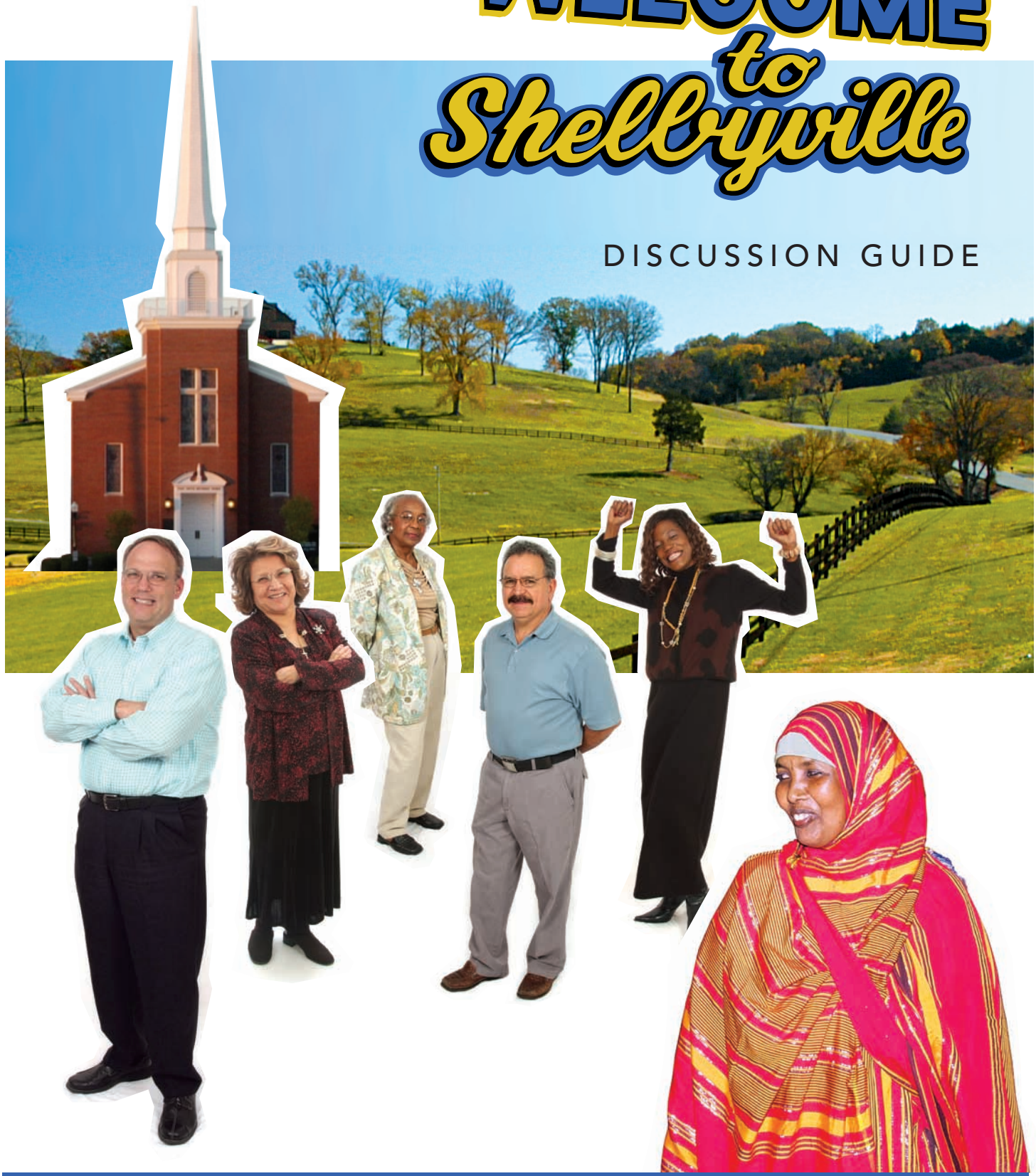
WELCOME to Shellbyville

DISCUSSION GUIDE



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Shellbyville MULTIMEDIA

Photo: Greg Poschman

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About *Welcome To Shelbyville*

Change has come to rural Tennessee. Set against the backdrop of a shaky economy, *Welcome to Shelbyville* is a documentary that takes an intimate look at a southern town as its residents – whites and African-Americans, Latinos and Somalis – grapple with their beliefs, their histories and their evolving ways of life.

The film follows several characters as they connect across formidable lines: Hawo, a Somali refugee and former nurse working at Tyson Foods; Beverly, an African-American whose roots in Shelbyville span several generations; Brian, a local white reporter who is documenting the new arrivals; and welcoming ambassadors Miguel and Luci, who have both overcome their own personal challenges to become a bridge between long-term residents and immigrants. From their places of worship to the Tennessee Walking Horse Show; from a tense confrontation in the imam's house to a potluck where Tyson chicken is served Somali-style, the film captures an intimate slice of life as these unlikely neighbors grapple with the new face of "Southern hospitality."

