

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

NCELA
National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs

presents

Meeting the Needs of Students with Interrupted Formal Education & Refugee Backgrounds

March 20, 2013

Teddi Predaris
Fairfax County Public Schools
Dee Daniels Scriven
Rezene Hagos

Office of Refugee Resettlement, US Department of Health & Human Services

NCELA is operated under contract ED-04-CO-0094/0002 from the US Department of Education to The George Washington University. Our mission is to provide technical assistance information to state education agencies, local education agencies, and others regarding the education of English language learners.

Meeting Needs of Students with Interrupted Formal Education (SIFE) & Refugee Backgrounds - Context

- ☀ Heterogeneity of EL student population
- ☀ Update to August 2011 webinar by the Office of Refugee Resettlement, U.S. Department of Health and Human Services (HHS)
- ☀ Example of a program for SIFE and refugee background students at an LEA

REFUGEE CHILDREN AND THE U.S. PUBLIC SCHOOL SYSTEM

ORR Presentation to
Department of Education Title III Directors

March 20, 2013

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Overview

1. Office of Refugee Resettlement
2. ORR Populations
3. Refugee Children
4. Refugee School Impact Grant
5. Other Resources





Photo courtesy of UNHCR: N. Behring

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The Office of Refugee Resettlement



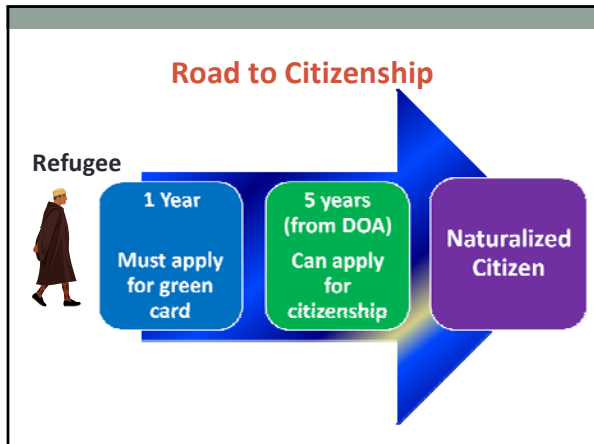
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    A[Department of Health and Human Services] --> B[Administration for Children and Families]
    B --> C[Office of Refugee Resettlement]
  
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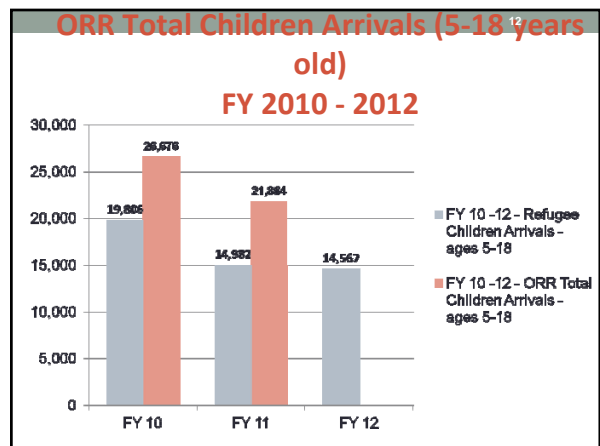
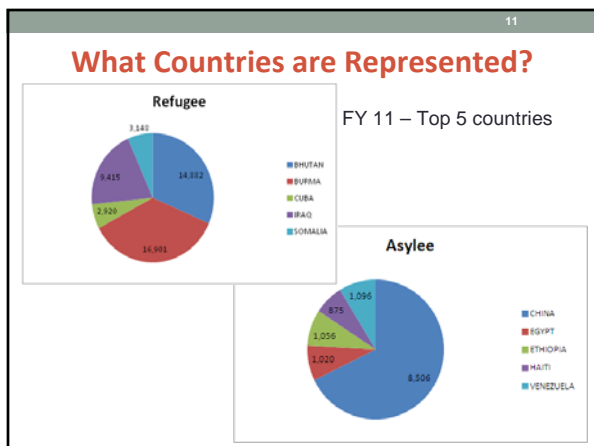
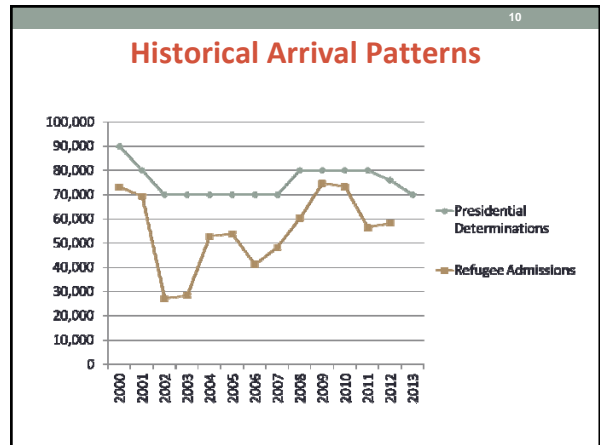
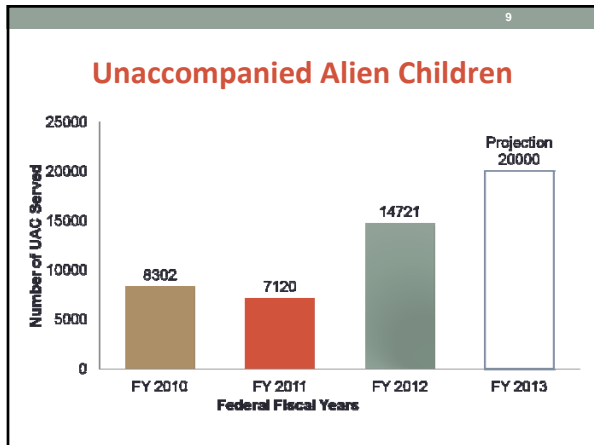
What Populations Does ORR Serve?

