

Priority: Enable educators to support I&I student success, family engagement and lifelong learning

	Action Step	Potential Partners	Short (6 – 12 mos) Mid (1 – 2 yrs) Long (3 – 5 yrs)
Support immigrant families’ access to early intervention and early childhood education			
1.	Establish or strengthen relationships between early childhood education providers and resettlement agencies, family centers, the Alliance for Infants and Toddlers and other partners to identify families in need of service.	PAEYC, ISAC, Alliance for Infants and Toddlers, ethnic communities, OCD, Project LAUNCH/LINK, DHS I&I, ISAC	Mid
2.	Organize outreach efforts to educate communities about early childhood programs, help families navigate enrollment, and elicit feedback to better understand barriers faced by families.	PAEYC, ISAC, Alliance for Infants and Toddlers, ethnic communities, OCD	Mid
3.	Use state and federal funding to expand Head Start programs and prioritize enrollment spaces for immigrant and refugee youth	DHS, OCD, AIU, COTRAIC, PPS, YWCA, PAEYC	Long
4.	Convene early childhood providers to identify and address programmatic barriers related to foreign-born families such as waitlists, language access, the need for extended care hours, etc.	DHS, OCD, AIU, COTRAIC, PPS, YWCA, PAEYC, Jeremiah’s Place, ethnic communities	Short
5.	Promote kindergarten readiness by creating culturally and linguistically specific programming, such as the Latino Family Center’s Kindergarten Clubs.	Ethnic communities, Family Centers, OCD	Mid

Strengthen supports for academic success from Pre-K to 12 and support college readiness			
1.	Expand and enhance extracurricular afterschool and summer programs for immigrant students. Identify and partner with funders and community-based organizations to supplement school resources.	APOST, Junior Achievement, A+ Schools, PRYSE, I&I Advisory Council, Family Centers, DHS, Resettlement Agencies	Mid
2.	Develop programs directed at improving navigation through transition points: entering kindergarten, middle school, high school, post-secondary institutions	Schools, Ethnic communities	Long
3.	Establish additional mentoring programs specifically focused on immigrant and refugee students.	The Mentoring Partnership, schools, Family Centers, SHIM, mentoring programs	Mid
4.	Provide ongoing professional development to school staff at all levels to ensure staff responsiveness to immigrant needs, including training and educational resources for educators and families regarding their legal obligations.	AIU, Education Law Center, ISAC, Schools, AJAPO	Mid
5.	Identify and train school staff member(s) to serve as immigrant liaisons, possibly following the Homeless School Liaison model prescribed in the McKinney-Vento Act.	Schools, AIU, Homeless Children’s Education Fund	Long
6.	Adapt to the needs of immigrant and refugee students those program models that have successfully prepared minority students for college application and enrollment.	Schools, AIU, Pittsburgh Promise	Short

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Ensure that immigrant parents can meaningfully participate in their child’s education			
1.	Ensure that school security policies are welcoming by identifying and removing barriers that immigrant families may encounter, such as presenting identification and lack of familiarity with security protocol. Review school policies and teach parents and families how to navigate building security procedures.	Schools, Ethnic community associations, Family Support Centers, A+ Schools	Short
2.	Foster school-community-parent partnerships to improve outreach and system education for immigrant families. Consider approaches such as family mentoring programs, group orientation sessions, and online videos in multiple languages to help families understand the school system and support their child’s success.	Schools, Family Centers, ethnic communities, A+ Schools	Long
3.	Give immigrant parents opportunities to voice feedback by providing interpretation at PTA meetings, and create additional mechanisms encouraging participation and active engagement.	Schools, Parent leaders	Mid
4.	Build a cohort of diverse parent volunteers by engaging parents at orientation/registration with a strengths-based approach, eliciting skills that they could offer to schools: navigation, interpretation, etc.	Schools, A+ Schools	Mid
5.	Promote appreciation for multiculturalism and opportunities for cultural exchange through events, classroom projects, lesson plans, and school-wide recognition of holidays from diverse belief systems. Include families in planning and implementing these programs.	Schools, Community Partners, A+ Schools, Lawrenceville United, ethnic communities	Mid

Expand community-based ESL classes and provide supports needed to increase access to classes such as child care and flexible hours			
1.	Coordinate and develop comprehensive online listing of ESL programs and class schedules for easy navigation.	ESL Providers: GPLC, AIU, Goodwill, colleges and universities	Short
2.	Increase community-based ESL classes, with options for affordable childcare modeled after SHIM/GPLC in Prospect Park.	Various community centers and providers, SHIM	Mid
3.	Identify and provide support to libraries, churches, family/senior centers, etc. as “welcoming center” points of access with Literacy Centers.	Various community centers, ethnic communities, ISAC	Short
4.	Establish partnerships between providers of free ESL instruction + CCAC to provide free ESL classes to ensure adequate English necessary for college acceptance and success.	GPLC, AIU, CCAC	Long

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Increase availability and use of post-secondary education and training opportunities for immigrant residents			
1.	Organize multilingual college fairs and campus tours with interpretation and translation.	Colleges, Schools, Latino Parents United in Action, SHIM, AJAPO	Mid
2.	Design educational opportunities that are intentionally accessible for immigrant residents, such as CCAC’s Immigrant Nursing Program or vocational programs accessible to those without a GED.	CCAC, Colleges, Bidwell, EDS, WIB	Long
3.	Access additional funding for postsecondary education and training opportunities for foreign-born residents through the WIOA.	WIB, CCAC, colleges, ESL providers	Long
Utilize data to increase understanding of immigrant populations and needs			
1.	Collect quantitative and qualitative data that capture key information on foreign-born populations (language, country of origin, nationality, etc.) and their needs via service provider intake forms and the Home Language Survey. Develop a cooperative mechanism for sharing among providers and policymakers for planning and evaluation purposes.	DHS I&I, service providers, Schools, ISAC, Blueprint Coordinating Entity	Mid