

PDP Communiqué

PDP — Poised to Lead with Training that Matters

**Eugene J. Monaco,
Executive Director and Public Service Professor,
Professional Development Program**

As a nation we remain deeply divided on the question of what principles should govern our policy regarding immigration. The Executive branch of government and Congress have repeatedly struggled with what this nation's immigration policy should be. Consequently, the United States has been unable to develop a well-articulated policy on immigration, and this exacerbates the question of what to do about the many repercussions that are produced from both the policy and practice perspectives of immigration: who to admit, what rights and benefits should be provided, and what immigrants owe in return. These continue to be key to the ongoing immigration discussion. The recent and well-publicized failure of immigration reform underscores the current dilemma presented by the need to generate a clear and comprehensive immigration plan with broad appeal. It is unrealistic to assume that meaningful immigration reform can emerge without major compromise from all parties.

Historically, politicians tend to look at immigration from rather narrow perspectives of legal vs. illegal or citizen vs. noncitizen. A broader look at immigration would seem to be a better approach. However, more complex is the question of how best to deal with the estimated 11 million illegal immigrants who are currently in the United States. While many recent immigrants, whether legal or illegal, who have entered the U.S. are already educated, large numbers have low or limited skills and low levels of education. The sheer volume of poorly educated and low-skilled immigrants has created an enormous drain on our human and social service delivery systems. As a result, we are witnessing major system stresses in our educational institutions, the criminal justice system, the health care system, and housing. These stresses have brought to the foreground a number of serious and potentially charged issues that need to be addressed at the national, state, and local levels. An assessment of these pressing problems emerging from immigration itself, not just focusing on the legal positions of immigration, is needed. Regardless of the outcome of the immigration debate at the legislative level, these issues will remain to be addressed at the community level.

New York State is clearly not exempt from the stresses of immigration. In fact, New York's immigrant population is one of the nation's highest. Recent studies by the Urban Institute found that in New York State alone there are some 3.4 million legal and 0.7 million illegal immigrants, all generating the same system strains as experienced by the other states with high immigrant

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**Professional
Development Program,
Rockefeller College**



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*PDP's Mary Campney — 2007
recipient of a University at Albany
President's Award for Excellence in
Support Service.*

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GEORGE DOWSE

Eugene J. Monaco, Executive Director and Public Service Professor

Extended Learning Leadership Program



PDP Extended Learning Scholarship Program graduates celebrate completing their degrees (from left to right) Bob Salisbury (B.A.), D'Andrea Brooks (B.S.), Tim Buddenhagen (M.P.A.). The scholarship program was established as part of PDP's commitment to lifelong learning and staff development.

PDP—Poised to Lead with Training that Matters

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populations. The question remains as how best to deal with these pressing issues and ultimately to lessen system demands.

Those of us who work in and are responsible for providing government service to immigrants in New York State are challenged to address these strains. Workable solutions are needed to deal on a day-to-day basis with the results of the steady influx of immigration into New York. Cultural sensitivity, multicultural workforces, dealing with native languages, English as a second language, religious tolerance, and the mores of different ethnic groups all must be taken into account when interacting with immigrants.

It is imperative for public service workers to develop new skills while fine tuning current skills in order to become more effective with the immigrant population. For example, all human service, health care, and criminal justice administrators, supervisors, and workers, particularly those in key liaison or casework roles, need to become better informed about immigration laws, policies, available resources, and community services. Workers also need to better understand the different aspects of international cultures and how best to relate to immigrants who possess different cultural practices, traditions, and customs.

Workers need to become educated in how to facilitate service navigation, assisting an immigrant or family through the process of obtaining needed resources. Much of this is now

being handled by faith-based groups and community-based organizations that have been rather successful in providing help on a smaller scale. What is required is a more centralized and comprehensive approach directed by government agencies. Alert government officials have looked at ways to assist staff to become more accomplished in helping immigrants receive services they need and deserve.

Often government has turned to higher education to provide assistance to solve these compelling issues. Higher education has, in turn, been resourceful in providing policy analysis and practice application. For example, at Rockefeller College, faculty are intensely interested in the policy implications of immigration and its resulting economic, social, and political implications. In addition, there remains a keen interest in providing the educational and training support for those who are responsible for administering services to immigrants through Rockefeller College's Professional Development Program. Many of PDP's training programs are directed at providing workers with the tools and skills to help them focus on these matters.

