

Civic Pathways Leadership Program

“Immigrant Right to Work” Design Document

Sponsoring Organization

The New American Pathways Organization was established in 2014 as an Atlanta based nonprofit with the mission of helping refugees and Georgia thrive. Their vision is for new Americans in metro Atlanta to become successful, contributing, and welcomed members of Georgia's communities. They offer a fully integrated continuum of services targeted to meet the specific needs of refugees and other immigrants in Georgia.

General Program Summary

The Civic Pathways Program is a grant funded project started in 2020 and funded through 2025. The program was designed for new Americans in the fourth milestone of the New American Pathway progression, service, and is intended to develop leadership skills and foundational understandings of civic processes to allow for participants to become leaders of civic engagement in their communities.

The program consists of eight full day sessions, one per month, that introduce information to participants around six different topics within the themes of leadership and civic engagement. The topics around civic engagement include education, wellness, governance, justice and law enforcement, economic development, and cultural competency and diversity. The University of Georgia J.W. Fanning Institute for Leadership Development leads half of each session with their established curriculum around leadership development, while the New American Pathways team leads the second half of sessions around each of the six civic engagement themes and blends leadership training and practice within civic engagement for each them. The sessions take place in various locations, but all locations have a closed room setting, with access to a projector and computer. All students also have access to tablets for digital learning resources.

Participants are expected to complete ten hours of service within one or more of the civic engagement areas during the eight month program. As a cohort, the program members will also collaborate to develop a “Community Impact Project” that addresses an identified need within the community. This project will be discussed throughout the program, but will be primarily developed in the last two to three months of the program.

After completing the Civic Pathways Program, members should be able to apply acquired skills as tools to enhance and elevate their careers and professional endeavors. The program as a whole is intended to develop individuals in their pathway to service and community engagement and build a community of engaged new American leaders.

General Learner Profile

- Adults (over 18) with refugee/immigrant background; likely “newer” to the US.
- All learners are fluent in English.
- The ages of the learners and countries of origin vary widely.
- Participants access to reliable transportation
- Based on the organizational pathway these participants would be at level four where they are engaging in service, and must have demonstrated a prior interest in civic engagement.
- Aspire to increase their involvement in government, public service, or other areas of civic life and leadership in the future
- Believe that increased civic participation through electoral engagement, community organizing, and issue-based advocacy has the power to create meaningful, positive change.
- Work well both independently and collaboratively with individuals of diverse backgrounds, perspectives, and identities
- Be available on at least 7 of the 8 scheduled monthly session dates and able to volunteer in 10 hours of community service projects held during the eight months in which the program is in session

“Immigrant Right to Work” Extension CBT Overview

Scope and Sequence

The Civic Pathways Leadership Program covers several topics related to being leaders in civic engagement for new Americans. For Session 4: Economic Development there will be an extension training to support objectives from the in person session based around entering the workforce as an immigrant in the State of Georgia (US). This training will be completed between session 3 and 4, but could be provided to anyone outside of the program that needed to understand joining the workforce as an immigrant to the United States and State of Georgia.

This “Immigrant Right to Work” computer based training will include content, practice and evaluations around the following topics; which immigrants are legally able to work in the US State of Georgia and documentation needed to participate in US State of Georgia workforce. Each of these topics will be created as a separate RLO and they will be packaged together as a training called “Immigrant Right to Work”

Training Extension

To create a more complete training on all topics related to immigrants working in the State of Georgia, “Worker Rights and Laws” will be added as an extension to this training in the future and will include an overview of the rights of workers in the United States and the State of Georgia and resources to protect the rights of workers.

Method of Delivery

Instruction for the general “Civic Pathways Leadership Program” is face to face. However this extension training is a computer based training. The training will be uploaded to the google classroom program platform to be completed at home between sessions. This training might be included as a web based training for other people who use the New American Pathways organization as a resource.

