



Welcome!

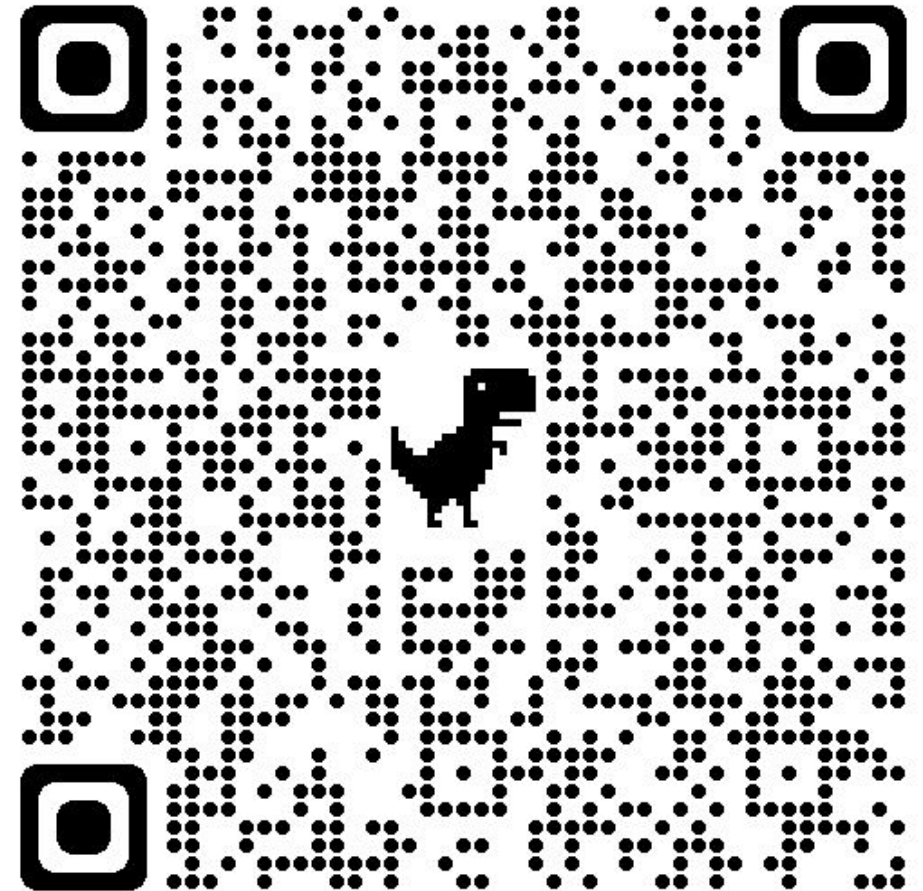
Sign-Up for the Refugee Student Support Mailing List!

Interested in receiving updates on **resources** and **opportunities** available through ADE Refugee Student Support and partnering organizations?

Sign-up for our mailing list by scanning the QR code or by visiting our website at

[www.azed.gov/
welcome-refugee-student-support](http://www.azed.gov/welcome-refugee-student-support)

and clicking the sign-up link at the bottom of the home page!





ARIZONA DEPARTMENT OF
EDUCATION

Supporting Academic Achievement for Refugee and Other Newcomer Students

January 2024

Arizona Department of Education
(602)542-4963
homeless@azed.gov

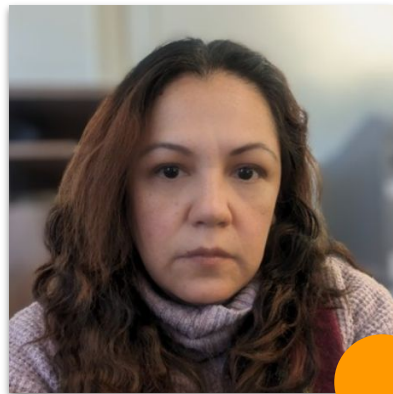


Introductions



Marisa Peña

Lead Program Specialist
Refugee Student Support
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Claudia Shepherd

Youth Program Coordinator
International Rescue Committee

**Take a moment to introduce
yourself to the people around you.**

Share your name, district, role, and
why you chose this session.

Introduction

2 minutes





Objectives

- Attendees will understand the different classifications of newcomers, the processes by which they arrive in the United States, and their common experiences.
- Attendees will learn about best practices and resources available to support newcomer student academic achievement.

