

# Partnering with Purpose

*How Two Organizations Came Together to Meet a Specific Need  
in the  
Immigrant Community*



Adult ESL



Presented by:

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[www.capaz-it.org](http://www.capaz-it.org) |

Supporting the career growth and  
wellness of immigrant communities.

# Our Objectives

Participants will be able to:

- \*Describe the dynamics of the immigrant workforce
- \*Recognize how Capaz+It seeks to meet the challenges immigrants face
- \*Identify ways that Chesterfield Adult Ed seeks to provide opportunities for immigrants in the community
- \*Discover how public / private partners can effectively collaborate to create solutions
- \*Identify the components to build an IET course with partners



Supporting the career growth and wellness of immigrant communities.



Chesterfield  
County  
Public Schools

Adult ESL

# Icebreaker

*Let's focus on our  
immigrant community!*

Join at [menti.com](https://menti.com)  
Use code 8243 3406



*What are your initial thoughts  
regarding the immigrant workforce in  
Virginia?*

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*What are some ways you have  
provided assistance to this  
population?*

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*What do you hope to take away from  
this session?*

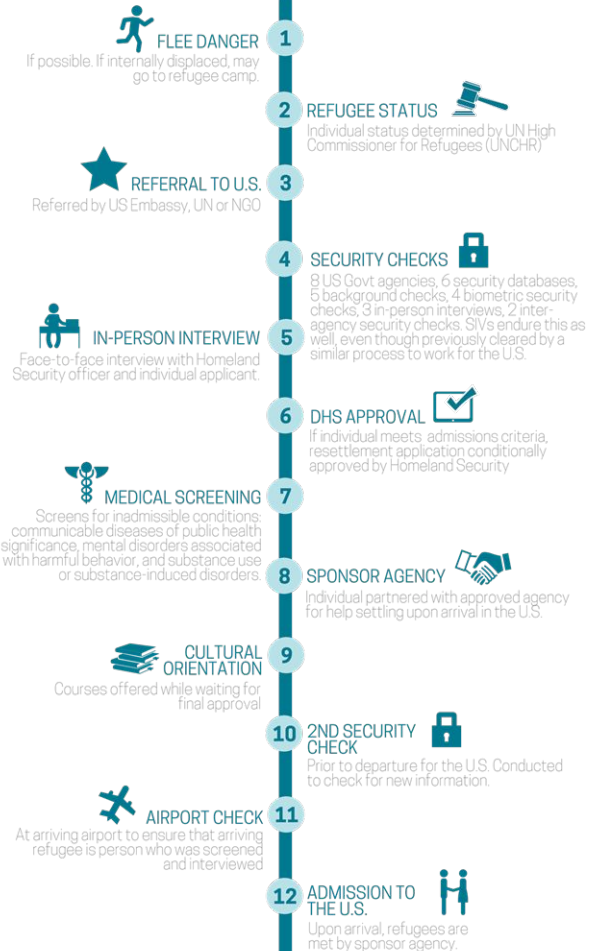
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# Key Terms

- **Immigrant:** one that immigrated: such as : a person who comes to a country to take up permanent residence. (Webster's Dictionary)
- **Refugee :** someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion. (UNHCR, United Nations High Commissioner for Refugees 1951 Refugee Convention)