We cannot afford to wait for the political side of the immigration debate to be solved. There is an imperative need to formulate policy and practice solutions that will become the model for others to follow. Rockefeller College is taking the lead in doing this and will make a difference in attitudes and actions.

Did You Know?

- One in 25 American households are linguistically isolated, meaning that no one in the household older than age 14 can speak English. — Tuscan Citizen 2007
- According to a survey released by the National Conference on State Legislatures, immigration bills have surfaced in every state—at least 1169 bills and resolutions related to immigration or immigrants and refugees in all. This is more than twice the total number of introduced bills (570) in 2006. —Institute for Southern Studies 2007
- It's estimated that immigrants earn about \$240 billion a year, pay about \$90 billion a year in taxes, and receive only about \$5 billion in public benefits. —Info News 2007
- More than 70 percent of immigrants are already educated when they come to the U.S., resulting in a \$1.43 trillion dollar windfall. —National Immigration Forum 2000

PDP Responds to Immigration

Changes to the labor force as a result of immigration create unique challenges for workforce preparation. PDP has historically dealt with these issues through modifications to existing training programs to accommodate special issues, such as English as a second language, cultural awareness, and policy shifts that reflect the access to and navigation of social welfare programs.

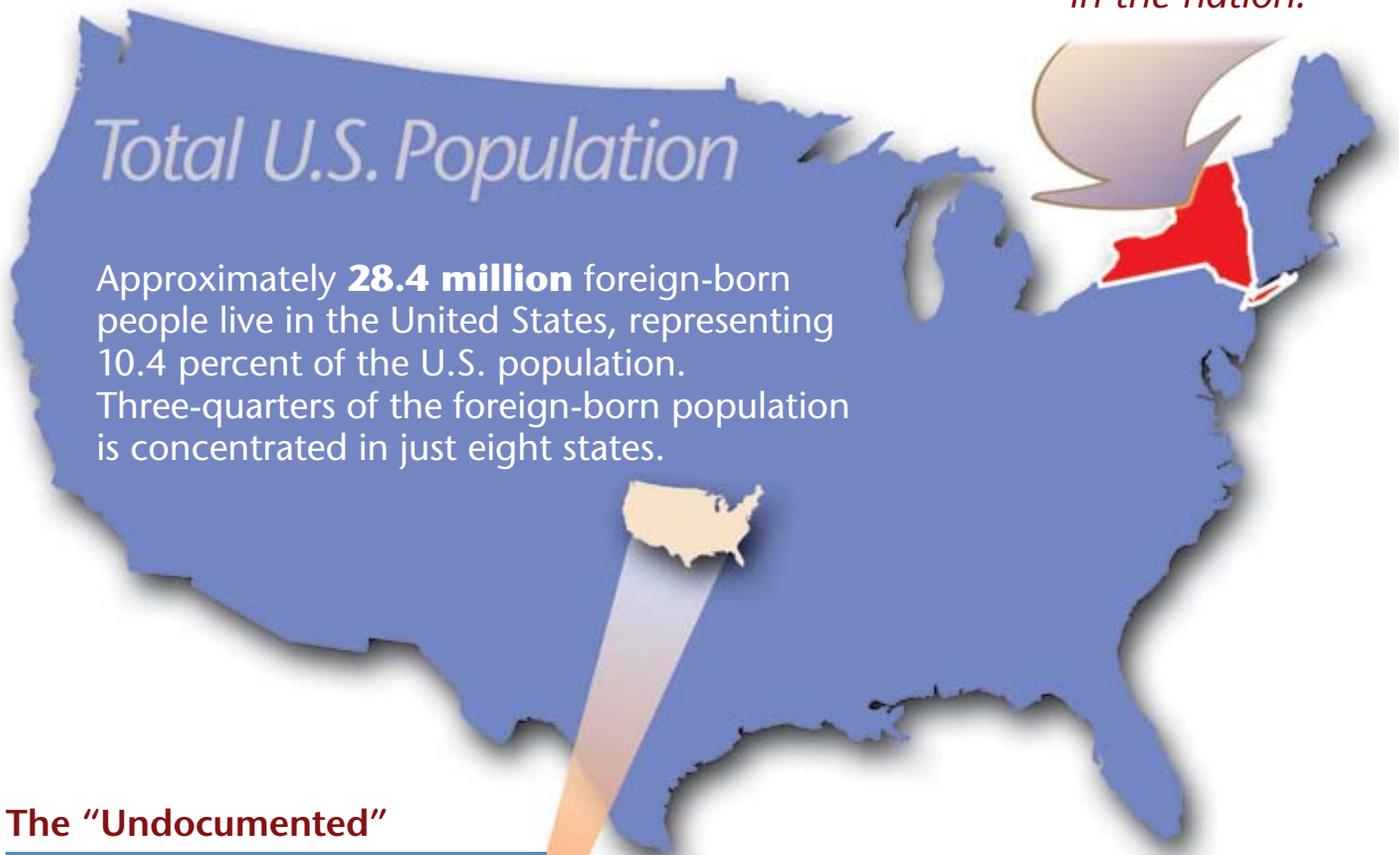
Most PDP welfare-to-work and temporary assistance training programs already include key information about limited English proficiency requirements and community resources. With New York State having the