RLOs Instructional Structure

Instructional Strategies

Individual learning using tutorials, drills/practice and branching scenarios will be used in this instruction. The training videos and slides will present information including definitions and examples with corresponding graphics that include titles, definitions in words and animations to show legal designations. These trainings will be followed by a “drill” structure where the learner is asked check for understanding questions as multiple choice questions. After all the trainings and proof of understanding the final evaluation for each ROL will be a branching scenario where learners can choose a residential path and must identify correctly the outcome based on that path.

Course structure description

This course will consist of 2 RLO’s and an additional third to be added after the course roles out, to extend the learning beyond the needs of just this course. The first RLO will be dedicated to identifying the persons who are legally able to work in the US state of Georgia through explaining both residency backgrounds and legal designations. The second RLO will be focused on understanding the documents needed to obtain employment and once employment is obtained to adhere to the federal tax requirements. The extension RLO will cover workers rights.

Estimated time to complete RLO part 1: 12 minutes

Estimated time to complete CBT course: 24 minutes

RLOs Instructional Plan

Detailed instructional outline, assessment and objectives

PART I: Who is legally able to work in the US State of Georgia?

Terminal Objective: Learners will be able to identify if an immigrant to the United States is eligible to enter the workforce in the State of Georgia based on their immigrant background			
Enabling Objectives	Assessments (for this RLO)	Evaluation (assessment for whole course)	RLO Learning Plan
Learners will be able to categorize different types of immigrants into their US residential status based on their immigration background stories	Drills/Practice 1 Questions: What is the automatic legal status of a person taken to the United States by their undocumented parents as a child? a) US-Citizen b) Resident c) Non-immigrant d) Undocumented e) DACA (this answer will have a detailed explanation to explain the misconception) A person who is on a temporary work visa is considered which of the following? a) US-Citizen b) Resident	Final Evaluation: A animated character will represent a person in the US with a particular kind of resident status, which is chosen by the learner. In this case they will be asked to first choose their own legal status so that it is more authentic and helpful to their own situation. The branches that follow will be based on the chosen status and reflect the correct answers for	Learning overview: I. <i>In an video/animation present a title slide with basic goals for this part of the CBT module found below. These will be read aloud.</i> A. <i>Identify and give examples of the 4 types of residential status' in the United States</i> B. <i>Explain who is eligible to apply for legal work status in the United States</i> Tutorial 1: II. <i>In a video/animation identify in audio, visual words, and multimedia diagramming the four basic types of non-citizen statuses in the United States and examples of each.</i> A. <i>US Citizen: born in the US, born to US citizen parents or materialized</i> B. <i>Resident: green card holders (permanent resident status), approved asylum or refugees, approved spouse or close family members, diversity, certain work visas</i>

	c) Non-immigrant d) Undocumented e) DACA A child is born in the United States while their Lebanese parents were seeking asylum but had not yet been granted asylum status. What is that child's residential status? a) US-Citizen (this will have an explanation of birth on soil) b) Resident c) Non-immigrant d) Undocumented e) DACA	status and ability to work based on the chosen background.	C. Non-immigrant: includes travel visa holders, temporary work visas, temporary spousal or family visas (must apply for residency), other types of legal visas D. Undocumented: Both non-documented immigrants without legal permission to be in the US. AND designated DACA individuals 1. DACA recipients a) Define b) Give examples Drills/Practice 1: Learners will answer a series of questions to indicate understanding of residential statuses. Each correct question will have an automatic "Correct response" reply and explain why. Each inaccurate answer will have an automatic "Incorrect response" reply and take learners back to the video with a time to have them watch and review before starting again. (or something to that effect) Tutorial 2 I. In a video/animation identify in audio, visual words, and multimedia diagramming the work status of US citizens and Residents. Each will be individually presented with a different screen. The video must be played in its entirety to go to drills and practice. A. All US citizens have the right to work in the US no matter their state of residence. B. Permanent Resident (green card holders): all permanent residents have the right to work in the US, but might need additional documentation to prove their working status. C. Non-immigrant: some non-immigrants are authorized to work and some are not. Additional documentation is needed for working non-immigrants
Learners will be able to identify types of immigrants into work eligible and not work eligible based on their legal residential status	Branching Scenario Learners will be given two new immigrants to follow their journey and make choices. Based on their choice they will find information about the journey of an immigrant in that position		

