



Supporting New  
Arrivals,  
Refugees, and  
Asylees in IL



# What is Welcome To Illinois?

- ❑ Consortium of non-profits and community-based organizations that have come together to support people who have been dropped off by bus from TX.
- ❑ There are also people coming to IL not only by bus, but other ways as well. More recently, people have been arriving by plane and bus.
- ❑ Welcome To Illinois website can be found here:

<https://welcometoil.org/>

Resources for New Arrivals:

<https://drive.google.com/file/d/10nBfhGdZlg9oBhtN5vKBGBMsqaaRklWb/view>

# Arrival Estimates

- ❑ 108 buses have arrived in the Chicago area.
- ❑ 5,146 people have arrived, as of May 1<sup>st</sup>.
- ❑ 11 shelters in Chicago have been housing individuals and 11 shelters in the suburbs were housing families.

# Numbers are fluctuating with arrivals... Why?

- ❑ Title 42 public health order was in place as of Dec. 21, 2022.
- ❑ DHS announced on Jan. 6, 2023 the following:

Nationals of Cuba, Haiti, Nicaragua, and Venezuela, and their immediate family members, may request to come to the United States in a safe and orderly way. Qualified beneficiaries who are outside the United States and lack U.S. entry documents may be considered, on a case-by-case basis. They need to have a supporter in the United States. **Source:** <https://www.uscis.gov/CHNV>

**Updated Announcement on May 11, 2023:**

**Source: News Conference with DHS Secretary Mayorkas:**

# Where are people coming from?

- Venezuela
- Ukraine
- Afghanistan
- Cuba
- Haiti
- Nicaragua

# Why are people coming?

- Leaving war torn country
- Persecution related to religion, race, ethnicity
- Fear of safety
- Looking for economic stability
- Many are coming with families

# Who are we supporting? Nuances between the status/titles given to individuals...

- ❑ **Asylee** - a person who has also fled their country due to the fear of being persecuted, possible war in their home country. (Seek documentation in their country of destination).
- ❑ **Refugee** - a person who has fled their country and can't return due to the fear of being persecuted because of their race, religion, nationality. Once their application is accepted, they may be cleared to travel to their destination country. \*Explain: "lily pad concept."
- ❑ **Migrant** - a person who has left their country of origin purely for financial or economic reasons (for example, seasonal agricultural workers).

**Lily Pad Concept Source:** Rishan Habte, Lutheran Social Services Program Officer

**Source:** <https://www.lirs.org/refugees-asylum-seekers-migrants-whats-the-difference/#:~:text=An%20economic%20migrant%20is%20different,not%20flee%20because%20of%20persecution>

# Steps on coming to the U.S. as a new arrival.

There are numerous entities involved in bringing **Refugees** to the United States including:

**UNHCR**=UN High Commissioner Refugees

**USCIS**=US Citizenship & Immigrant Service

**IOM**=International Organization for Migration

**BPRM**=Bureau of Population Refugees & Migration

**ORR**=Office of Refugee Resettlement

**10 Resettlement Agencies** within the U.S.

**Asylees** are going through a vetting process at the border prior to being sent via TX buses, and now airplanes.



# How can we support asylees, refugees, and new arrivals?

- Housing access – shelter and permanent
- Food – grocery store access
- Travel – how to use public transport
- Jobs – how to connect with networks, local hiring
- ESL – classes at community colleges – Age 18 and up \*Some programs work with those under 18 with documents from their secondary school / high school.
- School – enrollment for children
- Healthcare – medical and mental healthcare access

Example of working with beginner level New Arrivals – Later you will hear more about mid-level to advanced students in our program example.

## Literacy Minnesota

Youtube link here:

<https://www.youtube.com/watch?v=yx-YHG72FxE&list=PL-NrZkT8VAsYlyi4hMgy9ojAjJv5Ssp0i&index=29&t=3s>

Important things to consider for staff and instructors when working with asylees and refugees:  
**Trauma & Stress**

## **4 Stressors Instructors**

### **May Notice:**

Traumatic Stress

Helping Youth After Community Trauma resource found here:

<https://drive.google.com/drive/u/0/folders/1MfcAhhtMUMFGe2P82az6VEFWFAukEOlr>

Resettlement Stress

Acculturation Stress

Isolation Stress

Source:

<https://www.nj.gov/education/bilingual/pd/pp/newcomer16/CreatingTraumaInformedEnvironmentforELLs.pdf>

Key takeaways for creating support when working with refugees and asylees because stress can manifest in many ways.