Welcome to Shelbyville broadcasts nationally on the PBS series *Independent Lens* in May 2011 and is also part of the Independent Television Service's (ITVS) Community Cinema program, screening in over 90 communities in May 2011. Learn more at **http://www.pbs.org/independentlens/communitycinema**.

***Welcome to Shelbyville* is directed and produced by Kim A. Snyder and executive produced by BeCause Foundation in association with Active Voice.**

To order a copy of the *Welcome to Shelbyville* DVD, please visit **www.welcometoshelbyvillefilm.com**

Photo: Greg Poschman

Photo: Greg Poschman

About *Shelbyville* Multimedia

Shelbyville Multimedia introduces you to the cast of *Welcome to Shelbyville*, a handful of straight-talking people in rural Tennessee who are taking immigration into their own hands – by welcoming newcomers.

Developed by Active Voice, Shelbyville Multimedia is a platform to promote community-building and harmony between native-born Americans, immigrants and refugees nationwide.

Inviting people around the country to get to know each other, embrace our differences and roll up our sleeves to build stronger communities, it includes the following components:

- Full-length and hour-long versions of the independent film *Welcome to Shelbyville* that can be screened in policy, faith-based and community settings. Copies of the film can be ordered at **www.welcometoshelbyvillefilm.com**
- Shorter video "modules" that use compelling storylines as training tools for service providers and community leaders.
- Webisodes that feature new footage and reveal the complex dimensions of the residents of Shelbyville.
- Social media tools, including an interactive website and a Facebook page (**www.facebook.com/ShelbyvilleMultimedia**), to inspire broader community-building among people nation- and worldwide.

Learn about these tools and join the conversation at **www.ShelbyvilleMultimedia.org**.

How To Use *Welcome To Shelbyville*

Welcome to Shelbyville provides a powerful, contemporary snapshot of what demographic change looks like in America today, particularly as more and more immigrants move to the Midwest, the South and suburbs around the country. Further, it demonstrates that successful immigrant integration is a "two-way street" that requires both incoming immigrants and long-term residents to make adjustments. For this reason, the story can serve as a springboard for deeper conversations about demographic change and can even prompt community-building and group problem-solving. This guide provides resources for organizations and individuals that want to delve deeper into the issues and consider what's happening in their own communities.

Whether you are a concerned individual who wants to spark dialogue at your church, a motivated student who wants to convene a campus conversation or a refugee resettlement agency that wants to spotlight these issues in your community, *Welcome to Shelbyville* can be a useful tool to meet a range of objectives, such as:

- **Putting a human face on immigration.** Some people, especially in places where immigration is relatively new, may have misconceptions or fears about immigrants because they've never had meaningful interactions with them. The film allows viewers to walk in the shoes of newcomers, providing a catalyst for deeper learning about migration, diversity and how immigration has an impact on our communities.
- **Sparking productive dialogue.** With a range of perspectives represented, the film can be used to foster productive dialogue around a hot-button issue and even inspire community-building among people with varying experiences and opinions.
- **Building bridges between newcomers and long-term residents.** The film can help people on both sides of the "two-way street" consider the practical steps that can help a community thrive, even in challenging times.
- **Enhancing professional development.** The film can act as a training tool for social service employees or community workers who need deeper insights into the unique needs of immigrants and refugees and/or how to address tensions between immigrants and native-born residents.
- **Increasing civic participation.** The film demonstrates the benefits of participating fully (voting, attending community meetings, speaking up, etc.), and can thus be a spark to motivate both long-term residents and newcomers alike to be more actively involved in their communities.

These are just a few suggestions of how the film can be used in a range of settings. For tips on how to plan a community screening, see the *Welcome to Shelbyville* Event Planning Toolkit at www.ShelbyvilleMultimedia.org.

Please note: this guide is primarily intended for use with the full-length, 66-minute version of the film, and makes references to a few scenes that do not appear in the broadcast version.

Getting Involved

Films like *Welcome to Shelbyville* often leave audiences wondering what they can do. Here are a few suggested ways motivated viewers can take a next step:

