population. Otherwise put, 9 out of every 10 foreign-born persons who live in Orange County are from Asia or Latin America. As Figure 2 shows, after Asia and Latin America, Europe accounts for 6.1% of Orange County's foreign-born population and Africa accounts for 1.8%.

FIGURE 2. Foreign-Born Population by Place of Birth



What is Culture?



The Iceberg

Activity

What is Culture?

- Most People think of culture in terms of race, nationality, and religion, but culture is broader than that.
- Culture includes groups that we are born into, such as gender, race, national origin, sexual orientation, class, and religion.
- It also includes the social groups that influence our identity such as age, disability, social and economic status, and even career.



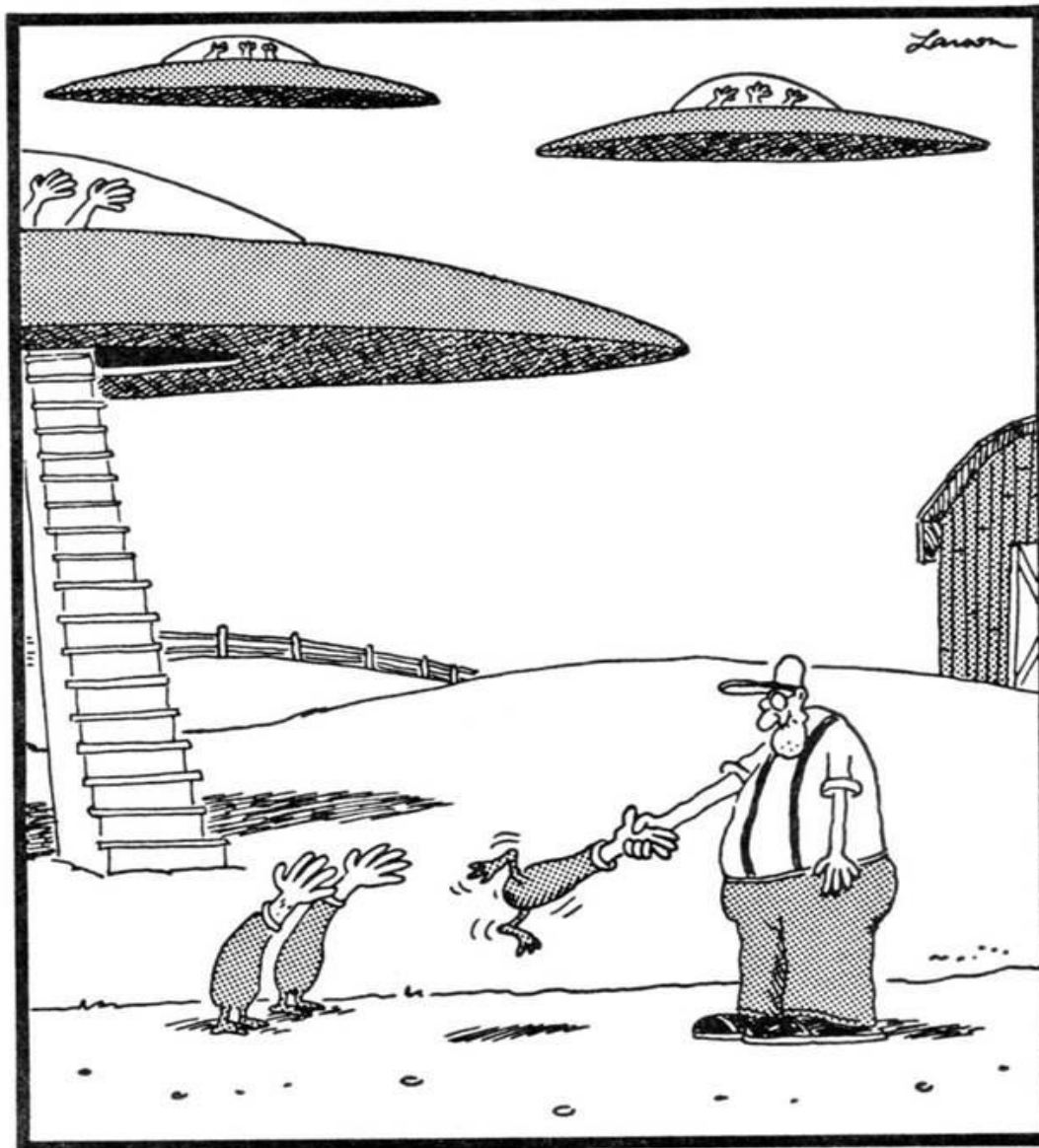
Cultural Competency can be defined as effectively interacting with people of different cultures.