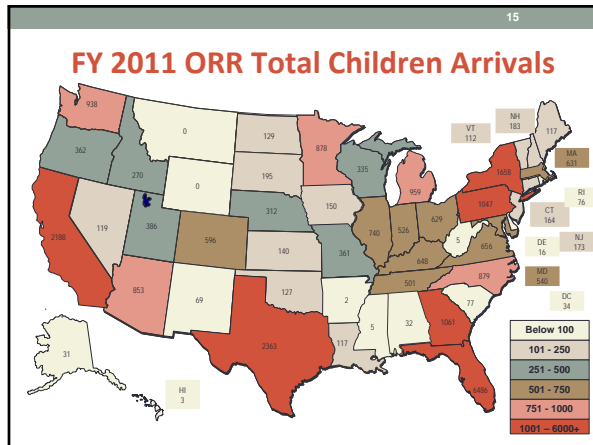
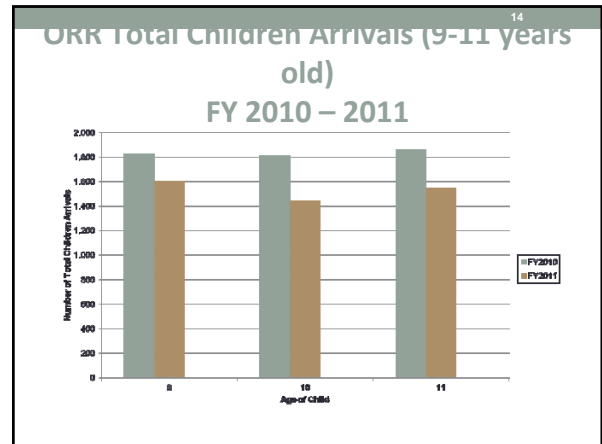
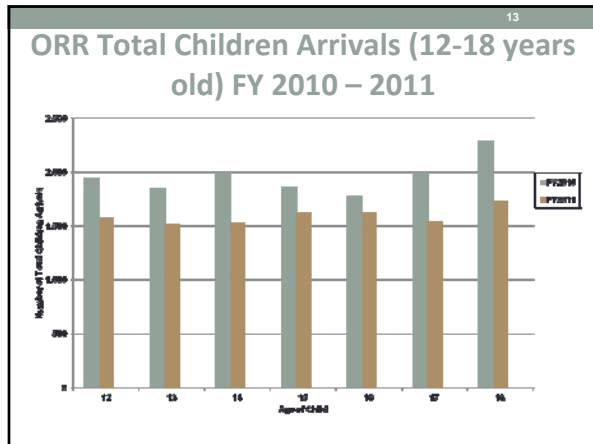
- Refugees
- Asylees
- Cuban and Haitian Entrants
- Certain Amerasians admitted as immigrants from Vietnam
- Special Immigrant Visa Holders from Iraq and Afghanistan
- Certified Victims of Human Trafficking
- Unaccompanied Alien Children



