

DOMESTIC CULTURAL ORIENTATION OBJECTIVES AND INDICATORS

TOPIC	PAGE
Budgeting and Personal Finance	1
Cultural Adjustment.....	2
Digital Technology and Literacy.....	2-3
Education.....	3
Employment.....	4-5
Health and Hygiene.....	5-6
Housing.....	7
Learning English	8
Newcomer Rights and Responsibilities.....	8
Public Assistance.....	9
Role of the Local Resettlement Agency (RA).....	9-10
Safety.....	11
Transportation	11-12
U.S. Laws.....	12
Your New Community.....	13

Disclaimer:

The Cultural Orientation Objectives and Indicators outline what is required in Cultural Orientation programming and what refugees are expected to do or say by the end of the Reception and Placement period. The examples provided throughout the document are not exhaustive. You are encouraged to localize the content to ensure refugees receive accurate, tailored information that supports their ability to achieve self-sufficiency in the U.S. You can learn more by visiting the Cultural Orientation Resource Exchange (CORE) website: [COResourceExchange.org](https://www.COResourceExchange.org).

Budgeting and Personal Finance

OBJECTIVES

INDICATORS

Participants can explain that refugees are responsible for managing their personal finances

- Participants can identify their total monthly income and expenses, including rent and utilities
- Participants can explain and create their monthly budget, including differentiating between wants and needs
- Participants can explain that employable members of the family may all have to work to meet their financial needs
- Participants can explain that their financial obligations in the U.S. (e.g., rent, travel loan) will affect their ability to remit money to relatives back home
- Participants can identify at least two resources where they can receive assistance in managing their financial resources (e.g., online budgeting calculators, financial literacy classes)
- Participants can list at least three instances when they should compare pricing for services (e.g., cellular and Wi-Fi plans, car share vs. public transportation)

Participants can identify at least two ways to build and maintain a good credit history (e.g., paying your bills on time, paying off a loan)

- Participants can list at least two reasons why paying bills on time is important (e.g., build your credit, earn trust)
- Participants can identify at least two consequences of having bad credit (e.g., denied loans, difficulty renting housing)

Participants can explain fundamentals of the U.S. financial systems

- Participants can identify the different denominations of U.S. currency
- Participants can list at least two steps to take to open a bank account (e.g., completing paperwork, visiting the bank) and list two bank products and services (e.g., ATMs, online banking)
- Participants can explain that a significant amount of banking activity in the U.S. is conducted online and can list at least two basic services available through online banking (e.g., direct deposit, checking statements)
- Participants can explain that banking in the U.S., including online banking, is safe and should be used
- Participants can identify at least two risks associated with using unsecure networks to access online banking (e.g., theft of your user ID/username, virus attacks)

Participants can explain that paying taxes is a legal obligation in the U.S.

- Participants can state that paying taxes is a personal and civic responsibility
- Participants can state when and how to pay taxes
- Participants can describe the concept of withholding (e.g., taxes, social security) on paychecks
- Participants can identify at least one reason why individuals pay taxes in the U.S. and how tax money is used (e.g., improve and maintain public infrastructure, like roads and fund schools, emergency services)

Cultural Adjustment

OBJECTIVES	INDICATORS
<p>Participants can explain that the U.S. is a nation of diverse communities and individuals</p>	<ul style="list-style-type: none"> • Participants can list at least two examples of how diversity is reflected in U.S. communities and individuals (e.g., gender, sexual orientation) • Participants can explain how diversity in the U.S. may be similar or different from other communities they have lived in
<p>Participants can identify that there are numerous phases of cultural adjustment</p>	<ul style="list-style-type: none"> • Participants can identify that cultural adjustment is a multi-step, long-term process they will experience • Participants can name at least two of the broad phases of cultural adjustment (e.g., honeymoon, cultural shock)
<p>Participants can identify that there are coping mechanisms that can assist in managing stressors and adjustment</p>	<ul style="list-style-type: none"> • Participants can list at least two healthy ways of dealing with stress and cultural shock (e.g., faith community, mental health provider) • Participants can identify that honoring and preserving their home culture can help facilitate successful adjustment to life in the U.S. • Participants can identify that learning English will facilitate their adjustment to life in the U.S.
<p>Participants can identify that there may be cultural differences between their cultures and the culture in the U.S., including social norms and laws</p>	<ul style="list-style-type: none"> • Participants can list at least two examples of norms in the U.S. that may be unfamiliar or challenging to their traditions (e.g., appropriate noise level, family dynamics) • Participants can identify at least two parenting practices (e.g., supervision, discipline) that may be unfamiliar or challenging
<p>Participants can explain that resettlement may have an impact on family roles and dynamics</p>	<ul style="list-style-type: none"> • Participants can give at least two examples of how resettling to the U.S. may impact family dynamics (e.g., children learning English faster than adults, women in the workplace)