## Refugee Resettlement Process

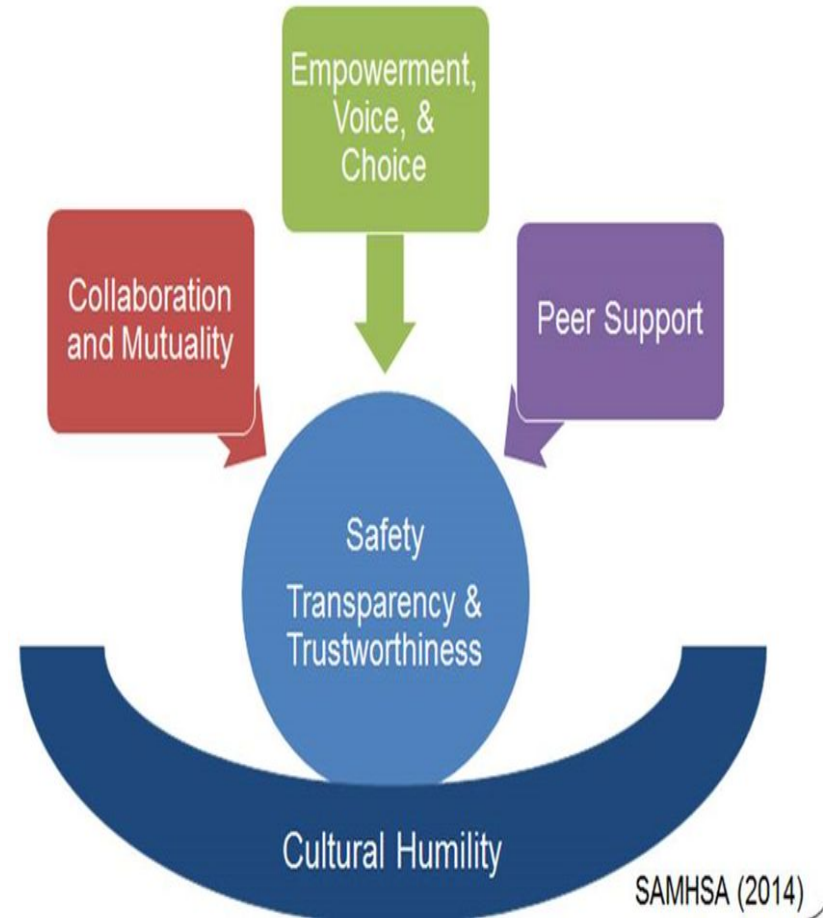
Process takes 18months-3 years after fleeing



# Trauma-Informed Approach

## Cross-cultural competency

The ability to successfully communicate and interact with people from other cultures while being aware of and able to mitigate one's own prejudices. (Wilkinson, 2012, p. 321).



# Dynamics of Immigrant Workforce

## Development vs. Career Growth

**Development** serves industry and regional economic growth by ensuring sufficient numbers of skilled workers.

**Career Growth** is focused on empowering communities by helping individuals take control over their personal and professional well-being.

Refugees and immigrants in Virginia encounter several challenges in the workforce, including:

1. **Language Barriers**
2. **Credential Recognition**
3. **Access to Job Training**
4. **Employment Discrimination**
5. **Limited Support Networks**
6. **Financial Barriers**

# Capaz+IT Meets Challenges

## Vision

Capaz+It envisions A dynamic, compassionate Virginia empowered and enriched by the diverse skills and perspectives of refugee and immigrant families.

## Mission

Supporting the career growth and wellness of immigrant communities.



# Capaz+IT Meets Challenges

## Demand for interpreters

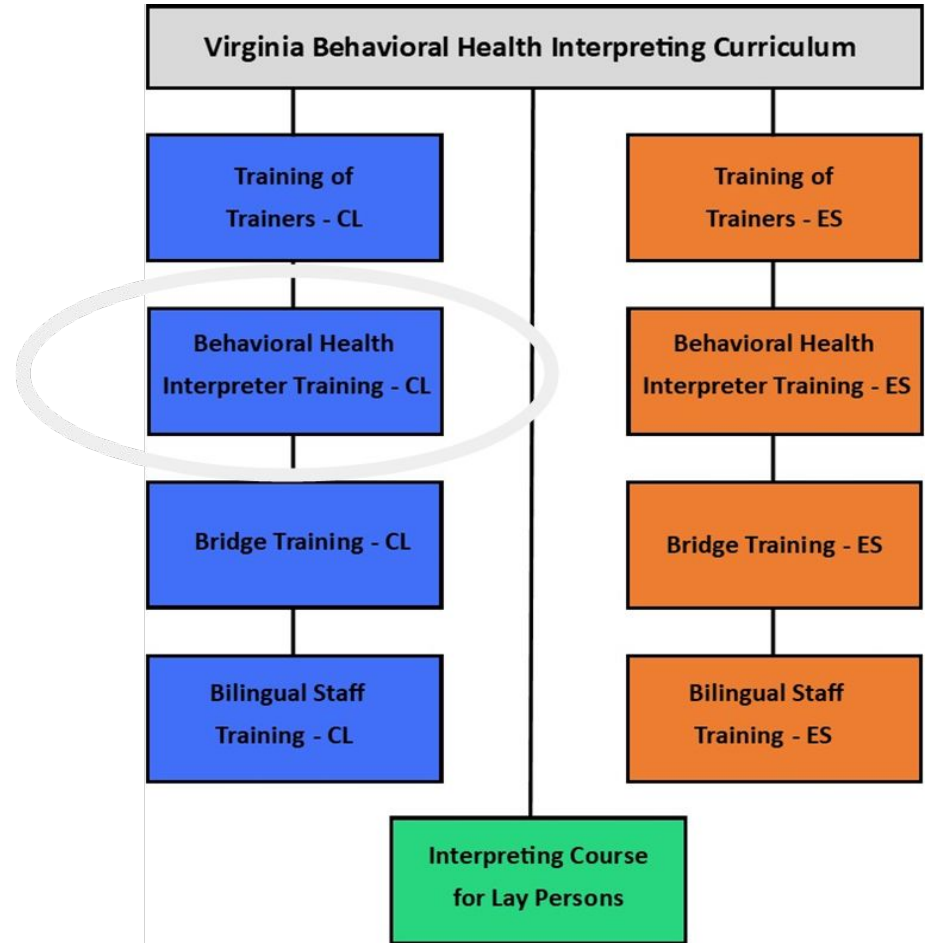
The field of interpreting is a fast-growing profession. With a projected growth of 42% between 2012 and 2022 (US-BLS, 2017), the interpreting profession offers a flexible and rewarding career. Interpreters are in high demand as trends in globalization and increased migration generate a constant need for professionals to bridge language barriers (ATA, n.d ).