			<i>a. CANNOT WORK</i> <i>i. Travel Visa</i> <i>ii. Temporary Spousal Visa</i> <i>b. CAN WORK WITH DOCUMENTATION</i> <i>i. Temporary Work Visa</i> <i>ii. Student Visas with need identified</i> D. Undocumented: Cannot work unless DACA status was granted with papers. Drills/Practice: This will be a categorizing exercise. Final Evaluation The final evaluation for this RLO will be a branching training, in which learners are given a scenario with choices that lead in certain directions. Resources After the evaluation is complete, there will be a screen with resources and organizations to help with legal representation, processing, or more detailed information. Learners will be encouraged to continue to see the documentation that is needed for entering the workforce once hired in the next RLO.
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Flow Chart of Learning

See Appendix A

Media

Video with narrated graphics depicting the types of residential statuses, Diagram statuses with their definitions, Video with narrated graphics for each residential status and work force opportunities, Diagram showing residential statuses who are able to work and not able to work

508 Accommodations

In general structure of slides and videos high contrast colors will be used for animations and grayscale will be used for any descriptions or titles presented for those with visual impairments and general learner accessibility. Audio descriptions will be given in all tutorials with closed captioning giving multiple modalities for absorbing the same information. For videos there will be full screen options and large font options for words to allow for individual visual needs and preferences. Within tutorials chunking will be accompanied by brief bullets for longer legal definitions. The structure of design will be such that scrolling is never necessary, with individual questions on the page and single horizontal slides.

For navigation structure there will be an option for different modalities to answer some assessment questions, such as a drop down option for the drag and drop assessments. The drop-down menu will also be used in the branching scenario for accessibility. Other assessment questions will be presented as multiple choice with computer reading and different navigation modalities in mind. There will also be a timeline and table of contents presented in navigation to allow learners to navigate within the ROL and know their time and organization structure to adapt for their own needs. The structure of design will be such that scrolling is never necessary, with individual questions on the page and single horizontal slides, which helps with readers and mobile use. Buttons will use a wide radius for clicking and videos will start or stop by clicking anywhere on the video.

Within tutorials chunking will be accompanied by brief bullets for longer legal definitions for better retention through summarizing and charting. Diagrams will be used to visually demonstrate connections between legal designations and access. The visuals and bulletpointing will also be used as repetition devices to access all learners.

Screens/Pages: 16

Click Events

Navigation

Learners will be able to navigate using buttons for forward and back, in addition to a main menu option button that will take learners to a menu to give them access different slides in the RLO's without clicking back multiple times (although they have to have already watch the video to continue). Learners can also speed up or slow down as they want with this structure. The slides will require that learners see the prior slide before the next to ensure that all learners are introduced to the information and do not use it as a piece meal. Buttons will have a wide radius and videos will be able to be paused and started by clicking anywhere on the video. Drill choices and the final branching scenario will allow for mouse clicked choices or number choices (1,2,3,4). For questions learners will also press submit to submit answers after choosing. For each question a question mark icon will appear in the left corner. Titles for each section will remain at the top of each slide for that section.

Screen Layout

See Appendix B

Video Transcripts

See Appendix C

Development tools: Adobe Captivate for learning design creation, Apple Mac Video Record Software for videos

Development Time: 4 weeks

Ownership: Kathleen Callahan will design the RLO with assistance from a lawyer, the course will be a collaboration with Kathleen the ID and Ashley Coleman the CE

Support Requirements: Lawyer Checking Content, Instructional Designer (makes videos and ID)

PART II will not be used for this project as timing might not allow for completion. Below the general objectives are provided to show what the next RLO would cover.