Digital Technology and Literacy

OBJECTIVES	INDICATORS
<p>Participants can explain they will need to use digital communication tools to access services and connect with their community and local Resettlement Agency</p>	<ul style="list-style-type: none"> • Participants can name at least three instances in their early resettlement when they may be required to use technology (e.g., learning the public transit system, banking) • Participants can list at least three methods of communication they will use to connect to their local RA or other service providers and demonstrate how to use one method (e.g., email, text messages) • Participants can explain the importance of setting up and utilizing an email address (e.g., to communicate electronically, to access online services) and voicemail on their telephone (e.g., to receive messages from RA, to receive messages from employer)

Digital Literacy and Technology (continued)

OBJECTIVES

Participants can explain how to engage in safe digital practices to protect themselves, their families, and their digital information

INDICATORS

- Participants can list at least two examples of risky behavior when using the internet on a digital device (e.g., using free Wi-Fi, sharing devices)
- Participants can list at least one way to protect their digital accounts, including Wi-Fi and online accounts (e.g., using a safe and secure password, not sharing passwords with others)
- Participants can name at least two ways to protect themselves from financial fraud and identity theft (e.g., do not open emails and select links from unknown senders, do not click on popup advertisements)
- Participants can provide two reasons why it's important to monitor children's online activity (e.g., cyberbullying, access to inappropriate content)
- Participants can identify at least two common online scams (e.g., sight unseen job offers, unexpected winnings)

Education

OBJECTIVES

Participants can explain that public school is free, is required by law for children, and there are legal requirements and expectations regarding schooling in the U.S.

INDICATORS

- Participants can identify at least three basic characteristics of schooling in the U.S (e.g., public school is free, all genders attend public school together)
- Participants who have children can identify at least two services and educational options that might be relevant for them (e.g., preschool, special education services)
- Participants can identify at least two rights and responsibilities of parents and children in the school system (e.g., attending school, safe environment for children)
- Participants can list at least three ways they can be involved in their children's education (e.g., ensuring attendance, attending parent teacher conferences)
- Participants can name at least two costs associated with free public education (e.g., school supplies, appropriate clothing)

Participants can explain that education is a lifelong experience and should be weighed against the need to work

- Participants can identify that education is a goal to be achieved but should be weighed against other factors such as need for income/employment
- Participants can explain that there are educational and training options that allow them to work while going to school
- Participants can list possible choices for continuing or higher education that may be relevant to them (e.g., GED, university classes)

Employment

OBJECTIVES

INDICATORS

Participants can explain that refugees play a central role in finding/obtaining employment in the U.S.

- Participants (if employable adults) can identify themselves as responsible for obtaining employment in the U.S.
- Participants can list at least two ways the RA may assist them with finding employment services and developing job skills (e.g., classes and trainings, referrals to employment services)
- Participants can list at least three ways in which they can search for employment (e.g., online, help wanted posters)

Participants can explain that a crucial way of finding better paying jobs is learning how to speak English

- Participants can list at least two ways English language acquisition is a key to a more desirable job (e.g., English is the most common language in the U.S., learning English is necessary to thrive and advance)

Participants can explain that early employment and job retention is essential to self-sufficiency in the U.S., and it must be the primary focus for all employable adults

- Participants can list at least one positive consequence of early employment (e.g., pay bills, expenses) and at least one negative consequence of delayed employment or lack of employment (e.g., unable to buy personal items, deny benefits)
- Participants can list one reason that turning down any job could be used as a reason to deny benefits
- Participants can demonstrate at least one good interview skill (e.g., firm handshake, eye contact) and list one negative action (e.g., not answering questions, a disinterested expression)
- Participants can list at least two positive outcomes for retaining their job (e.g., keep public benefits, build job history)

Participants can explain that a person's initial job might not be in their chosen profession

- Participants can list at least two positive outcomes of accepting employment outside their chosen profession (e.g., gain experience, learn English)
- Participants can identify at least two types of entry-level jobs they may hold in the U.S. during the initial resettlement period (e.g., customer service, food service)
- Participants can identify that their first job might not be their last and that it is okay to change jobs or careers
- Participants can explain that current job skills, professional development certificates, or education may not transfer immediately to their chosen profession
- Participants can list at least two skills or factors that can help expand their employment opportunities (e.g., learning English, good job performance)