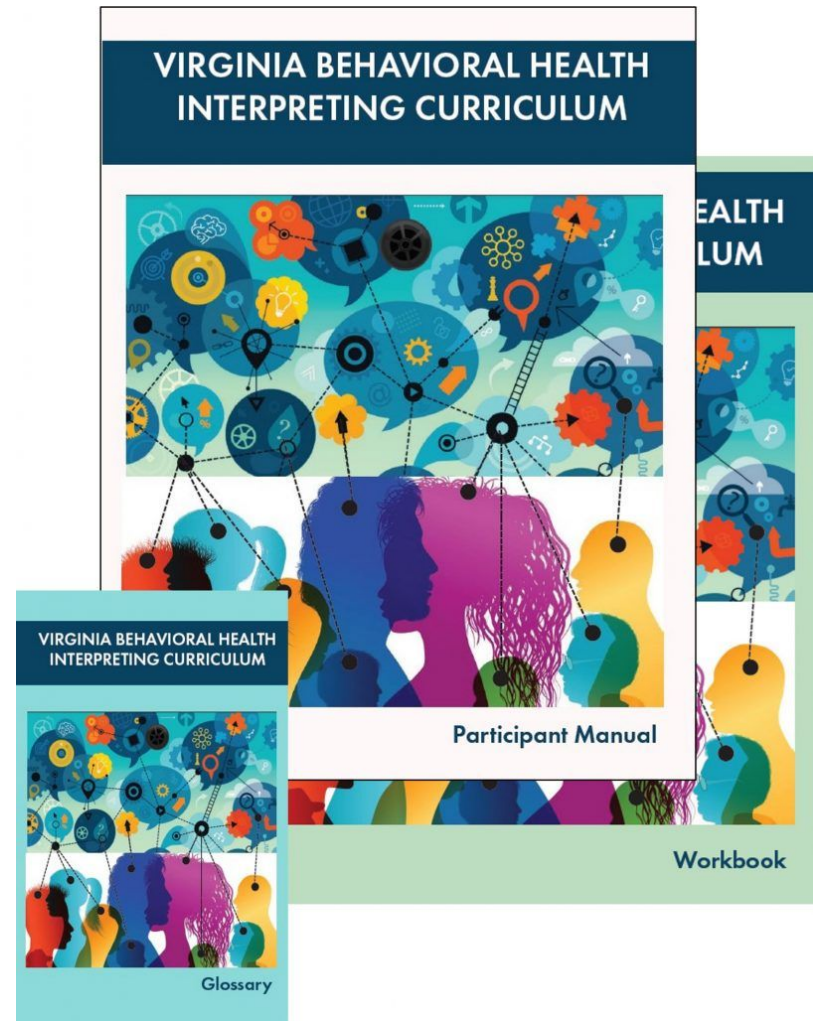
This course has two tracks.

1. Behavioral Health interpreting in the *clinical* setting
2. Behavioral Health interpreting in the *educational* setting



**Virginia Behavioral Health Interpreting Curriculum** is a 48 hour college level course that will prepare to support culturally and linguistically appropriate services in mental health, substance use and developmental disability settings.

The standardized curriculum and a textbook for the course was developed in partnership with the Virginia Behavioral Health Department, the School of Public and International Affairs at Virginia Tech and the Virginia Refugee Healing Project.



This course and subsequent proficiency exams will lead to a certificate of completion which is equivalent to a certificate of interpreting in the medical setting.