Possessing cultural competence means that you are both respectful and responsive to the beliefs, practices, and languages of diverse groups from all cultural backgrounds. Developing cultural competence is a continuous process that occurs along a continuum.

Why is Cultural Competency Important?

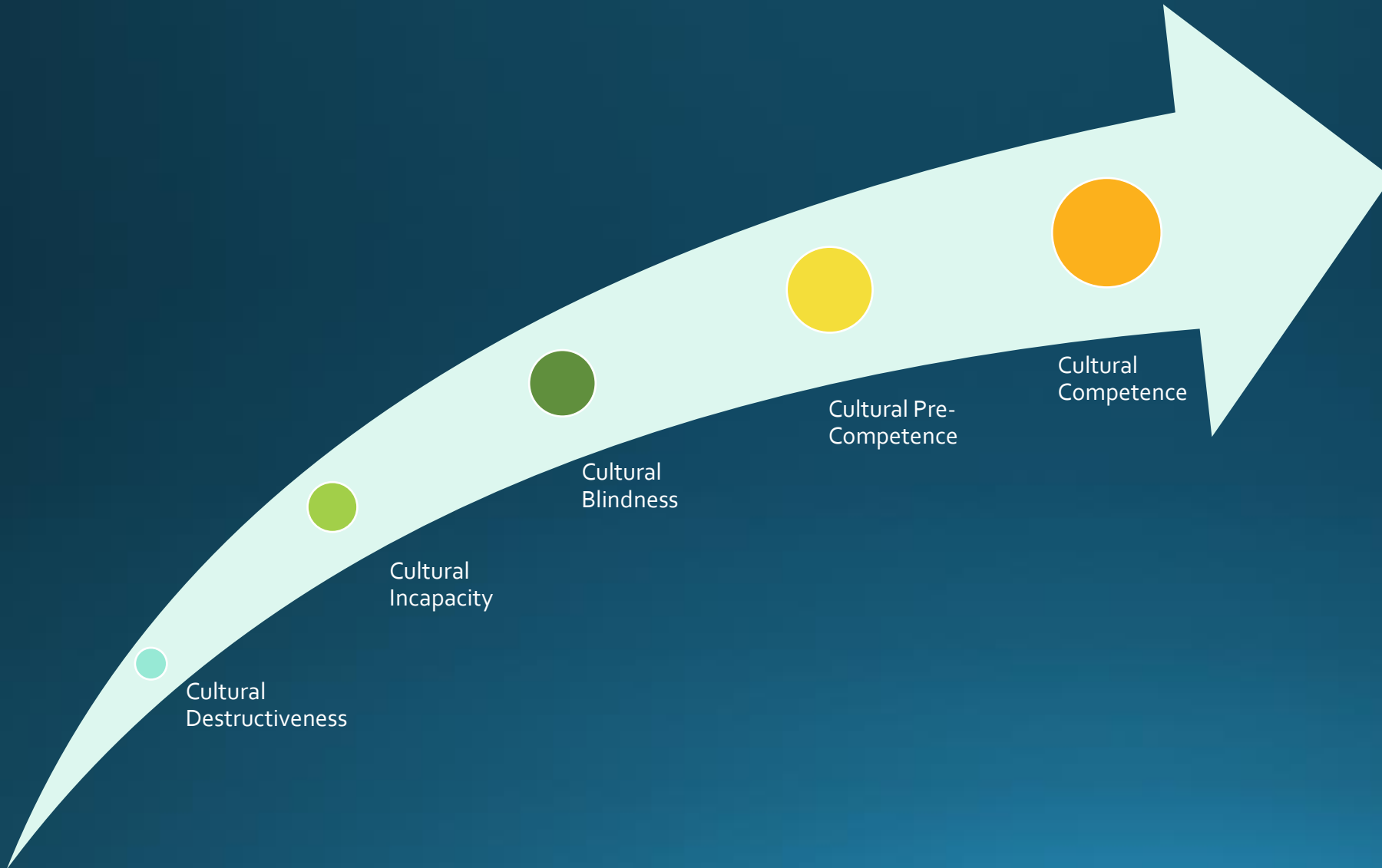


- To produce positive change, service delivery providers must understand the cultural context of their target community. They must also have the willingness and skills to work within this context. This means drawing on community-based values and customs and working with knowledgeable people from the community.
- Practicing cultural competence throughout the program planning process ensures that all members of a community are represented and included. It can also prevent wasteful spending on programs and services that a community can't or won't use. This is why understanding the needs and potential obstacles of a community or specific population is crucial.



Inadvertently, Roy dooms the entire earth to annihilation when, in an attempt to be friendly, he seizes their leader by the head and shakes vigorously.

Cultural Competence Continuum



Cultural Destructiveness

- Intentional attitudes, policies, and practices that are destructive to cultures and consequently to individuals within the culture.
- Practice Example: Overt racism towards clients or co-workers; active belittling to those of different cultures.



Cultural Incapacity

- Lack of capacity to help minority clients or communities due to extremely biased beliefs and/or displays of superiority over those not of a mainstream culture.
- Practice Example: “service provider knows best” attitude; easier to exclude than include.



Cultural Blindness

- Belief that helping approaches traditionally used by the dominant culture are universally applicable regardless of race or culture therefore ignoring cultural strengths and encouraging assimilation.
- Practice Example: Culture doesn't matter; one size fits all approach.



Cultural Pre-Competence

- Desire to deliver quality services and a commitment to diversity indicated by employing minority staff, initiating training and recruiting minority members for organizational leadership, but lacking information on how to maximize these capacities.
- Practice Example: Surface level engagement, culture is a factor in service delivery but the responsibility of designated staff, not everyone.