- **Educate yourself.** One of the simplest things you can do is to find out more about immigration policies on the local, state and federal levels. You can learn by exploring the websites of expert organizations (see Resources on p. 17-19) and getting up to speed on the latest demographic trends and policies. Some organizations even provide various perspectives on how immigration has an impact on our economy and society, to help you figure out where you stand.
- **Get to know your neighbors**. As the film shows, building relationships with people in your community can help foster deeper trust and understanding between newcomers and long-term residents. Invite your neighbors over for lunch or coffee and learn a little bit about them. You might even consider working with a local immigrant/refugee-serving agency or ESL program to convene a group of neighbors, perhaps at a potluck like Hawo did.
- **Join or start a welcoming committee**. There are people all over the country who are doing welcoming work like Miguel and Luci. Visit **www.welcomingamerica.org** to find out if there is anything underway in your city or town and see how you can join existing committees or start a new one.
- **Seed positive dialogue**. Negative rhetoric against immigrants and refugees can spiral into major community conflict and even violence. Instead, help foster positive dialogue in your community by discussing the importance of cross-cultural community-building with your colleagues, family, fellow congregants or peers. You can also spread the dialogue further by blogging about it, writing op-eds or simply providing constructive commentary on negative blogs and articles.
- **Support local service organizations**. Immigrant service and refugee resettlement organizations are always in need of volunteers and support. Do research to learn about local groups in your area, or look into national organizations that may have a local chapter in your community (see Resources for ideas). You can support these organizations by donating money or goods, or even volunteering your time. Immigrant service organizations often need volunteers with special skill sets, such as language, financial, legal and even medical expertise.

Photo: Greg Poschman

Quick Facts about Shelbyville, TN

POPULATION (AS OF 2009):
20,149

ESTIMATED PER CAPITA INCOME (AS OF 2008):
$17,620

AREA:
15.5 sq. mi

NICKNAME:
"The Pencil City"

Photo: Greg Poschman

Shelbyville in a National Context

The changes taking place in Shelbyville, Tennessee represent a microcosm of an unprecedented time in American history. Economic globalization and a shifting manufacturing sector have caused patterns of labor migration to shift, and much of this is happening in new immigrant gateways like Shelbyville – rural areas of the heartland with little exposure to or guidance for navigating these uncharted waters. In fact, between 2000 and 2004, immigration accounted for 31% of the overall population increase in nonmetropolitan areas.[1] For this reason, efforts like Luci and Miguel's are especially important in helping long-term residents adjust to a changing community while newcomers adjust to American society and small town culture.

As a hub for the pencil manufacturing and poultry processing industries, Shelbyville has, in recent years, become home to immigrants and refugees in search of work. These newcomers often learn of job opportunities through industry recruiters, refugee/immigrant service agencies or word of mouth. While the Latino community has had a strong presence in Shelbyville since the early 2000s, the Somali community is relatively new. Most of the Somali families in Shelbyville started their lives in the U.S. in larger cities throughout the Midwest – such as Columbus, OH and Minneapolis, MN – where they were assigned to work with designated refugee resettlement agencies that helped them get their lives off to a good start. But a shifting economy has led many refugees to smaller, nonmetropolitan areas that have cheap labor opportunities but little infrastructure to support demographic changes.

1. Johnson, Kenneth. 2006. Demographic Trends in Rural and Small Town America. REPORTS ON RURAL AMERICA Volume 1, Number 1. The Carsey Institute, University of New Hampshire.

Photo: Greg Poschman

The Welcoming Tennessee Initiative: A Two-Way Street of Immigrant Integration

Many of the gatherings we see in the film, from the formal community events to the informal living room conversations, are a result of Luci and Miguel's efforts to bring together diverse community members and build deeper relationships. They are part of the Welcoming Tennessee Initiative (WTI), a statewide effort developed by the Tennessee Immigrant and Refugee Rights Coalition (TIRRC) in 2006 to help improve relations between long-term residents and immigrant newcomers.

WTI is active in three cities throughout the state, including Shelbyville. The model is focused on understanding the concerns of long-term residents in demographically changing towns, and coming up with ways to acknowledge and address them in order to maintain harmony in the community. By working with local "welcoming ambassadors" like Luci and Miguel, WTI seeks to pave a two-way street of immigrant integration by building understanding among diverse residents and enhancing communication.

Since its inception, the WTI model has captured the attention of organizations and individuals in other states across the U.S. dealing with similar challenges related to immigration. This interest eventually led to the development of Welcoming America, a national, grassroots-driven umbrella organization that works to promote mutual respect and cooperation between foreign-born and U.S.-born Americans. The ultimate goal of Welcoming America is to create a welcoming atmosphere – community by community – in which immigrants are more likely to integrate into the social fabric of their adopted hometowns. As of 2010, Welcoming America is working in 14 states nationwide. To learn if your state is one of them, get involved or start your own campaign, visit **www.welcomingamerica.org**.