Employment (continued)

OBJECTIVES	INDICATORS
Participants can explain that employees have rights as well as responsibilities in the workplace	<ul style="list-style-type: none">• Participants can explain that they have the right to work in the U.S.• Participants can list at least two rights in the workplace (e.g., to be paid for their work, work in a safe environment free from discrimination and harassment)• Participants can list at least two responsibilities in the workplace (e.g., timeliness, respecting coworkers)
Participants can explain that there are general characteristics of U.S. professional and work culture to which refugees must adapt to be successful in finding and maintaining employment	<ul style="list-style-type: none">• Participants can list at least two aspects of U.S. professional and work culture that may differ from their homeland (e.g., women in the workplace, taxes)• Participants can list at least two appropriate and desirable workplace behaviors (e.g., timeliness to work, clean dress/attire)• Participants can list at least two effective ways to communicate with their employer and fellow employees (e.g., respectfully, timely)

Health and Hygiene

OBJECTIVES	INDICATORS
Participants can state that initial health screenings and immunizations take place shortly after arrival (30 days)	<ul style="list-style-type: none">• Participants can identify that the RA will schedule a basic health screening and immunizations after their arrival• Participants can identify that it is their responsibility to attend that health screening and any follow-up appointments• Participants can explain they need their initial health screening records when they adjust their status in the U.S. and can identify at least one safe and secure place where they can keep such records (e.g., in a secure location in their home, in a safe)
Participants can explain that only critical and immediate health care needs may be met in the initial weeks of resettlement	<ul style="list-style-type: none">• Participants can explain that only emergency medical situations can be dealt with upon arrival• Participants can list one example of each: when to go to the emergency room (e.g., heart attack, urgent medical need), when to go to urgent care (e.g., high fever, sickness on the weekend), when to go to primary care provider/regular doctor (e.g., annual physical, routine check-up), and what should be dealt with at home (e.g., mild headache, cold)
Participants can identify that there are a variety of health care services available in the U.S.	<ul style="list-style-type: none">• Participants can list at least two types of places where they might seek health services (e.g., clinics, urgent care)• Participants can demonstrate how to use pharmacies to obtain prescriptions and over-the-counter medicine

Health and Hygiene (continued)

OBJECTIVES	INDICATORS
Participants can explain that the U.S. has no universal health care system and refugee medical assistance (RMA) differs state by state. In many cases RMA is available for 12 months	<ul style="list-style-type: none">• Participants can identify that health care in the U.S. is very expensive and that the government will only pay limited healthcare for refugees up to their first 12 months in the U.S. After that, it is the individual's responsibility to obtain insurance or pay for services• Participants can identify that long-term health insurance is generally tied to employment• Participants can name two reasons they may be responsible for paying their own healthcare after 12 months (e.g., not eligible for Medicaid, not receiving health insurance as a benefit of their job)• Participants can identify who may be eligible for government health insurance (Medicare) after 12 months (e.g., persons 65 or older, those with disabilities)• Participants can list, even if they have health insurance, at least two ways they may still be responsible to contribute to the cost of healthcare (e.g., co-pays, reaching deductible limits)
Preventative health care plays a large role in maintaining good health	<ul style="list-style-type: none">• Participants can list three preventative health care measures and why they are important to maintaining good health (e.g., appropriate nutrition, immunization and vaccines)• Participants can identify that their children may be required to get immunizations and vaccines to attend public school
Participants can explain that there are norms associated with health care services in the U.S.	<ul style="list-style-type: none">• Participants can describe the importance of being on time for health appointments• Participants can describe that personal medical information that is shared with a health provider is kept confidential
Participants can explain that there are local resources available to support refugees' mental health	<ul style="list-style-type: none">• Participants can describe at least one mental health service available in their community• Participants can explain that health professionals in the U.S. consider mental health to be a significant component of human health, and this may differ from their country of origin
Participants can explain that public health is important to community and personal safety	<ul style="list-style-type: none">• Participants can describe the importance of basic health and hygiene and list at least two actions to help prevent illness (e.g., handwashing, cleaning their home)
Participants can explain there are norms for good hygiene in the U.S.	<ul style="list-style-type: none">• Participants can name at least two norms for basic hygiene that are similar to or different from norms in their home country (e.g., regular shower or bath, brushing teeth)• Participants can identify at least two ways personal hygiene can affect relationships, particularly with coworkers, fellow students, and members of their community (e.g., stares/uncomfortable situations, losing employment)