PART II: What documentation is needed to obtain legal employment?

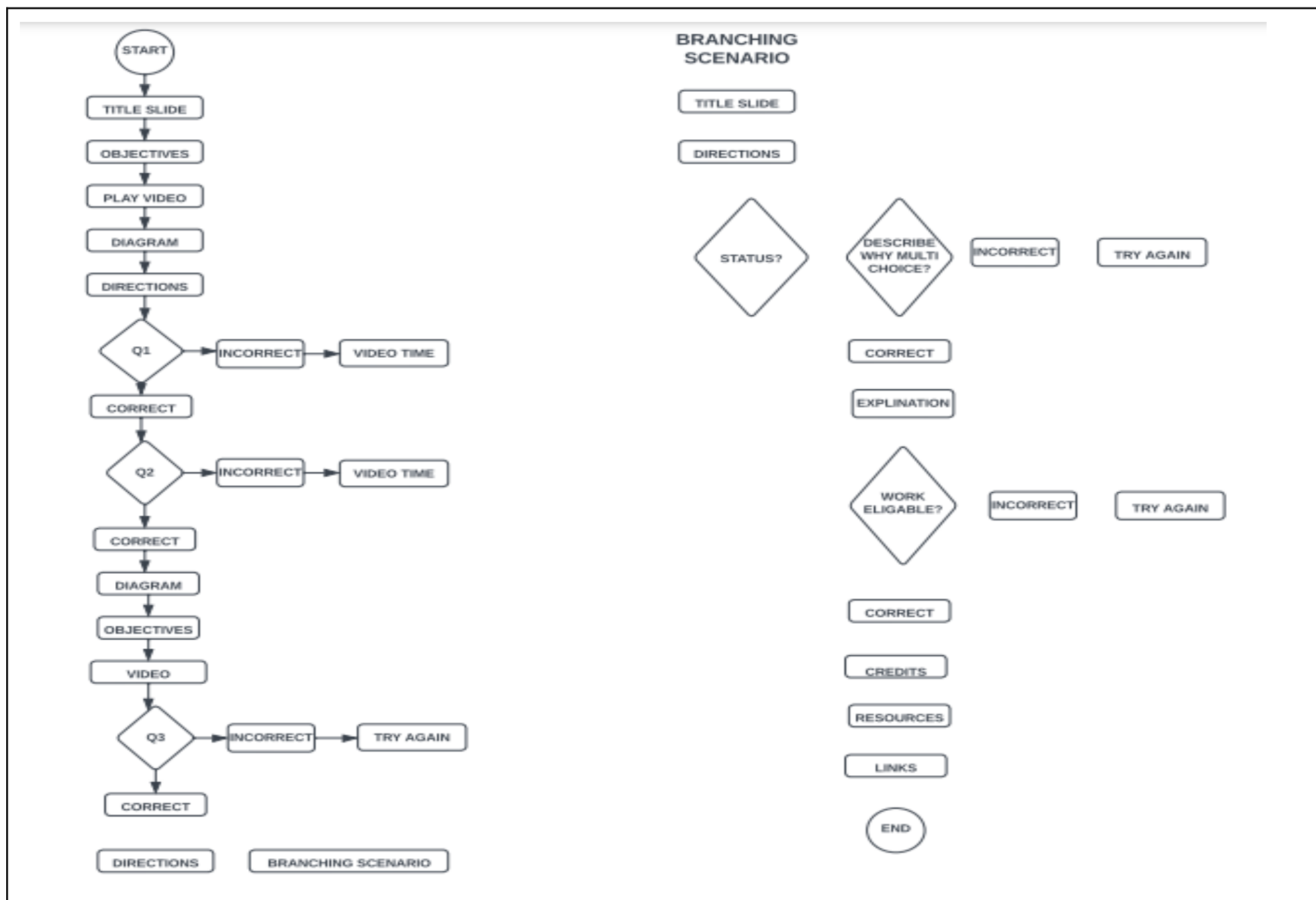
Terminal Objective: Learners will be able to explain the process and documentation needed, to be eligible to join the workforce in the State of Georgia (US) for an immigrant with temporary or permanent US residential status, in order to potentially provide that documentation to a perspective employer