Virginia Department of  
Behavioral Health &  
Developmental Services  
1220 Bank St., Richmond, Virginia 23219

## Certificate of Completion

*This certifies that*

*has successfully completed the bridge program for*  
**Behavioral Health Interpreter  
in Educational Settings**  
*conducted on \_\_\_\_\_ for \_\_\_\_\_ hours. This  
program is for interpreters with previous training  
who want to specialize in the behavioral health field.*

*Given on \_\_\_\_\_ in Richmond, VA.*

**Eva P. Stitt, M.Ed., PhD, BHIT3**  
**Refugee Behavioral Health Coordinator**  
**Manager, Behavioral Health Interpreting Program**

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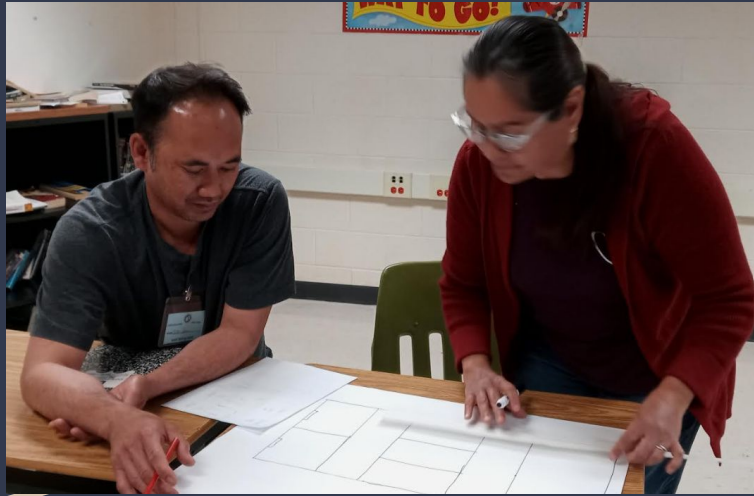
**Training Instructors:**

**No.**

These are some examples of jobs where this training can be helpful as a bilingual staff and /or as an interpreter. It opens up doors for careers in healthcare and education.

<p>Service provision using Culturally and Linguistically Appropriate Services (CLAS) Standards and Trauma-Informed Care</p>	<p><b>DISCHARGE</b></p> <ul style="list-style-type: none"> <li>- Patient/Family Education</li> <li>- Medication Instruction</li> <li>- Billing, Insurance, etc.</li> <li>- Next Steps</li> </ul>	<p><b>BHI &amp; BSI</b></p> <p>Special training in:</p> <ul style="list-style-type: none"> <li>- Group Interpreting</li> <li>- Medication</li> <li>- Discharge planning and instruction</li> <li>- Billing</li> </ul>
	<p><b>REFERRAL AND REVIEW</b></p> <ul style="list-style-type: none"> <li>- Case Evaluation</li> <li>- Treatment Planning Review</li> <li>- Medication Review</li> <li>- Support Services (Housing, Employment, etc.)</li> <li>- Allied Services (Court, School, Social Services, etc.)</li> <li>- Next Steps (Group Home, Foster Care, etc.)</li> </ul>	<p><b>BHI</b></p> <p>Special training in:</p> <ul style="list-style-type: none"> <li>- Group Interpreting</li> <li>- Medication</li> <li>- School System</li> <li>- Social Services System</li> <li>- Legal System</li> <li>- Healthcare System</li> </ul>
	<p><b>TREATMENT</b></p> <ul style="list-style-type: none"> <li>- Individual or Group Counseling</li> <li>- Medication</li> <li>- Outpatient</li> <li>- Day Treatment</li> <li>- Hospitalization (Voluntary or Involuntary Confinement)</li> <li>- Next Steps (Care Plan, etc.)</li> </ul>	<p><b>BHI</b></p> <p>Special training in:</p> <ul style="list-style-type: none"> <li>- Group Interpreting</li> <li>- Special Populations</li> <li>- Specific areas such as substance use, trauma, refugee, domestic violence, LGBTQ, IEP, etc.</li> </ul>
	<p><b>INTAKE INTERVIEW</b></p> <ul style="list-style-type: none"> <li>- Medical History</li> <li>- Family History</li> <li>- Psychological/Psychiatric Evaluation</li> <li>- Records Evaluation (Court, School, etc.)</li> <li>- Medication</li> <li>- Crisis Management</li> <li>- Next Steps (Care Plan, etc.)</li> </ul>	<p><b>BHI</b></p> <p>Special training in:</p> <ul style="list-style-type: none"> <li>- <del>Psy.</del> Testing</li> <li>- <del>Psy.</del> Interview</li> <li>- Medication</li> <li>- Crisis Management</li> </ul>
	<p><b>FRONT DESK/REGISTRATION/ADMISSION</b></p> <ul style="list-style-type: none"> <li>- Fill-out and sign Personal Information Form, HIPAA, Medical History, Language Access Needs, Insurance, etc.</li> <li>- Explanation of Benefits, Clarification, etc.</li> <li>- Consult and Referral</li> <li>- Labs &amp; Imaging</li> <li>- Co-pay or payment options</li> <li>- Instruction for next step, next appointment, arrangement for interpreter, etc.</li> </ul>	<p><b>BSI* &amp; BHI**</b></p> <p>Training in administrative or non-clinical areas.</p> <p><small>*BS - Bilingual Staff Interpreter **BHI - Behavioral Health Interpreter</small></p>