Newcomer Students and Families



- Key Terms and Acronyms
- Who are “newcomer” students?
- ORR Eligible and Ineligible Populations
- Eligibility and Enrollment
- Resettlement Agencies
 - Services for Refugees



Key Terms and Acronyms

As we move through today's session, you may find it helpful to reference the commonly utilized acronyms and terms listed on the handout you received today.

Also included on this sheet are our contact information and helpful resources.

Supporting Academic Achievement for Refugee and Other Newcomer Students

January 17th, 2024



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Commonly Used Acronyms and Terms

ORR - Office of Refugee Resettlement

Arizona RRP / AZ RRP - Arizona Refugee Resettlement Program

RA - Resettlement Agency

- o International Rescue Committee (IRC)
- o Catholic Charities
- o Lutheran Social Services of the Southwest (LSS - SW)
- o Arizona Immigrant & Refugee Services (AIRS)

Newcomer - any immigrant student that has recently arrived in the United States

Refugee - a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group.

Asylum-Seeking - individuals who, on their own, travel to the United States and have applied for and are awaiting to receive a grant of asylum.

Asylee - individuals who, on their own, travel to the United States and have received a grant of asylum. Qualify for ORR services.

Unaccompanied Refugee Minor (URM) - a refugee child or youth that has not attained 18 years of age and has no parent or legal guardian in the United States, or no parent or legal guardian in the United States available to provide care and physical custody.

Please note that the above list is not a complete list of newcomer classifications, but is intended to define a few commonly confused classifications.



Visit the ADE Refugee Student Support website for additional resources and upcoming learning opportunities!



Who are “newcomer” students?

Refugee Student Support considers a **“newcomer”** student to be **any immigrant student that has recently arrived in the United States**. A newcomer student may be a(n):

- Refugee
- Humanitarian Parolee/Entrant
- Asylum-seeker
- Asylee
- Office of Refugee Resettlement (ORR) eligible and ineligible individuals

Newcomer students may **also** be classified as:

- an English language learner
- experiencing homelessness
- a child in foster care
- a migratory student
- unaccompanied



Office of Refugee Resettlement (ORR)

Eligible Populations

The U.S. Office of Refugee Resettlement supports eligible populations newly arriving in the United States by connecting them with critical resources.

Refugee, SIV, Amerasian	Humanitarian Parolee (APA, U4U, Cuban/Haitian Entrants)	Asylee	Victims of Trafficking
<ul style="list-style-type: none">• Processed overseas, permanent legal status upon arrival• Eligible for resettlement services for 5 years after arrival date	<ul style="list-style-type: none">• Temporarily allowed in US, typically 2 years, must apply for asylum to receive permanent status• Eligible for resettlement services for the period of the HP status	<ul style="list-style-type: none">• Processed after arrival, permanent legal status as of asylum date• 90 days to apply for resettlement services after the date of asylum• Eligible for resettlement services for 5 years from date of asylum	<ul style="list-style-type: none">• U or T Visa• Eligible for services for 4 years from date granted status• May apply for permanent status (Green Card)



Office of Refugee Resettlement (ORR)

Ineligible Populations

Not all newcomer individuals are supported by the Office of Refugee Resettlement. These populations are important to note when supporting students and families.

Asylum-Seeker	TPS – Temporary Protected Status	Nicaraguan & Venezuelan Parole/Entrant	Other Immigrants
<ul style="list-style-type: none">• In the process of applying for asylum, has not received permanent legal status yet	<ul style="list-style-type: none">• Eligible foreign nationals unable to return home safely due to conditions or circumstances preventing their country from adequately handling the return• El Salvador, Haiti, Honduras, Nepal, Nicaragua, Sudan, Venezuela, and many more	<ul style="list-style-type: none">• Similar process as Cuban/Haitian Parolees/Entrants	<ul style="list-style-type: none">• Diversity Lottery• Temporary work visa• Other documented or undocumented migrants



Eligibility and Enrollment

When enrolling newcomer children and youth, it is important that LEAs ensure they apply the correct coding for students.

The AzEDS need code **“refugee”** (code **16**) is to be applied only to students who have been granted **refugee status** in accordance with all applicable laws of the United States.

This includes all **ORR-eligible** populations. This definition is based on definitions provided within [45 C.F.R. § 400](#) and [A.R.S § 15-1803](#).