Enabling Objectives

Learners will be able to explain the purpose of the

Learners will be able to identify the documents they need to have for an employer to hire them and after they are hired as a legal employee in the United States and State of Georgia

Appendix A



Appendix B

Title screen: *This will be the first screen seen by learners.*



Home Screen: *If home button is pressed learners will be taken to this screen. The yellow buttons will take the learners to each section. The glossary button will be at the lower middle.*

Objective:



1) Identify and give examples of residential status



TRAINING CONTENT

- What is my status?
- Am I eligible to work?
- How do I walk my legal shoes



Previous

Glossary

Next

Video Content Screen: The design will include video with play button in the middle of the screen and the title at the top. Home button to the upper left. Mute button to the upper right. Lower left will be previous slide button and lower right will be next slide button.



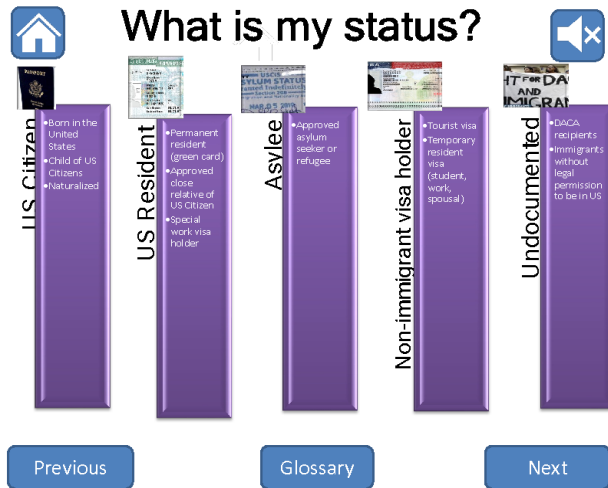
What is my status?



Previous

Next

Stagnant Text or Graphic Content: *The design will include content in the middle and title at the top middle. Home button to the upper left. Mute button to the upper right. Lower left will be previous slide button and lower right will be next slide button. The glossary button will be at the lower middle.*



Knowledge Check: *The design will include text content starting at the upper left and options below and graphics to the left. The words knowledge check will be at the upper left next to the home button. Home button to the upper left. Mute button to the upper right. Lower left will be previous slide button and lower right will be next slide button. The glossary button will be at the lower middle. Feedback will appear below the question after the answer.*



Knowledge Check



A person who is on a temporary work visa is considered which of the following?

1. US-Citizen
2. Resident
3. Non-immigrant
4. Undocumented
5. DACA



False Feedback

1. Visa holders are not citizens
2. Residents have a more permanent residency status
4. Temporary visa holders do have legal status
5. DACA recipients do not have a legal visa status



Previous

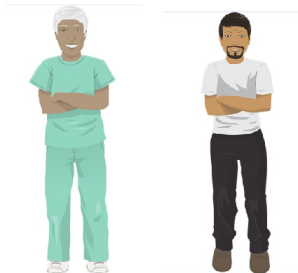
Glossary

Next

Branching Scenario Title Slide: *The design will include title “A walk in my legal shoes” at the top. The home button on the upper left. The mute button in the upper right. The glossary in the middle to the left and the replay button at the middle right. The two-character options will be in the middle.*



A walk in my legal shoes



Glossary



Character slide: *Title at the top. Button options to the right. Character to the left. The result of a choice appears in a bubble to the left. The replay button is below the character. Start over is the bottom middle left and to the right of start over is the end button.*



Final Slide: *Thank you and more information appear in title at the top. Below the title have the link to “GeorgiaLegalAid.org” Character pictures appear left to right with the narrator in the middle. Home button at the top to start the training again.*



Appendix C

“Legal Status” Video Transcript

INTRODUCTION (Screen 1)

Now that you know your legal status, let’s look at your ability to work in the United States. According to the US Bureau of Labor Statistics from 2022 there are current 164.75 million workers in the US labor force and this number continues to rise.