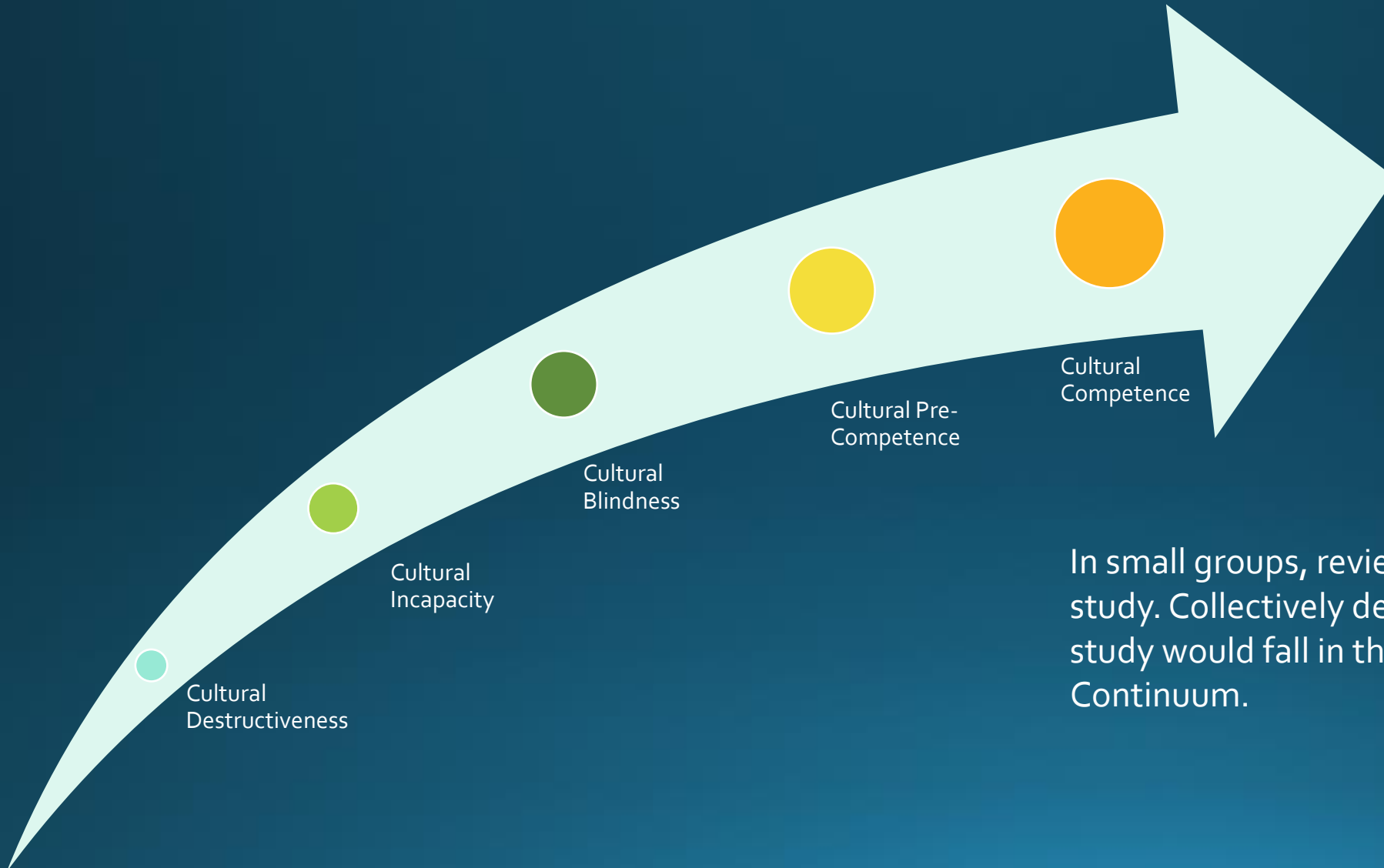


Cultural Competence

- Acceptance and respect for difference continuing self assessment, careful attention to the dynamics of difference, continuous expansion of knowledge and resources and adaptation of services to better meet the needs of diverse populations.
- Practice Example: Recognize individual and cultural differences and seeks advice from diverse groups; implement changes to provide services based on cultural needs.