# CCPS Adult ESL Provides Opportunities: Literacy Building



## Variety of Instructional Modes to Meet Students' Needs

- \*In-person English classes
- \*Mixed mode of instruction/hybrid
- \*Virtual English classes
- \*Distance learning with check-ins



# CCPS Adult ESL Provides Opportunities



\*Access to Career Coach/Coordinator for Internationally Trained Professionals (ITPs)

\*Employee Elevation [Employee Elevation](#)

\*Adult Student Advocacy

\*Access to GED & Workforce Classes



# Partners Collaborate

\*to impact this challenge directly

\*response to immigrant need for employability



Keys to Effective Collaboration:

\*Establish & maintain communication

\*Plan together

\*Provide ongoing feedback

\*Outreach

\*Expand access (funding sources)

\*Advocacy

# Build an IET (Integrated Education & Training)



## Our Plan

- \*Consider a partner who either provides a service that impacts students or a partner who has a need that we can provide a service for
- \*Meet with partner; be willing to take risks
- \*Decide on a specific course to offer students

## Our Process

- \*After creating and carrying out plan above, record logistics on IET planning tool (including specific benchmarks within the course)
- \*Pre-screen all interested students  
[Pre-Screening Questionnaire](#)
- \*Provide ongoing support (support teacher/admin)
- \*Maintain consistent communication with partner/students



## REFLECT

Stop & think where you are as an educator, administrator, or leader of your program.

What challenges does your community face? What is necessary to realistically meet this challenge?

Think-Pair-Share

Discuss in small groups:

What partners come to mind to help solve the challenges your students face?



In Summary...

Partner with  
purpose by

**\*Recognizing a challenge in the community or in your program/population**

**\*Identifying ways to provide opportunities**

**\*Seeking & collaborating with public / private partners to create solutions**

**\*Building the components of an IET with partners**

What are your next steps?

Let's share our thoughts and ideas...

What is one step you can take right now to begin solving a challenge in your program/community?

Consider your –

\*Plan

\*Partner

\*Process

To start a conversation  
with Capaz+IT about  
collaborating,  
Please fill out the form  
below:

[https://bit.ly/Capaz\\_IT\\_BHIT](https://bit.ly/Capaz_IT_BHIT)



**Eva Celda Padilla Stitt School for Newcomers:**  
Secondary completion program for newcomers from 16 to 21

**Family Futures Career Literacy:**  
Literacy program for immigrant families who want to build careers  
in healthcare

**Behavioral Health Interpreter Training:**  
48-hour training program leading to a certificate in interpreting in  
behavioral health in clinical or educational settings

**Community Mental Health Awareness Sessions:**  
A 4-hour discussion about mental health facilitated in the first  
language of immigrant community-members

**Mental Health First Aid in Spanish or English**

**American Red Cross CPR / First Aid / AED Certifications**

Thank you so much for  
joining us today!

Please reach out with  
additional questions!



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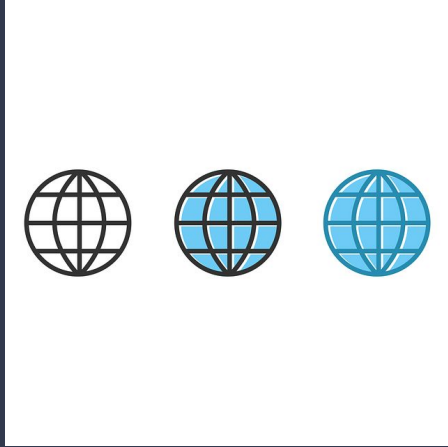
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# References



Source:

<https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-1>