Housing

OBJECTIVES

INDICATORS

Participants can explain that there are a variety of types of housing arrangements in the U.S. (including shared housing, apartment, house)

- Participants can name at least two different types of housing (e.g., apartment, shared housing)
- Participants can explain that the affordability of housing differs across and within localities and may affect how the local RA makes housing choices

Participants can articulate that housing comes with rights, responsibilities, restrictions, and regulations

- Participants can explain how to end their lease and list at least two steps they must take to move to a new residence (e.g., notifying their landlord, completing AR-11)
- Participants can list at least two rights and responsibilities of landlords (e.g., follow local and federal housing laws, keep the apartment in good repair) and tenants (e.g., pay rent and utilities)
- Participants can name at least two behaviors that may lead to eviction (e.g., not paying rent, lack of cleanliness)
- Participants can list at least two norms and rules that apply to apartment or housing complex common areas (e.g., noise, cleanliness)
- Participants can demonstrate how to pay their rent and utilities

Participants can explain that basic safety considerations and use of appliances/ facilities will promote safety in the home

- Participants can list at least two ways to maintain basic fire safety in the home (e.g., check fire alarms, draft fire escape plan)
- Participants can explain one reason why they should keep their doors and windows locked and not to allow strangers into their home (e.g., personal safety, prevent theft)
- Participants know how to access emergency services and can demonstrate how to dial 9-1-1
- Participants can demonstrate safe and appropriate use of basic appliances and bathroom facilities
- Participants can demonstrate how to use/maintain fire alarms and how to use fire extinguishers

Participants can explain that the local RA provides assistance in home orientation, after which housekeeping and home maintenance are individual and family responsibilities

- Participants can list at least three steps needed to upkeep their home or apartment (e.g., preventative maintenance, who to contact for help with repairs)
- Participants can demonstrate the use of basic household products, including their safe disposal
- Participants can demonstrate how to clean their home and remove trash in alignment with local laws or ordinances, as appropriate
- Participants can explain how to control utility costs through conservation
- Participants can demonstrate how to identify and respond to mail

Learning English

OBJECTIVE

Participants can explain that learning English is critical to successful adjustment in the U.S., and that there are a variety of ways to learn English

INDICATORS

- Participants can list at least three reasons why learning English is important for successful adjustment in the U.S. (e.g., employment, self-sufficiency)
- Participants can explain that learning English is their responsibility and can list three ways in which they can learn English (e.g., attend free classes referred by the local RA, utilize online learning apps)
- Participants can explain that having limited English should not prevent them from pursuing employment, enrolling in school, applying for assistance, or participating in community life
- Participants can explain that they will be referred to free English language classes by the local RA, but these classes may have a waiting list and/or the schedule or location of the classes may not be ideal
- Participants can identify at least two reasons why it is important to attend English as a second language (ESL) classes consistently (e.g., repetition helps retention, practicing English everyday leads to improvements)

Newcomer Rights and Responsibilities

OBJECTIVE

Participants can explain that there are rights and responsibilities related to refugee status and status adjustment

INDICATORS

- Participants can state that they are required to apply for permanent residency as soon as they become eligible
- Participants can articulate their legal responsibility to repay the travel loan and name one consequence for missed or late payments (e.g., poor credit score, difficulty getting loans)
- Participants can explain how to submit a change of address form (AR-11) if they move and acknowledge their responsibility to do so
- Participants can articulate the importance of Selective Service registration and name one consequence if they do not register (e.g., felony, fines)
- Participants can list at least two behaviors that may hinder their adjustment of status or naturalization or lead to deportation (e.g., breaking the law, failure to report moving to USCIS)
- Participants can state that while learning English they have the right to request an interpreter (e.g., in hospitals, in schools)
- Participants can state that they may be eligible to become U.S. citizens
- Participants can explain they may be eligible for family reunification and can identify locally where to get assistance in the process