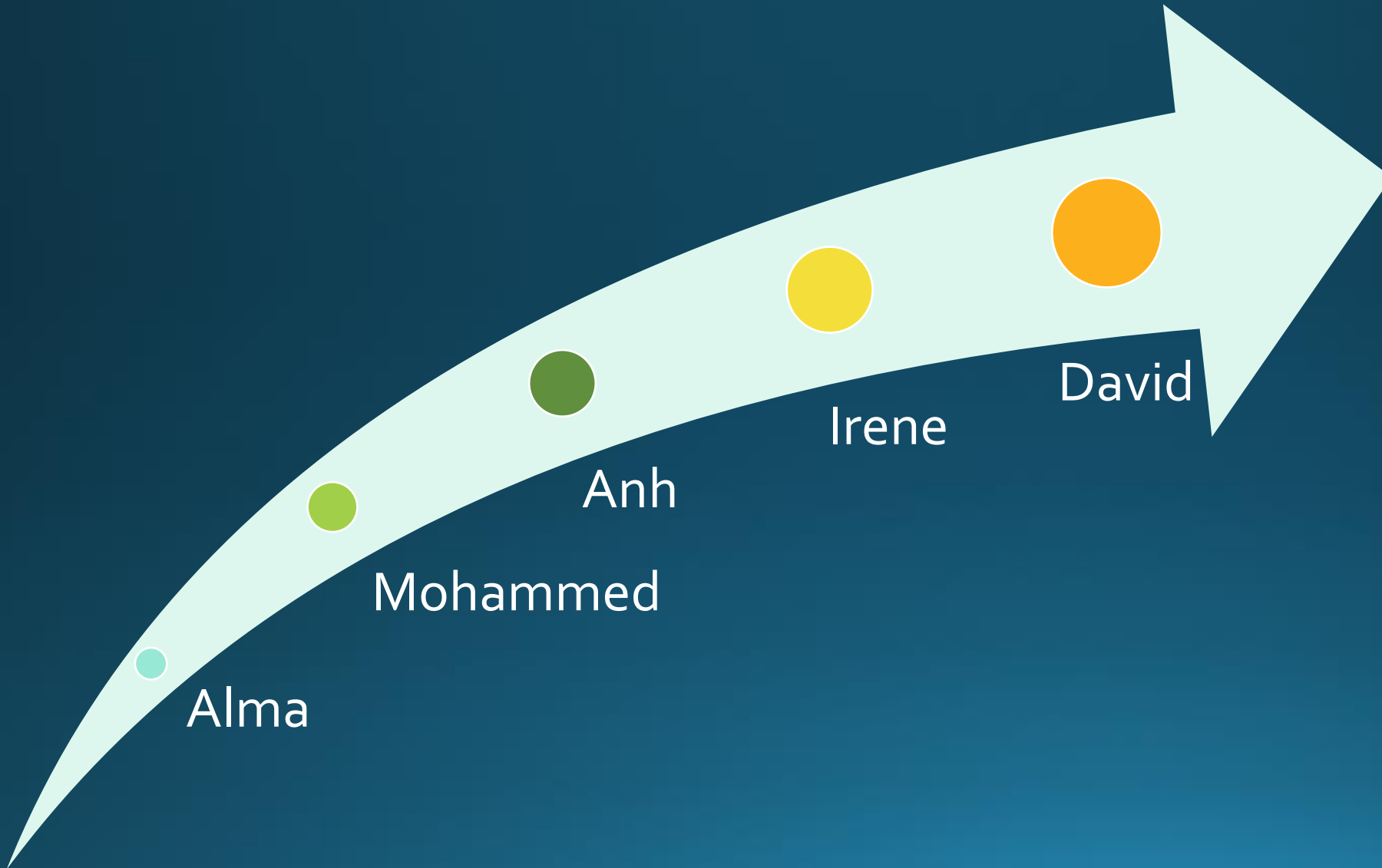


Case Study Activity



In small groups, review your designated case study. Collectively decide where your case study would fall in the Cultural Competence Continuum.

Case Study Activity







Cultural Considerations

Pair up and discuss the following questions:



1) What does “culture” mean to you?

2) What are 2-3 cultural practices/beliefs that you would like to share with your partner?

3) What is one characteristic about you that you would attribute to your culture?



Cultural Considerations

- Group Consideration vs. Individual Competition
- Harmony with Nature vs. Mastery and Control of Nature
- Relative Time vs. Rigid Time
- Holistic Thinking vs. Dualistic Thinking
- Accept Affective Expression vs. Limit Affective Expression



- Beliefs in and Understanding of helping behaviors
- Definition of Family and Family Structure
- Religion Permeates Culture vs. Religion Distinct from Culture
- Accept Worldview of others vs. Believe own worldview is superior
- Socially-Oriented vs. Task-Oriented


Cultural Considerations: Tips

While we speak of culture, REMEMBER that each individual is an individual.





Cultural Considerations: Tips

- 
- Be mindful of your own values and prejudices
 - Training in cultural competence helps facilitate awareness
 - Gather information on and respect cultural norms of the community you are providing services to
 - Help individuals maintain or reestablish customs, traditions, rituals and social bonds
 - If unsure, ask questions or seek assistance