- Welcoming environment
- Patience with language barriers
- Connecting to information and networks
- Creating consistency and routine
- Finding relatable materials to real world examples

**Resource:**

<https://docs.google.com/spreadsheets/d/1JD7Ttp11DZewMsaHynwgoe9T5lfBoTPXlZWaXH4rLug/edit#gid=26112289>

These are currently being released into the field.

Business size card are available in 4 languages:

- Spanish
- Farsi
- Ukrainian
- Haitian Creole

“Free English classes for adults”

# Resources

Refugees by state – IL is on page 8:

<https://www.wrapsnet.org/admissions-and-arrivals/>

Resources from Welcome To Illinois Group including youth health resources:

[https://drive.google.com/drive/u/0/folders/1O-BRhU\\_tlOOyYDXe-wsQnxbxG5EgHrH\\_](https://drive.google.com/drive/u/0/folders/1O-BRhU_tlOOyYDXe-wsQnxbxG5EgHrH_)

\*Can email Helping Youth After Community Trauma pdf.

\*Can email Counseling Services for Immigrants pdf.

Illinois Benefits / Programs for Migrants provided by Shriver Center on Poverty:

\*Can email pdf.

Resources on teaching Adult ELL students provided by ALRC:

\*Can email pdf.

# Questions?

If I can't answer your questions, I will find and answer.

Thank you so much for your time today!

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# Introducing... Ashley Roll and Christina Sedrel de Jong both Program Managers at CMAA

**Ashley** - Ashley joined CMAA in March of 2022 as the Manager of Adult Education and Workforce Development Programs where she is responsible for the oversight of programs at CMAA's Chicago and Elgin Offices and building and strengthening relationships with partners and the community.

Joining from a marketing, communications, and relationship management background, Ashley also has extensive experience in education and teaching ESL. She studied, then lived and worked abroad in the Dominican Republic as an ESL teacher and also taught in Miami, Florida to adult students of all levels from all over the world. She studied intercultural communication in Spain and Morocco while obtaining her master's in International and Intercultural Education as well as economics, industry, and agriculture for her bachelor's in International Studies. She served on the United Nations Association Columbus Chapter Board of Directors as Vice President of Programs and developed various programming around immigrant and refugee affairs, particularly within the Somali community. She enjoys volunteering for numerous organizations such as Feeding America and is passionate about socio-economic justice advocacy and women's empowerment.

Ashley is a native English speaker and can converse in basic Spanish. FUN FACT | Ashley often prefers to travel alone and has made friends from all corners of the globe

**Christina** - Christina has been with CMAA over 3 years now currently serving as one of the Manager of Adult Education and Workforce Development Programs but emphasizing in programming compliance. Initially, she was the Senior Coordinator of Adult Literacy where she coordinated programming for adult learners primarily looking to improve English Language abilities, and worked with the Adult Education team to structure classes and registration processes, monitor program metrics, and develop strategies to reach learners in the immigrant and refugee communities.

In 2006, Christina's initial experience in Adult Education took her to South Korea as part of a student exchange program where she tutored other University students in English. Since then, she has interwoven her experience in education both in the K-12 sector and Adult Education, where her work has been primarily serving students from immigrant and refugee communities, as well as other underrepresented communities. She also has education experience working in Peru.

Christina has extensive experience in education in varying capacities from teaching students with wide ranges in abilities and age, post-secondary preparation case management, program coordination and project implementation. While in graduate school, Christina taught ESL to adults for three years before moving onto other opportunities in K-12 education. In 2019, Christina returned to Adult Education serving as a volunteer ESL and ABE Math tutor with similar local CBO. It was this experience that reignited her passion for Adult Education and guided her to further her career with CMAA. FUN FACT | Christina was shockingly a very quiet child up until high school when she joined the debate team.