Public Assistance

OBJECTIVES	INDICATORS
<p>Participants can explain that public assistance is available to help refugees pay for their needs, but is limited in amount and scope</p>	<ul style="list-style-type: none"> • Participants can explain at least two limitations on eligibility for public assistance (e.g., employment, marital status) • Participants can explain that assistance varies from state to state and within states
<p>Participants can explain that there are a variety of types of government assistance</p>	<ul style="list-style-type: none"> • Participants can explain assistance varies greatly based on income, age, family size, and location • Participants can identify two public assistance programs for which they qualify (e.g., Matching Grant, WIC)
<p>Participants can explain that the local RA will provide help in accessing public assistance services</p>	<ul style="list-style-type: none"> • Participants can demonstrate how to apply in person or online for public assistance • Participants can demonstrate how to fill out forms in person or online or how to get help in filling out forms • Participants can demonstrate how to use public assistance in person or online on an ongoing basis (e.g., SNAP/EBT card, WIC card)
<p>Participants can explain that there are responsibilities associated with some types of assistance</p>	<ul style="list-style-type: none"> • Participants can identify at least one responsibility associated with the type(s) of assistance they are receiving (e.g., community service, attending job readiness classes) • Participants can explain that they are required to accurately and fully report any changes to their household status (e.g., income, change of address) to public assistance caseworker

Role of the Local Resettlement Agency (RA)

OBJECTIVES	INDICATORS
<p>Participants can explain that the local RA is not a government agency</p>	<ul style="list-style-type: none"> • Participants can identify at least two differences between the local RA and local, state, and federal government agencies (e.g., the local RA is a non-profit agency, the government sets guidelines and provides funding to local agencies)
<p>Participants can explain that the local RA provides assistance to refugees through the provision of items and/or money to meet initial needs, basic services, and advocacy on refugees' behalf to receive services for which they are eligible</p>	<ul style="list-style-type: none"> • Participants can identify at least three or more types of items that will be provided soon after arrival (e.g., initial housing, basic furnishings) • Participants can identify at least three basic services provided by the local RA (e.g., airport pick-up, applying for social security card and benefits) • Participants can state that money will have been spent on their behalf • Participants can state they will receive a small amount of money for personal spending when they arrive in the U.S.

Role of the Local Resettlement Agency (RA) (continued)

OBJECTIVES	INDICATORS
Participants can explain that the quality and quantity of items provided will vary	<ul style="list-style-type: none">• Participants can explain that the items they receive might not be new or what they would choose for themselves• Participants can identify at least two factors that impact the quality and quantity of items they might receive (e.g., availability of resources locally, needs and size of the family)
Participants can explain that assistance provided by the local RA is limited and that benefits vary across agencies, locations, and cases	<ul style="list-style-type: none">• Participants can identify that the services they receive will be for a limited time• Participants can list two reasons why the money, goods, and services they receive may not be the same as what other participants will or did receive (e.g., family size, availability of goods)• Participants can identify that they will receive assistance, but that non-urgent issues may not be addressed immediately• Participants can identify at least one possible consequence of moving away from their initial resettlement site (e.g., loss of access to certain government benefits, gaps in service provision)
Participants can explain that there are several organizations that will work alongside local Resettlement Agencies to assist with access to locally available programs and provision of services	<ul style="list-style-type: none">• Participants can identify the local RA as the first point of contact for accessing services• Participants can list two agencies or organizations that the local RA may refer them to for services (e.g., local government agency, employment services)
Participants can explain that refugees are responsible for their own successful resettlement in partnership with the local RA.	<ul style="list-style-type: none">• Participants can explain that refugees and the local RA work in partnership and have rights and responsibilities with respect to each other• Participants can explain that refugees are ultimately responsible for their own success• Participants can explain that the local RA case manager is a source of reliable and accurate information• Participants can name their caseworker/office contact and can demonstrate or describe where to find their contact information• Participants can explain the role of the US tie and co-sponsor, and identify two ways those roles are different from the role of the RA (e.g., RA is financially and legally responsible, U.S. tie assistance is voluntary)• Participants can identify two ways to be respectful when communicating with the RA or community partners (e.g., no yelling, no touching)

Safety

OBJECTIVES

INDICATORS

Participants can explain that paying attention to personal safety is an important consideration for all people

- Participants can explain the concepts of personal and family safety
- Participants can list two ways they can recognize and avoid scams and prevent fraud and identity theft (e.g., monitor online accounts, ask questions of unknown callers)
- Participants can demonstrate how to report a crime while maintaining personal and/or family safety

Participants can explain that the role of police in the U.S. is to maintain public order and safety, enforce the law, and protect the civil rights of individuals in communities across the country

- Participants can list two local law enforcement agencies (e.g., city police, state police) in the U.S. and two examples of their roles and responsibilities (e.g., enforcing the law, investigating crime)
- Participants can explain that they may encounter police in a variety of situations in their communities and can list at least one appropriate way to interact with the police (e.g., remain calm, be respectful)