Facts About Immigration Today

Courtesy of The Opportunity Agenda[2]

DEMOGRAPHICS

As of 2008, there were 39 million foreign-born people living in the United States, about 13% of the U.S. population.[3]

Of these 39 million immigrants, about seven in 10 immigrants are naturalized citizens and lawfully residing non-citizens.[4] There are approximately 11 million undocumented immigrants in the U.S.,[5] who make up 4% of the U.S. population and 5.4% of the U.S. workforce.[6]

The top 10 countries that foreign-born people in the United States come from are, in descending order: Mexico, China, the Philippines, India, El Salvador, Vietnam, Korea, Cuba, Canada, and the Dominican Republic.[7]

A growing percentage of migrants to the U.S. are women, due in large part to laws allowing people to have legal status based on family relationships, labor shortages in traditionally female occupations, the growth of human trafficking and servile marriage and the displacement of women and children by armed conflict.[8]

ECONOMIC CONTRIBUTIONS

U.S. natives gain an estimated $37 billion a year from the participation of immigrants in the U.S. economy,[9] even though, over their lifetimes, the average immigrant and her immediate descendants will contribute $80,000 more in taxes than they will receive in benefits.[10]

As of February 2008, more than 65,000 immigrants (noncitizens and naturalized citizens) were serving on active duty in the U.S. Armed Services – this made up about 5% of all active duty personnel.[11]

After immigration, each generation of children achieves greater levels of educational attainment – among first generation parents, 38% have not graduated from high school, compared to only 10% of their second generation children.[12]

Photo: Greg Poschman

2. http://www.opportunityagenda.org

3. Henry J. Kaiser Family Foundation, "Immigrants' Health Coverage and Health Reform: Key Questions and Answers 2" (2009), available at http://www.kff.org/healthreform/upload/7982.pdf

4. *Ibid.*

5. Michael Hoefer, Nany Rytina & Bryan C. Baker, U.S. Department of Homeland Security, "Estimates of the Unauthorized Immigrant Population Residing in the United States: January 2009" (2010), available at http:// www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2009.pdf

6. Henry J. Kaiser Family Foundation

7. U.S. Census Bureau News, Census Bureau Data Show Characteristics of the U.S. Foreign-Born Population, Press Release (Feb. 19, 2009), available at http:// www.census.gov/Press-Release/www/releases/archives/american_community_survey_acs/013308.html

8. Immigration Policy Center, "Immigrant Women in the United States: A Demographic Portrait 5-6" (2006)

9. Drum Major Institute, "Fact Sheet: Immigrants' Economic Contributions" (2009), http://www.drummajorinstitute.org/library/report.php?ID=104

10. *Ibid.*

11. One America, "Immigrants in the Military—Fact Sheet" (2009), available at http://www.weareoneamerica.org/immigrants-military-fact-sheet

12. Public Policy Institute of California, "Just the Facts: Immigrants and Education" (2008), http://www.ppic.org/content/pubs/jtf/JTF_ImmigrantsEducationJTF.pdf

Facilitation Tips

Welcome to Shelbyville raises a range of complex and controversial issues that can be leveraged toward generating productive dialogue. And, since the film represents a range of perspectives it can serve as a particularly useful tool to spark dialogue among people with differing opinions. However, these conversations are not always easy; controversial issues can also lead to the voicing of strong, deeply held beliefs and opinions, so it's a good idea to have an experienced facilitator present to address those comments and present them in a positive light. For those interested in using the film for cross-sector dialogue, this section offers some tips and suggestions for how to best maximize that process.

GENERAL DIALOGUE TIPS

- **Establish dialogue guidelines at the outset**. Encourage participants to use "I" language – "I think," "I feel," "I believe" – and to speak from his/her own experience as much as possible. Generalizations, such as "We believe this…" or "Don't we all agree..." imply a consensus that may not be real.
- **Make sure everyone is seated in the same way.** In other words, if one person is sitting in a chair, everyone should be in a chair, not on the floor or standing. Ideally, the participants would be seated in a circle so that they could see one another. The facilitator should be a part of this seated circle.
- **Establish the difference between dialogue and debate.** Dialogue provides an opportunity for people to share their experiences and opinions without trying to convince others that they are right. In a dialogue, participants try to understand each other and expand their thinking by sharing viewpoints and actively listening to each other.
- **After viewing the film, give audience members a few moments** to silently process their thoughts before jumping immediately into the dialogue.
- **Ask participants to introduce themselves** While many viewpoints are shared in *Welcome to Shelbyville*, it's by no means all of them. It might be helpful to have people talk a little about their own backgrounds and communities. Then begin the dialogue with the conversation starters on page 12.
- **Keep the dialogue focused.** Since conversations about immigration often lead to debates about documented vs. undocumented immigrants, depending on your audience you may decide to keep the conversation focused on authorized immigration alone. This can help avoid the dialogue from spiraling out of control into a heated debate.
- **There are no right or wrong answers.** Most of the questions in this guide are geared toward encouraging personal reflection and story-sharing, so in general, there are no "right" answers. You may want to remind participants of that throughout the dialogue.