Cultural Considerations: Tips

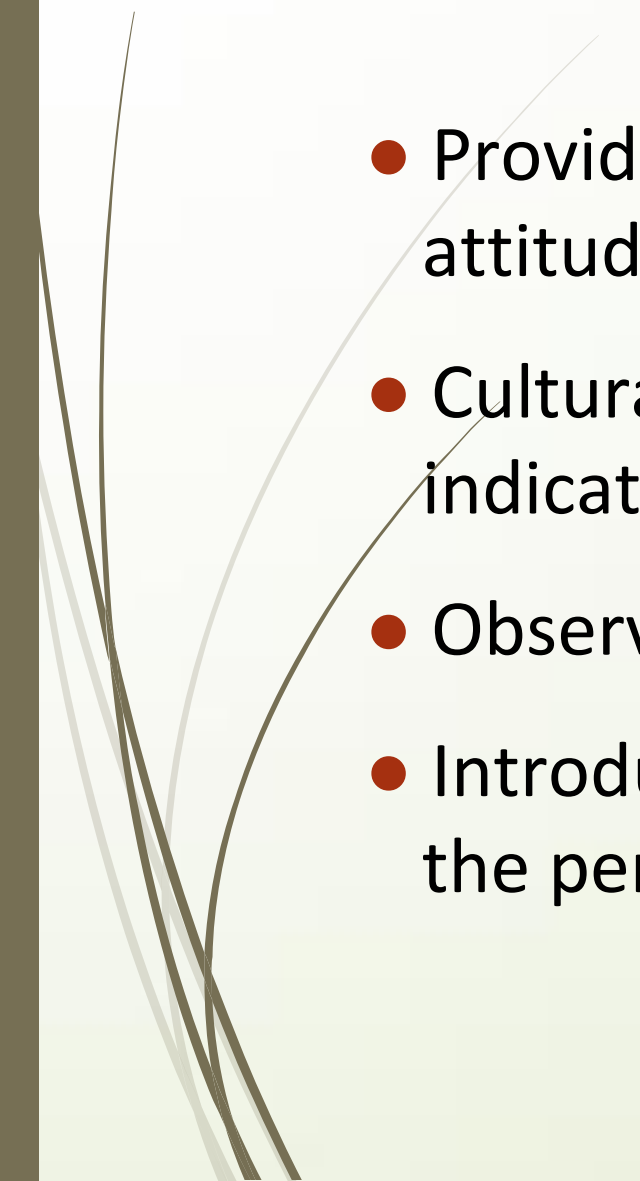
Minority groups are...

- more likely than white Americans to delay seeking treatment until symptoms are more severe
- more inclined to use informal sources of support, especially in the case for PTSD

(Norris, Fran, and Alegria, Margarita, Mental Health Care for Ethnic Minority Individuals and Communities in the Aftermath of Disasters and Mass Violence, 2005)

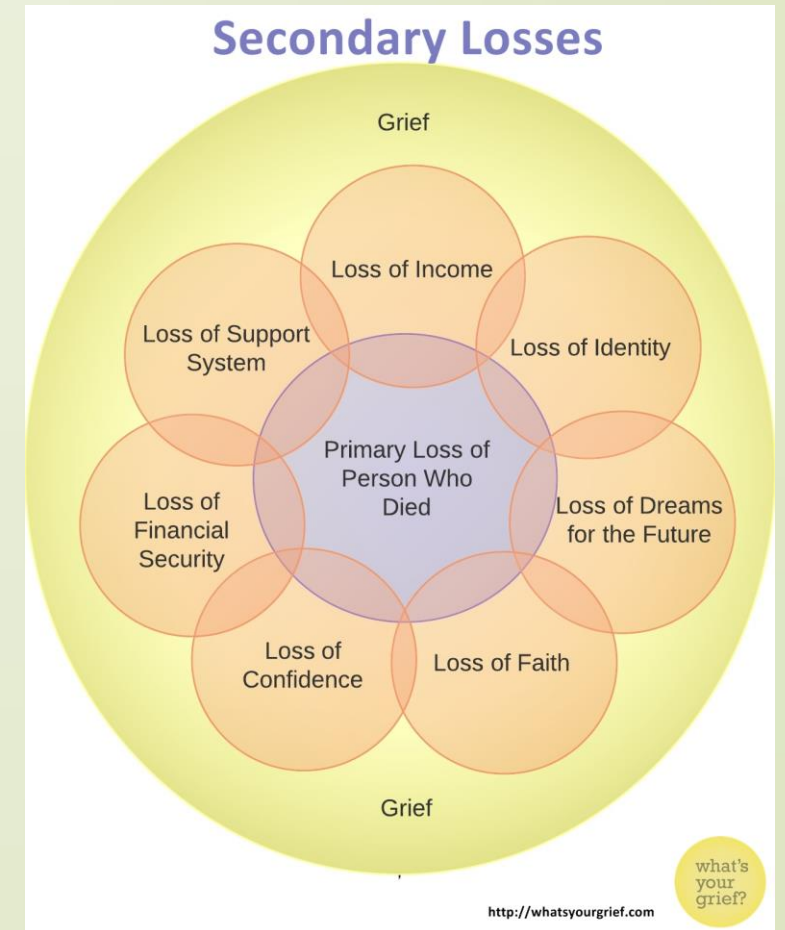


Cultural Considerations: Tips

- Provider may have a set of culturally determined attitudes and beliefs
 - Culturally knowledgeable informant = very useful in indicating normal reactions
 - Observe good diplomacy
 - Introduce yourself and ask permission to do things for the person in need of help
- 