Participants can explain that it is important to be prepared for emergencies

- Participants ensure that all residents of the household can recite or have access to their address and phone number
- Participants have a plan and can explain two steps to take in the event of a man-made disaster or public health emergency (e.g., follow local guidance, don't panic)

Participants can explain that it is important to be familiar with safety procedures

- Participants can list at least two general safety procedures related to driving or riding in a vehicle (e.g., wearing a seat belt, proper child safety)
- Participants can list two general safety procedures to take when walking, biking, and/or taking public transit (e.g., using crosswalks, wearing a helmet)
- Participants can name at least one way to keep themselves safe and comfortable in unfamiliar weather conditions (e.g., umbrellas, appropriate clothing)

Transportation

OBJECTIVES

INDICATORS

Participants can state that transportation options exist in most communities

- Participants can identify at least one public transportation option available to them locally (e.g., bus, bike share)
- Participants can explain how to navigate at least one public transportation system, including identifying the use of maps, schedules, and payment methods
- Participants can explain how to safely board, ride, and exit the types of public transportation they are likely to use

Transportation (continued)

OBJECTIVES

Participants can explain that owning or having access to a personal vehicle comes with benefits and responsibilities

INDICATORS

- Participants can explain at least three legal requirements related to owning and driving a personal vehicle (e.g., driver's license, insurance)
- Participants can explain at least two safety issues and legal requirements of driving (e.g., use of child seats, hands-free devices)
- Participants can state that buying and maintaining a car can be very expensive
- Participants can list two positives (e.g., independence, access to job opportunities) and two barriers to obtaining a driver's license (e.g., cost, takes time to learn)

U.S. Laws

OBJECTIVES

Participants can explain that the U.S. is governed by the rule of law

INDICATORS

- Participants can state they have accountability under the law and can list at least two possible consequences for breaking the law (e.g., change in immigration status, mandatory community service)
- Participants can articulate three ways U.S. federal law prohibits discrimination (e.g., race, religion)
- Participants can name three of their legal rights in the U.S. (e.g., legal representation, right to an interpreter)
- Participants can name at least one legal right during police encounters (e.g., right to remain silent, right to a government-appointed lawyer)
- Participants can identify sexual harassment and why it is illegal to harass individuals of the opposite sex in the U.S.
- Participants can list three relevant laws and norms for behavior in public (e.g., for the use of alcohol, tobacco, drugs, and firearms, disciplining children)

Participants can explain their responsibility to know and follow the law in the U.S.

- Participants can identify their responsibility to know and obey the laws of the U.S.
- Participants can identify at least one digital source of information about laws and regulations that may impact their daily lives (e.g., Fish and Wildlife Services, DMV)

Participants can articulate there are legal rights and responsibilities related to family life in the U.S.

- Participants can articulate what domestic violence is and why it is illegal to abuse family members in the U.S.
- Participants can list at least two basic laws regarding child supervision, neglect, and abuse (e.g., illegal to abuse a child, children can't be left unsupervised), including one acceptable method of disciplining a child (e.g., time outs, taking away toys)
- Participants can identify one or more ways in which approaches to childcare and discipline may conflict with U.S. laws

Your New Community

OBJECTIVES

INDICATORS

Participants can explain that there are community and public services that are available to support residents

- Participants can identify at least one of the community services relevant to their specific needs (e.g., bank, childcare/daycare)
- Participants can identify at least two community services that refugees may need to access (e.g., food banks, family support services)
- Participants can explain how to provide feedback to the RA about services they receive from local community service providers, government agencies, and partners

Participants can explain that the local RA will assist refugees in becoming acquainted with their new community

- Participants can describe where to find and how to use at least three critical community services (e.g., hospitals, laundromats)
- Participants can explain where they live in the U.S. (e.g., region, state, city)
- Participants can identify at least one digital resource they can access to stay up-to-date on community news and events (e.g., local online news sources, community listservs)
- Participants can list at least two common local weather conditions and/or natural events that may take place in their area (e.g., earthquake, snow)

Participants can explain that members of the refugee's ethnic or religious group who live in the area may be a good source of support

- Participants can identify at least one Ethnic Community-Based Organization or other organization that serves members of their community (e.g., service center, Mosque)
- Participants can identify at least one neighborhood, association, or business establishment where they would be likely to find members of their home community, if applicable



The contents of this document were developed under an agreement financed by the Bureau of Population, Refugees, and Migration, United States Department of State, but do not necessarily represent the policy of that agency and should not assume endorsement by the Federal Government.