Who can work? (Screen 2)

All non-incarcerated US citizens over the age of 17 automatically have the right to work in the United States. This includes both foreign born and naturalized US citizens.

Employers hiring someone with US citizenship will require that you provide proof of identification and a social security number to be hired.

Who can work? (Screen 3)

Those with permanent residency or a “green card” also have the right to work in the US, although certain job listings might be limited to citizens for security reasons.

Employers will require permanent residents to provide their “green card” documentation and social security number, which is given to all permanent residents, upon being hired as proof of the right to work. No additional work papers are needed for permanent residents.

Who ELSE can work? (Screen 3)

Only permanent residents and US citizens automatically have authorization to work in the United States. Other legal residential statuses might be eligible to work but more documentation and information about legal status is needed to join the workforce in the United States.

All persons with an approved refugee or asylum status, although not permanent residents, do have the right to work if they are of working age in the United States. As proof of the right to work, those with approved refugee status should receive an Form I-94, Arrival-Departure Record, upon arrival which is documentation of the right to work approval in the United States. This form can be used as proof for up to 90 days after the form is issued. After 90 days these persons should have obtained a social security card and/or a government issued ID as proof of the right to work.

Who ELSE can work? (Screen 3)

For asylum, who were approved after entering the US, an Employment Authorization Document or EAD will be issued after asylum status is approved and can apply for a social security card or Form I-94 after obtaining asylum status and an EAD. The EAD is all that is needed for an employer to approve work status.

Other situations (Screen 4)

Persons residing in the US with other visas generally are not authorized to work in the United States unless their visa specifically provides employment authorization, and they obtain an EAD. Types of visas that would provide this authorization include temporary work visas and some student or exchange visas provided the need for employment is granted by visa issuing

“Right To Work” Video Transcript

INTRODUCTION (Screen 1)

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Other situations (Screen 4)

Persons residing in the US with other visas generally are not authorized to work in the United States unless their visa specifically provides employment authorization and they obtain an EAD. Types of visas that would provide this authorization include temporary work visas and some student or exchange visas provided the need for employment is granted by visa issuing office and EAD papers are obtained. Other non-immigrant visas such as tourist visas and temporary spousal visas do not have work eligibility and would need to change their status to qualify to enter the workforce in the US.

What about those that are undocumented? (Screen 3)

Those residing in the United States without residential documentation are not legally authorized to work in the United States, however the Immigration and Nationality Act (INA), it is illegal to discriminate against any worker, regardless of immigration or citizenship status. This makes considering undocumented

residents for employment a little complicated. The Immigration Reform and Control Act or IRCA prohibits businesses for knowingly engaging in illegal activities such as hiring undocumented workers and said businesses can be fined. How can INA and IRCA exist together?

What about those that are undocumented? (Screen 3)

Well, employers cannot discriminate against someone in the application process because of their immigration status, however if chosen for a job employers cannot complete the hiring process for employees that do not provide legal documentation of the ability to work. However if their employee does get hired they have the same rights as any other employee.

What about those that are undocumented? (Screen 3)

What about those with DACA status? If a person has been approved for DACA status, although they are not a documented immigrant, they can obtain working papers under the DREAM-ers act.

What about those that are undocumented? (Screen 3)

Woof! This can get complicated huh? If you are still unsure of your ability to work in the US or documentation needed to be hired, you may do more research at the American Immigration Counsel website or GeorgiaLegalAid.org where you can contact a person to give you free legal counseling.