WHAT TO DO IF THE CONVERSATION GETS TENSE

The facilitator's role is to ensure the dialogue is safe and productive. If there are individuals who offer strong opinions or negative attitudes that prevent that dialogue from continuing, the facilitator has a few options:

- Ask the individual(s) to step back and allow others to speak. The facilitator might begin their comment with, "Part of my job is to make sure that everyone can be heard. Summarize what you are thinking in a sentence or two and let's hear what others are thinking." This option works best if the group establishes an applicable "step up/step back" ground rule at the beginning of the discussion, in which those who are more vocal agree to give space for others to speak and those who are less vocal agree to use that space.
- Reflect not the content of what was said, but rather the emotional state in which comments are made: "I hear you feel very angry/frustrated/etc. about this subject." If the person makes one short volatile statement, the facilitator might ask her/him to elaborate on why s/he feels so strongly. There's likely a story that person needs to share and from which the group would benefit. If the person has been speaking a great deal, the facilitator might ask the group to share their feelings on what's been said.
- The above suggestions are useful if you have one or a few dissenting voices, but sometimes the entire group needs to take a moment to refocus. If things get chaotic, or if the entire group breaks out in debate, the facilitator may opt to do one of the following:
  - → Pause the discussion and have everyone reflect silently for a minute or two. After participants have had a moment to calm down, each person should share with the group why s/he chose to participate in the discussion in the first place. The facilitator may then return to an appropriate place to continue the dialogue.
  - → Ask everyone to pause and write down a headline to describe what they are feeling. To start the discussion again, put the headlines in a hat and pick one, or do a go-round so everyone hears what everyone else is thinking and then pick a reference from the film to spur further dialogue, or gently move the dialogue to a consideration of action – what do people want to see happen?

For more resources on dialogue and facilitation check out www.publicconversations.org which offers many free, downloadable guides including, *Constructive Conversations about Challenging Times* and *Fostering Dialogue Across Divides*.

Photo: Greg Poschman

Discussion Questions

CONVERSATION STARTERS

- Which of the characters in the film did you relate to most? Why?
- What was the most memorable moment in the film? Why?
- Did any moments make you uncomfortable? Why?
- What was the funniest moment in the film? Why?
- Think of someone in your life, past or present, who immigrated to this country. Why did they come here? What hardships has s/he faced as an immigrant in the U.S.?
- Is there something in your own life experience that helps you really understand, in your gut, how hard it can be to embrace change? What was that like?
- Residents of Shelbyville mobilized some resources and overcame some obstacles in order to start a welcoming initiative. What were some of those obstacles and resources?
- Can you think of a time when an early encounter with someone or some group left you initially distrustful, but eventually your trust grew? What do you think made this possible? Are there lessons in this experience that are relevant to the welcoming efforts of Luci and Miguel?

Photo: Greg Poschman

WALK IN THEIR SHOES

Photo: Greg Poschman

Miss Luci

Teacher, ESL and U.S. Civics

- What about Luci makes her a particularly important "bridge" between long-term residents and newcomers in Shelbyville?
- In many ways, Luci plays a big role in integrating the Somalis into life in Shelbyville. How do you think she was able to build trust among the Somalis?
- Think about your past experiences, if you've ever been a stranger in a new place or situation. Who was able to win your trust and help you feel more comfortable? What about them made them particularly trustworthy? Did they share any qualities or approaches with Luci?
- Luci's assistance to newcomers in Shelbyville expands beyond the confines of her ESL and Civics class. Have you ever felt compelled to help a stranger? What motivated you to do that?
- Luci talks to her class about the "very bad articles about the Hispanics," relating them to the Somalis' situation today. Why would Luci feel it's important to bring up past issues? Do you think her approach is effective? Why or why not? Why do you think she's so passionate about encouraging the Somalis to speak up?

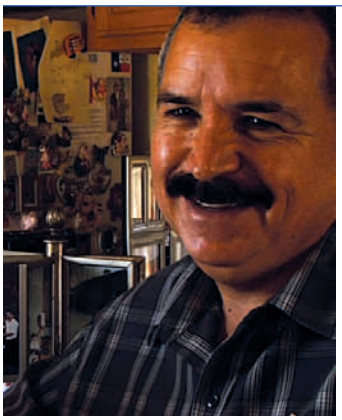

Photo: Greg Poschman

Miguel

Auto Worker, General Motors

- Consider Miguel's role in the community as a long-term Mexican-American resident, faith leader and family man. Why might his experience and status make him a particularly effective "welcoming ambassador" in an effort that seeks to bring together diverse groups of people?
- Recall how proud and excited Miguel felt on Election Day. Do you remember your first time voting for president? How did you feel? Why might this experience be particularly profound for a naturalized citizen like Miguel?
- "If they allowed us to work and accomplish our dreams, then it would be a different country," Miguel remarks. What do you think Miguel means by this statement? Do you think he has accomplished his American "dream"? Is the American dream today different from what it was, say, 30 years ago? Why or why not?
- Why do you think it was so emotional for Miguel and his family to visit Washington, D.C. for the first time?