U.S. Refugee Resettlement Program ORR Caseload Projection for FY 2013

Entry Status	Total Projected
Refugees	70,000
Asylees	28,000
Cuban/Haitian Entrants	20,000
Victims of Human Trafficking	1,000
Special Immigrant Visa holders (SIV)	4,000
Unaccompanied Alien Children	20,000
Total projected ORR caseload for FY 13	143,000





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Refugee School Impact Grant (RSIG)

Objectives:

- Ensure academic success and successful school integration
- Strengthen knowledge and skills of parents & school communities to help refugee school children

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Refugee School Impact Grant (RSIG)

General Info:

- \$15 million to 39 states
- Current 2-year funding cycle (8/15/2012 - 8/15/2014)
- States sub-grant to schools and resettlement agencies

Target Population:

- 5–18 (21) years old going to elementary and secondary schools
- Newly arrived refugees &
- Refugee children who have been here for 3 years or less but have some academic challenges

RSIG: Allowable Activities

- English as a second language instruction
- After school and summer programs
- Parental involvement programs
- Interpreter services
- Bilingual/Bicultural counselors and aides
- Tutoring
- School liaisons
- Mentoring

Indicators to Measure Students' Success

- High classroom attendance rate
- Improved academic performance
- Full school participation
- Development of leadership skills

RSIG: Good Practices

- Schools/School Districts partnering with local community organizations
- Programs focused on establishing the connection between parent-child, parent-school and school-community
- Professional development for school and participating community partners
- Partnerships capable of garnering non-ORR funding, volunteers or support
- Proper data collection and documentation

Can Refugee Children Access Mainstream Services?

Yes, in the same ways as U.S. born children

- Department of Health and Human Services
 - Medicaid; State Children's Health Insurance Program (CHIP); Temporary Assistance for Needy Families (TANF)
- Department of Education
 - Student Loans; Pell Grants
- Department of Agriculture
 - National School Lunch Program, Supplemental Nutrition Assistance Program (SNAP or Food Stamps)
- Social Security Administration
 - SSI

ORR Website

<http://www.acf.hhs.gov/programs/orr/>

State Programs Annual Overview



Click on a state above or select a state or territory from the dropdown:

Select a state or territory

State Administration Ethnic Focal Public/Private Partnership

ORR Stakeholders/Network

- Quarterly Stakeholders' Meetings
- Ethnic Community Based Organizations
- ICF International (ORR Technical Assistance Provider)
 - http://www.acf.hhs.gov/programs/orr/resources/tech_asst_providers.htm
- Bridging Refugee Youth and Children's Services (BRYCS)
 - <http://www.brycs.org/>
 - Educational toolkits, best practices, listserv

Other Resources

- The UN Refugee Agency (UNHCR)
<http://www.unhcr.org/pages/49c3646c1e8.html#>
- Center for Applied Linguistics
<http://www.cal.org/index.html>
 - Cultural Orientation Resource Center:
<http://www.culturalorientation.net/>
- Refugee Processing Center
<http://www.wrapsnet.org/>

Contact Information

Dee Daniels Scriven
Special Assistant to the Director
dee.danielsscriven@acf.hhs.gov
202-205-4597

Rezene Hagos
RSIG Program Manager
rezene.hagos@acf.hhs.gov
202-205-8051

Meeting the Needs of Students with Interrupted Formal Education (SIFE) and Refugee Backgrounds

Teddi Predaris
Director, Office of Language Acquisition and Title I
Fairfax County Public Schools
Fairfax, Virginia
March 20, 2013



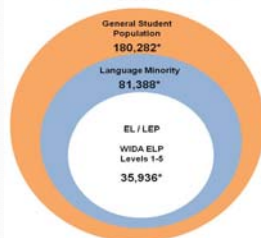
Fairfax County Public Schools Fairfax, Virginia

- 11th largest school division in USA
- 400 square miles
- 196 schools
- Students from 200 countries
- Over 160 language groups represented



Fairfax County Public Schools (FCPS) Demographics

Fairfax County Public Schools
Language Minority/English Learner Student Chart*
2012-2013



*As of September 28, 2012



FCPS Top Ten Language Groups 2012-2013

	Language	Number of Students	Percent of Total Language Minority
1	Spanish	34,252	42
2	Korean	6,084	8
3	Arabic	5,218	6
4	Vietnamese	5,071	6
5	Chinese/Mandarin	3,700	5
6	Urdu	3,341	4
7	Farsi/Persian	2,025	3
8	Amharic	1,954	2
9	Telugu	1,545	2
10	Hindi	1,505	2
	Other	16,693	21

Fairfax County Public Schools (FCPS) Belief Statements

- An educated citizenry is critical to sustaining our economy and our system of self-governance.
- Our diversity creates resilient, open, and innovative citizens of the global community.