Cultural Considerations: Tips

- Consider level of acculturation, immigration experience and status, region in home country
- Attitudes toward seeking help
- Issues of grief and loss
- Gender preferences
- Key members of individual's world views as resources: Clergy, Neighborhood leaders, or even politicians
- Be prepared with referrals



Cultural Considerations: Tips

- Teams should have availability to helpers who can provide response with non-English speakers in their preferred language; or be prepared to work with interpreters
- Prep your interpreter





Activity:

- Please remain silent as each statement is read
- If you are comfortable in participating, we ask you to respond nonjudgmentally to the following:
 - **If you agree** with the statement, please raise your hand, keep it raised, and look around you
 - **If you disagree**, keep your hand down, and look around you.

Cultural Considerations

A monkey and a fish were caught in a terrible flood and were being swept downstream amidst torrents of water and debris. The monkey spied a branch from an overhanging tree and pulled himself to safety from the swirling water. Then, wanting to HELP his friend, the fish, he reached into the water and pulled the fish from the water to the branch.



Culture Competency

WORKING WITH IMMIGRANTS...

Understanding The Immigrant/Non-Citizen Population

- **Citizen:** Anyone who is born:
 - 1- In the United States, including Puerto Rico (The only exception is the child of a foreign diplomat.)
 - 2- Outside the United States and acquires U.S. citizenship from the parents.
- **Non-citizen:** Anyone who is not a U.S. citizen is an “alien.”
- **Immigrant:** Is someone who has been granted lawful permanent residence and intend to make the U.S. their home
- **Non-immigrant:** Is someone how has been granted visas for a temporary period and a specific purpose (not to make the U.S. their home.)

What Is Naturalization?

The process by which a lawful permanent resident becomes a citizen.



Advantages of the Naturalization Process

- ✓ The right to vote in elections
- ✓ The right to hold public office and apply for government jobs
- ✓ Petition for family member
- ✓ NO DEPORTATION
- ✓ Traveling in some foreign countries may be easier for U.S. citizens
- ✓ Leave the United States and live in another country for as long as they want.
- ✓ Eligible for more kinds of Public Benefit

Disadvantages

- Losing original citizenship
- Losing property ownership
- The naturalization process can be scary for clients.
- Losing lawful permanent residence

PRACTICE TIP

“Pros” and “Cons”



The Nine Requirements (INA § 312- 336)

- ✿ Be a lawful permanent resident
- ✿ Be at least 18 years old
- ✿ Have good moral character for the last five years
- ✿ Be able to read, write, and speak Basic English
- ✿ Be able to pass a test on U.S. history and government
- ✿ Have been residing in the U.S. as a permanent resident for at least the last five years
- ✿ Have been physically present in the U.S. for at least half of the five year period
- ✿ Not have disrupted her continuous residence in the United States for any of the last 5 years

An Applicant May File a Naturalization Application up to Three Months before Completing the Required Period of Residence

No residence requirements for children applying for naturalization

- ✿ Believe in the principles of the U.S. Constitution and take an oath of loyalty (allegiance)to the United States

The Naturalization Process

- The Application N-400
- The Interview
- The Oath of Allegiance



LOSS OF CITIZENSHIP

- **EXPATRIATION**

Any citizen may choose to abandon his citizenship voluntarily

- **DENATURALIZATION**

Is the revocation of naturalization if the citizenship obtained illegally



RED FLAG

Preventing Deportation



- Asylum, Withholding of Removal
- Cancellation of Removal (for LPRs)
- Cancellation of Removal (for Non-LPRs)
- U- Visas
- Adjustment of Status
- Voluntary Departure
- Prosecutorial Discretion
- Motions to Suppress
- Others: 212 (C & H) Waivers

Culture Competency



Culture Competency

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