Photo: Greg Poschman

Miss Beverly

Caterer, Excel Catering

- President Obama's election made Beverly feel as if "the sky lifted up off" her shoulders. Why do you think this moment was so significant to her? Have you ever experienced a moment in your life that made you feel that way?
- Several times in the film, Beverly expresses concern that some of the Islamist extremism she's seen on the news may come to Shelbyville. If you were her, would you share the same concerns? Why or why not? If so, what would you do to deal with those concerns?
- One of Beverly's last comments is, "If you can't help somebody, what's the point of living?" What do you think she means by this statement? Does it reflect your own values? Does it reflect American values? Why or why not? In general, how do you decide how or when to help others?
- Toward the end of the film Beverly realizes, "I could've been that Somalian woman." What do you think prompts her to consider this? Do you think this realization might influence her attitudes of or behavior toward the Somali community? If so, in what way?
- Compare Miss Beverly's observations about the Somalis at the beginning of the film to those at the end. Did they change, and if so, why do you think they did?

Photo: Greg Poschman

Brian Mosely

Reporter, Shelbyville Times-Gazette

- Brian plays a significant role as one of the main reporters in Shelbyville. What do you imagine are the challenges and opportunities of being a journalist in a small town – especially one that is undergoing rapid demographic and economic changes?
- Brian describes Shelbyville as a "typical, small southern town." What thoughts or images does this phrase evoke for you personally? Based on the film, would you say Brian's statement is accurate?
- Brian says that in Shelbyville, "the issue of segregation and race is long past." In your opinion, what is true about this statement? What is untrue?
- Brian agrees to attend a meeting with people who are concerned about his articles. How do you think he felt in that discussion? Have you ever been on the "hot seat" in such a way? What happened?
- When Mohammad confronts Brian about the articles, Brian responds that he tried to get access to the Somali community, but that none of the "official channels" knew how to get in touch with anyone. Given these circumstances, do you think Brian was justified in pursuing the story regardless? Why or why not? If you were in Brian's shoes, how would you have handled the lack of access?

Photo: Greg Poschman

Hawo Siyad

Worker, Tyson Foods

- Hawo says that when she first arrived, many people were not welcoming. Consider what this must feel like for someone like Hawo who comes from a dramatically different life experience. If you were in her shoes – having experienced civil war, life in a refugee camp and resettlement in a new country – what do you imagine you would need to feel welcome? What would you do to try to overcome some of the language and cultural barriers?
- Looking at photos from before the Somali Civil War, Hawo describes herself as happy at that time. Have you ever had to leave a place out of necessity? How did it feel? What do you think it will take for Hawo to feel happy in Shelbyville?
- Hawo is looking forward to becoming a citizen and having "the same rights as my fellow Americans." What do you think she means by this? Do you think people who come from other countries view or value their rights differently than those who were born here? Why or why not?

Photo: Greg Poschman

Stephen Caine

Pastor, First Presbyterian Church

- As a pastor, Stephen Caine feels he has to help his congregants "deal with what is deeply ingrained" in them, namely the mistrust toward people of other ethnicities. In your opinion, what is the role of religious leaders in addressing issues around race or cultural differences in their communities? Is it their responsibility to help their congregants overcome these challenges? Why or why not?
- Pastors Stephen Caine (mainline) and Kevin Minchey (evangelical) have different views on how to welcome the Somalis into the community. What are those differences? How might some methods on each side be more effective than others?
- At the end of the film we learn that Pastor Stephen and Imam Mohamed got together for the first ever interfaith meeting in Shelbyville. What do you think motivated Stephen and Mohamed to participate in such a meeting?

Photo: Greg Poschman

Miss Marilyn

Sunday School Teacher, Scott United Methodist Church

- Marilyn talks about a time in Shelbyville when the Ku Klux Klan was often seen walking the streets. How do you think this affects her reaction to the current demographic changes in Shelbyville?
- One of the most prominent voices at the Diversity Night, Marilyn stands up and says, "We've got to change our attitudes, and if we change our attitudes, we've also got to change our actions." If you were Marilyn, what would you consider a "change of action" in this context? How would you encourage your fellow community members to do this?
- Toward the end the film, Marilyn alludes to how her faith shapes the way she sees people, saying, "God didn't make no junk." How does your spirituality, your faith tradition or your secular world view influence your understanding of community, if at all?

Glossary of Terms

Immigrant: A foreign national who has been granted permission to remain in the United States permanently. Legally, an immigrant is a "lawful permanent resident" or "green card holder" and is distinguished from a "non-immigrant" who comes to the United States on a temporary visa to work or study. The term "immigrant" is often used more broadly to mean any person who was born in another country and came to live in the United States.