FCPS Vision Statements

- FCPS values its diversity and acknowledges that all people contribute to the well-being of the community.
- FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment.



FCPS Student Achievement Goals (excerpts)

- 1.1 All students will achieve their full academic potential.
- 1.2 Students will learn to communicate in at least two languages.
- 1.4 Students will learn to understand the interrelationship and interdependence of the countries and cultures of the world.



FCPS Focus 2012-13 & Beyond

- In FCPS, all schools will build professional learning communities that employ best practices to raise the bar for all students and close the achievement gap.



Fairfax County Public Schools Goals

- All students shall reach their full academic potential and graduate high school
- To do this, programs must be developed and modified to meet evolving needs of changing demographics of student population



Registration & Entry Assessment

- All language minority students and families register with bilingual registrars at one of three sites
- Students' English language proficiency (ELP) assessed with a World-Class Instructional Design and Assessment (WIDA) to determine ELP level
- Students' transcripts, records, educational history, and assessment scores reviewed together to make programmatic recommendations to families



WIDA English Language Proficiency (ELP) Levels

WIDA English Language Proficiency Levels: A Continuum					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Emerging	Developing	Expanding	Bridging	Reaching
Limited English Proficient (LEP) = English Learner (EL)					Formerly Limited English Proficient (FLEP)
Students Receive ESOL or Level 5 Bridging Services					No ESOL or Bridging Services Academic Performance Monitored for Two Years

Research shows that it takes 5-7 yrs. to become proficient in academic English.

Placement Options for SIFE



- Base Middle or High Schools
- Transitional ESOL High School Program
- Alternative High Schools/Adult High School

Base Middle and High Schools

- Content-based ESOL (every school)
- Academic language taught through content areas with focus on learning grade level standards
- Online summer ESOL courses
- ESOL teachers receive professional development on differentiating instruction for students developing literacy
- Free public education for ELs through age 22



Transitional ESOL High School Program

- Services for students aged 18+
- Late afternoon and evening courses
- ELP Level 1 and 2 students
- Students with interrupted/limited previous schooling
- Most students have fewer than 10 high school credits
- At four sites on public transportation routes
- <http://www.fcps.edu/is/esol/transitional.shtml>



Transitional ESOL High School Program

- Transitional program provides introductory transitional courses necessary as foundation to work toward high school diploma
- ESOL Level 1 & 2 and ESOL/Science, ESOL/Social Studies and Math (content concepts and academic language)
- Special supports for SIFE (Career nights, field trips, writing publications, yearbooks)
- Staffed by contracted, certified full-time ESOL teachers

Alternative and Adult High Schools

- Students 18 and over may transfer to an alternative or adult high school program to earn remaining credits to graduate with high school diploma
- No upper age limit for Adult High School
- Free tuition through age 22 – tuition over age 22
- Some daytime as well as evening schedules



Other programs for students 18 and over

- GED
- National External Diploma Program
- Adult ESOL
- Family Literacy



FCPS Goal: Prepare Students to be College and Career Ready

- Empowered with 21st Century skills
- Prepared to be successful members of a global community



For Further Information



- Teddi Predaris
 - Director, Office of Language Acquisition & Title I
 - teddi.predaris@fcps.edu
- Samuel Klein
 - PreK-12 ESOL Coordinator
 - samuel.klein@fcps.edu
- Darina Walsh
 - PreK-12 ESOL Coordinator
 - darina.walsh@fcps.edu
- Shelley Gutstein
 - Transitional ESOL High School Program Administrator
 - shelley.gutstein@fcps.edu
- FCPS website:
 - <http://www.fcps.edu/is/esol/index.shtml>

Questions



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Thank you for participating in today's webinar on "Meeting the Needs of Students with Interrupted Formal Education & Refugee Backgrounds" presented by Teddi Predaris, Dee Daniels Scriven, and Rezene Hagos, and hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

- For more information or if you have additional questions contact:
 - Teddi Predaris Teddi.Predaris@fcps.edu
 - Dee Daniels Scriven dee.danielscriven@acf.hhs.gov
 - Rezene Hagos rezene.hagos@acf.hhs.gov
- If you have additional questions regarding the webinar contact askncela@gwu.edu.

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