second largest immigrant population in the nation, it's anticipated that training will continue to shift to address the needs of an immigrant workforce. Issues that need to be addressed either by policy and/or by practice include the need for English as a second language programs, which, in some areas, have a two-year backlog; program and policy information available in multiple languages to improve access for all populations; and training for social welfare workers to assist them in understanding documentation issues for immigrant workers.

Administrators as well as direct care workers must be provided with

the necessary knowledge and tools to effectively serve the immigrant worker. PDP, when addressing training needs for individuals working in the public sector, will continue to provide the necessary resources and learning experiences to allow them to work successfully with immigrants requiring access to public services.

New York State has the second largest immigrant population in the nation.



The "Undocumented"

Approximately **12 million** undocumented people live in the United States.

Source: U.S. Department of Homeland Security

- About 40% percent of them have been in the U.S. five years or less.
- One third of them have been in the U.S. for more than ten years.
- About 40% of them originally entered the country with non-immigrant visas and have become "undocumented" by overstaying their visas.

Immigration and Public Management Education

Rey Koslowski, Associate Professor of Political Science

Specialization: International Relations, Rockefeller College of Public Affairs and Policy

Comprehensive immigration reform was to become the signature domestic policy achievement of the second term of the Bush administration. The Comprehensive Immigration Reform Act of 2007 included provisions for regularization of illegal migrants already in the U.S.; a temporary migrant worker program; a point-system for increasing the number of skilled migrants within flows of legal migration; stepped-up border security; tougher employer sanctions; and an electronic employment eligibility verification system. When the bill could not receive the necessary 60 votes to end debate in the Senate, comprehensive immigration reform died and will most likely not reemerge in this Congress.

In the meantime, many states and localities are not waiting for Washington to “fix immigration” and have opted to take matters in their own hands. According to the National Council of State Legislators, as of April 2007, state legislators in all of the 50 states had introduced at least 1,169 bills and resolutions related to immigration or immigrants and refugees. Eighteen states have enacted at least 57 bills in their 2007 sessions. Included in the proposed and passed legislation are provisions that prohibit employment of unauthorized workers, add penalties, and require verification of work authorization; restrict services to legal immigrants and citizens; extend health insurance programs to immigrant children, regardless of illegal status; establish criminal penalties for migrant smuggling or human trafficking; and establish services for victims of trafficking. Some state legislation authorizes cooperation with

federal immigration authorities; others restrict certain state and local law enforcement agencies from assisting in the enforcement of federal immigration law.

Similarly, cities across the country have been passing local regulations and ordinances regarding immigration. Celebrated cases include efforts to establish a hiring center for day laborers in Farmingville, NY and local regulations enacted in Hazelton, PA that would penalize those who hired illegal migrants or rented apartments to them. Hazelton’s law has been ruled unconstitutional by a federal district court, but Hazelton’s mayor vows to appeal all the way to the Supreme Court, if necessary.

Whether they like it or not, policy-makers and public administrators at all levels of government in the United States will have to deal with the issue of immigration, even if they did not learn much about it in their college days. University programs in public administration and public policy aimed at educating future civil servants, as well as executive education programs directed at current state and local officials, generally include courses on health, education, employment and environmental policy. Immigration, however, has mostly been a marginal issue in these programs because most immigration has historically flowed to a few big states and big cities. Moreover, immigration was primarily viewed as a federal issue that involved a relatively small number of officials in the former Immigration and Naturalization Service.

As immigration has spread across virtually all states and grown dramati-



MARK SCHMIDT

cally in many small towns and rural areas, it has become an increasingly important factor in state and local education policy, employment policy, health policy, and law enforcement. Just as state legislators are passing more laws, immigrant policy is gradually finding its way into public affairs curricula and arming future policymakers and administrators with the information they will need to address the needs of the residents within their jurisdictions. There are also possibilities for academics with immigration expertise to work with public managers in order to develop effective executive education programs for those public officials who did not learn much about immigration in school and do not want to have to learn about it on the fly at work—especially when their decisions can be so crucial for many people.