Immigrant Integration: A dynamic, two-way process in which newcomers and the receiving society work together to build secure, vibrant and cohesive communities.[13] It can be further defined by improved economic mobility for, enhanced civic participation by and receiving society openness to immigrants.[14]

Naturalized Citizen: One who, being born in another country, has lawfully become a citizen of the United States under the constitution and laws.

Office of Refugee Resettlement: Founded on the belief that newly arriving populations have inherent capabilities when given opportunities, the Office of Refugee Resettlement (ORR) is an office within the Administration for Children and Families (ACF) that provides people in need with critical resources to assist them in becoming integrated members of American society. Individuals granted refugee status overseas by the U.S. Department of Homeland Security are brought to the United States for resettlement by the U.S. Department of State. Voluntary agencies and ORR through their programs assist with their resettlement and integration into the U.S.

Refugee: A person who applies outside the United States to be allowed to migrate to the United States to receive protection from persecution in his/her native country. In the U.S., "refugee" is often shorthand for "resettled refugee," someone who came to the U.S. with the assistance of the highly selective and federally funded refugee resettlement program.

Resettlement: The process of relocating a refugee from the country of first asylum to another country. When it is clear that a refugee will not be able to return to his/her home and cannot be integrated into the country to which s/he has fled, resettlement is often the only solution left. However, worldwide refugee resettlement figures are very low; fewer than 1% of refugees will ever be considered and accepted for resettlement. The U.S. has the largest refugee resettlement program in the world.

Resettlement Agency: One of nine U.S. non-profit agencies and one state agency that currently have cooperative agreements with the Department of State to provide reception and placement services to newly arrived refugees in the United States. Such agencies receive funding for their headquarters' operating expenses and for per capita grants to assist with providing required initial reception and placement services for every refugee.

Secondary Migration: In the case of immigrants and refugees, the movement pattern in which, after being resettled by an agency in one location, people settle in another location in search of work or other opportunities. The Somalis in Shelbyville arrived as secondary migrants, i.e., they chose to move to Shelbyville from the cities and towns they were originally assigned to by the U.S. Office of Refugee Resettlement.

13. As defined by Grantmakers Concerned with Immigrants and Refugees, www.gcir.org

14. Pastor and Ortiz. 2009. Immigrant Integration in Los Angeles: Strategic Directions for Funders. http://csii.usc.edu/documents/immigrant_integration.pdf

Photo: Greg Poschman

Resources

IMMIGRANT INTEGRATION

- **Grantmakers Concerned with Immigrants and Refugees** - **www.gcir.org**. A growing network of foundations working on a wide range of immigration and immigrant integration issues including education, health, employment, civic participation, race and intergroup relations, and other concerns affecting immigrant children, youth and families.
- **MPI National Center on Immigrant Integration Policy** - **www.migrationinformation.org/integration**. A crossroads for elected officials, researchers, state and local agency managers, grassroots leaders and activists, local service providers and others who seek to understand and respond to the challenges and opportunities today's high rates of immigration create in local communities.
- **NLC's Municipal Action for Immigrant Integration** - **www.nlc.org/maii.aspx**. A project of NLC that promotes civic engagement and naturalization among immigrant communities in cities and towns across the U.S.
- **USC Center for the Study of Immigrant Integration** - **http://csii.usc.edu**. Promotes research and dialogue concerning long-term issues of immigrant settlement, generational succession, incorporation and integration.
- **Welcoming America** - **www.welcomingamerica.org**. A national, grassroots-driven collaborative that works to promote mutual respect and cooperation between foreign-born and U.S.-born Americans.

REFUGEE RESETTLEMENT

- **Church World Service (CWS)** - **www.churchworldservice.org**. The relief, development and refugee assistance ministry of 35 Protestant, Orthodox and Anglican denominations in the United States.
- **Lutheran Immigrant and Refugee Service (LIRS)** - **www.lirs.org**. Offers resettlement and protection services for refugees, advocates for fair and just treatment of asylum seekers, seeks alternatives to detention for those who are incarcerated during their immigration proceedings and stands for unity for families fractured by unfair laws.
- **Office of Refugee Resettlement (ORR)** - **www.acf.hhs.gov/programs/orr**. An office within the Administration for Children and Families (ACF) that provides people in need with critical resources to assist them in becoming integrated members of American society.
- **U.S. Committee on Refugees and Immigrants (USCRI)** - **www.refugees.org**. USCRI's mission is to address the needs and rights of persons in forced or voluntary migration worldwide by advancing fair and humane public policy, facilitating and providing direct professional services and promoting the full participation of migrants in community life.
- **World Relief** - **www.worldrelief.org**. Provides humanitarian aid, disaster and emergency *relief*, and is involved in community and economic development. By educating and equipping the church in all aspects of ministry to the poor and vulnerable, World Relief builds grassroots programs that are sustainable and community-driven – transforming communities from within.

COMMUNITY-SPECIFIC

- **Congressional Black Caucus Foundation** - **www.cbcfinc.org**. A nonprofit, nonpartisan public policy, research and educational institute that aims to help improve the socioeconomic circumstances of African-Americans and other underserved communities.
- **The National Council of La Raza (NCLR)** - **www.nclr.org**. The largest national Hispanic civil rights and advocacy organization in the United States – works to improve opportunities for Hispanic Americans.
- **Pew Hispanic Center** - **www.pewhispanic.org**. A nonpartisan research organization that seeks to improve understanding of the U.S. Hispanic population and to chronicle Latinos' growing impact on the nation.
- **Somali Family Care Network** - **www.somalifamily.org**. Strives to empower Somali community-based organizations and other refugees through capacity building and social mobilization activities that will aid refugees in their transition from dependency to self-sufficiency and integration into American society.

POLICY/RESEARCH

- **Brookings Institution Metropolitan Policy Program** - **www.brookings.edu/metro**. Provides decision makers with timely trend analysis, cutting-edge research and policy ideas for improving the health and prosperity of cities and metropolitan areas.
- **Migration Policy Institute** - **www.migrationpolicy.org**. Provides analysis, development and evaluation of migration and refugee policies at the local, national and international levels.

GOVERNMENT

- **National Association of Counties (NACo)** - **www.naco.org**. Advances issues with a unified voice before the federal government, improves the public's understanding of county government, assists counties in finding and sharing innovative solutions through education and research and provides value-added services to save counties and taxpayers money.
- **The National Conference of State Legislatures (NCSL)** - **www.ncsl.org**. A national, bipartisan organization that provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues.
- **National League of Cities (NLC)** - **www.nlc.org**. The oldest and largest national organization representing municipal governments throughout the U.S.
- **State Department's Bureau of Population, Refugees and Migration (PRM)** - **www.state.gov/g/prm**. A government office, run through the U.S. State Department, whose mission is to provide protection, ease suffering and resolve the plight of persecuted and uprooted people around the world on behalf of the American people.
- **U.S. Citizenship and Immigration Services (USCIS)** - **www.uscis.gov**. The government agency that oversees lawful immigration to the U.S.

DIALOGUE AND CIVIC ENGAGEMENT

- **International Coalition of Sites of Conscience** - **www.sitesofconscience.org**. A worldwide network of "Sites of Conscience"– historic sites dedicated to remembering past struggles for justice and addressing their contemporary legacies.
- **The Opportunity Agenda** - **www.opportunityagenda.org**. Works to build public support and public policy for greater and more equal opportunity in the United States.
- **Public Conversations Project (PCP)** - **www.publicconversations.org**. Works with individuals, organizations and communities to constructively address conflicts related to values and worldviews.

WELCOME to Shelbyville

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Active Voice Staff

Ellen Schneider
EXECUTIVE DIRECTOR

Shaady Salehi
DEPUTY DIRECTOR

Daniel Moretti
OPERATIONS DIRECTOR

Maikiko James
PROGRAM MANAGER

Sahar Driver
CONSULTANT

Betsey Zeiger
ADMINISTRATIVE COORDINATOR

BeCause Foundation Staff

Richard Kincaid
FOUNDER

Debbie Ferruzzi
EXECUTIVE DIRECTOR

Erin Sorenson
CHIEF PROGRAMS OFFICER

Welcome to Shelbyville

DIRECTOR AND PRODUCER
Kim A. Snyder

EDITOR
Jeremiah Zagar

DIRECTOR OF PHOTOGRAPHY
Greg Poschman

EXECUTIVE PRODUCERS
Richard Kincaid
Ellen Schneider

CO-PRODUCERS
Sarie Horowitz
Katherine Pickard
Gwyn Welles

Guide Contributors

GUIDE DESIGNER
Zaldy Serrano

COPY EDITOR
Debbie Zambetti

GUIDE REVIEWERS

Maggie Herzig
Public Conversations Project

Rhonda Ortiz
USC Center for the Study of Immigrant Integration

Julie Rowe
The Opportunity Agenda

ACTIVE voice®

Active Voice uses film, television and multimedia to spark social change from grassroots to grass tops. Our team of strategic communications specialists works with mediamakers, funders, advocates and thought leaders to put a human face on the issues of our times. We frame and beta-test key messages, develop national and local partnerships, plan and execute high profile, outcome-oriented events, repurpose digital content for web and viral distribution, produce ancillary and educational resources and consult with industry and sector leaders. Since our inception in 2001, Active Voice has built a diverse portfolio of story-based campaigns focusing on issues including immigration, criminal justice, healthcare and sustainability. **www.activevoice.net**

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