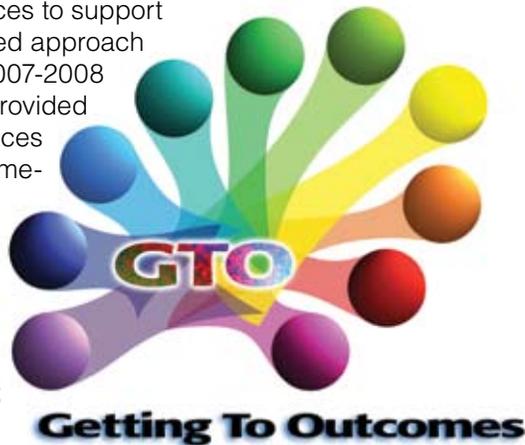
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News and Views

Getting to Outcomes

PDP has been awarded a contract from the N.Y.S. Office of Children and Family Services to support implementation of an outcome-based approach to service delivery. As part of the 2007-2008 State budget, preventive services provided by local departments of social services must include performance or outcome-based provisions beginning January 1, 2008.

Getting to Outcomes will provide training and technical assistance in areas such as needs/resource assessment; application of best practice models; program planning; and continuous improvement.



OHIP Organization and Management Development Initiative

Recognizing the critical relationship between training and organization performance, the N.Y.S. Department of Health, Office of Health Insurance Programs (OHIP) has entered into a working partnership with PDP to provide leadership and management training, organization development, and learning services for their nearly 1,000 employees. Consisting of several components, the contract includes custom-designed training for senior agency staff with responsibilities for implementing Medicaid and health-care reform initiatives; core workplace productivity skills; and software application training.

Training Strategy Group (TSG) Joins PDP

Consisting of about 100 staff committed to supporting organizational performance in child-related service delivery, TSG has become a new PDP division. Formerly part of SUNY Central Administration and funded through contracts with the N.Y.S. Office of Children and Family Services and N.Y.S. Office of Temporary and Disability Assistance, TSG offers a wide range of learning strategies, including video production; program development and management; classroom and computer-based instruction; and public education campaign development. An award-winning video producer, TSG provides programs in areas such as the Indian Child Welfare Act, HIV Prevention, Day Care, and Child Welfare.



Meg Meehan from TSG meets with Eugene J. Monaco.

PDP's Adolescent Services Resource Network Hosts its 17th Annual Youth Event and Speak Out

Attended by approximately 400 youth and adults representing over 50 local district and voluntary agencies from the Albany, Syracuse, North Country, and Southern Tier areas, the event was held on August 22 at the Herkimer County Community College. With the theme "*Life Skills.....License for Success,*" the day began with a general plenary session consisting of performances and readings of poems by youth. This was followed by workshops presented for youth by youth on topics including *Youth Think You Want To Go To College*; *Safe Dating*; *Let's Learn How To Drive*; and *Can You Hear Me...Youth Voice*. The afternoon session featured a "speak out" with youth presenting their concerns, issues, and thoughts related to their experiences living in foster care to a panel of adult decision makers who may influence their lives. Panelists included representatives from the N.Y.S. Office of Children and Family Services, voluntary agencies, local district commissioners, and law guardians.

Liberty Partnerships Rising Stars Program

Dan Faulk, CTS Staff



From July 9 through July 20, PDP's Computer Training Services (CTS) staff coached summer interns from the Liberty Partnership Program (LPP). LPP's mission is to encourage young women and men in grades 7 through 12 to achieve academic and personal excellence, obtain their high school diploma, pursue higher education, and begin workforce preparation.

D'Andrea Brooks, CTS Staff



The program provides tutoring, peer support groups, and job readiness training. LPP is housed within the University at Albany's Rockefeller College, Center for Women in Government & Civil Society (CWGCS).



As in past years, CTS staff donated their time to provide computer instruction for Microsoft Office products. With CTS support, students created PowerPoint presentations highlighting their experiences, lessons learned, and what they gained from participating in LPP. Skills learned in the CTS sessions also helped students build confidence.



Gerry Seeley,
CTS Staff

On August 10, students presented their creations to CWGCS and PDP staff.



PHOTOS: DAN FAULK & LINDA BUI

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