Please note that students may also qualify for the AzEDS need code **“immigrant”** (code **8**). This code has a time-limit limit that does not align with the time-limit of the **“refugee”** code.



Resettlement Agencies in Arizona



Arizona Immigrant & Refugee Services (AIRS)

Maricopa Only



First 90 Days

Upon arrival in the U.S., refugees are provided essential services by resettlement agencies within the first 90 days.

- limited cash assistance
- medical assistance
- housing
- English as a Foreign Language class
- employment services
- **enrollment in school**



The First 90 Days of Refugee Resettlement





Ongoing Adjustment Services

Up to 5 Years After Arrival



Agency specific:

- Case management
- Employment services
- Intensive case management

Any Agency:

- Refugee school impact
- English classes
- Women's Empowerment

Newcomer Student Experiences



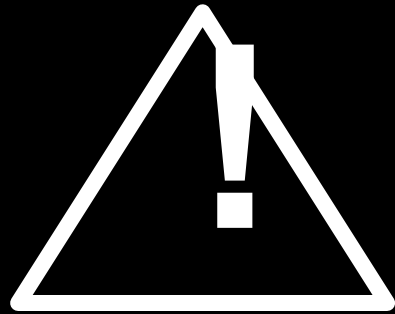
- Refugee Education Experience
 - Triple Trauma Paradigm
 - Trauma and Stress Over Time
- Impact and Considerations

Refugee Education Experience

It is critical to consider these aspects when assessing a refugee child's emotional/behavioral issues:

- Culture shock: Adapting to a new culture
- Survivor guilt: Why did I make it and they didn't
- Post Traumatic Stress Disorder (PTSD): 50–90% of refugee children under 18 years of age have symptoms matching PTSD (ORR, 2015)
- Memories of home country and family/friends left behind
- Shifting family dynamics: Children learn English faster, women going to work, etc.

The Triple Trauma Paradigm



Pre-Flight

- Witnessing violence
- Separation
- Isolation of family
- Malnutrition
- Loss of home and possessions
- Disruption of studies, life dreams

The Triple Trauma Paradigm



Flight

- Exploitation
- Detention at checkpoints
- Loss of home, possessions
- Loss of schooling
- Physical assault, rape, or injury
- Lack of medical care
- Uncertainty about future

The Triple Trauma Paradigm



Post-Flight

- Language barriers
- Transportation
- Loss of identity, roles
- Bad news from home
- Unmet expectations
- Unemployment
- Low social and economic status
- Racial/ethnic discrimination
- Repeated relocation/migration
- Social and cultural isolation
- Family separation/reunification
- Unresolved losses/disappearances
- Conflict: internal, marital, generational, community
- Unrealistic expectations from home

Indicators of Stress and Distress Over

Cognitive / Emotional	Physical	Behavioral
<ul style="list-style-type: none">• Inability to concentrate• Excitability or depression• Nervous tension• Emotional instability• Feelings of detachment, weakness• Feelings of being hunted• Panic attacks	<ul style="list-style-type: none">• Excessive sweating• Hyperventilation• Tachycardia• Dry mouth• Dizziness• Extreme tiredness• Frequent urge to urinate• Gastro-intestinal complaints (pain, diarrhea, vomiting)• Generalized body pains• Migraine• Menstrual problems• Musculoskeletal problems• Skin problems• Sleeping problems	<ul style="list-style-type: none">• Impulsiveness• Urge to cry or run away• Aggressiveness• Startle responses• Shaking or 'tics'• Giggling or unstoppable laughing• Abnormal agitation• Lack of appetite or excessive eating• Increased substance abuse (smoking, drinking, drugs)

Take a moment to discuss the following questions with the people around you:

How might the “Triple-Trauma Paradigm” **impact** a newcomer student’s **experience** in school?

In what ways can districts, schools, and educators **prepare** for and **support** newcomer students given their experiences and unique needs?

Discussion

2 minutes



Adverse Childhood Experiences:

Traumatic events that can have negative, lasting effects on health and wellbeing.

Abuse

- Emotional abuse
- Physical abuse
- Sexual abuse

Household Challenges

- Domestic violence
- Substance abuse
- Mental illness
- Parental separation/divorce
- Incarcerated parent

Neglect

- Emotional
- Physical

“Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today”.

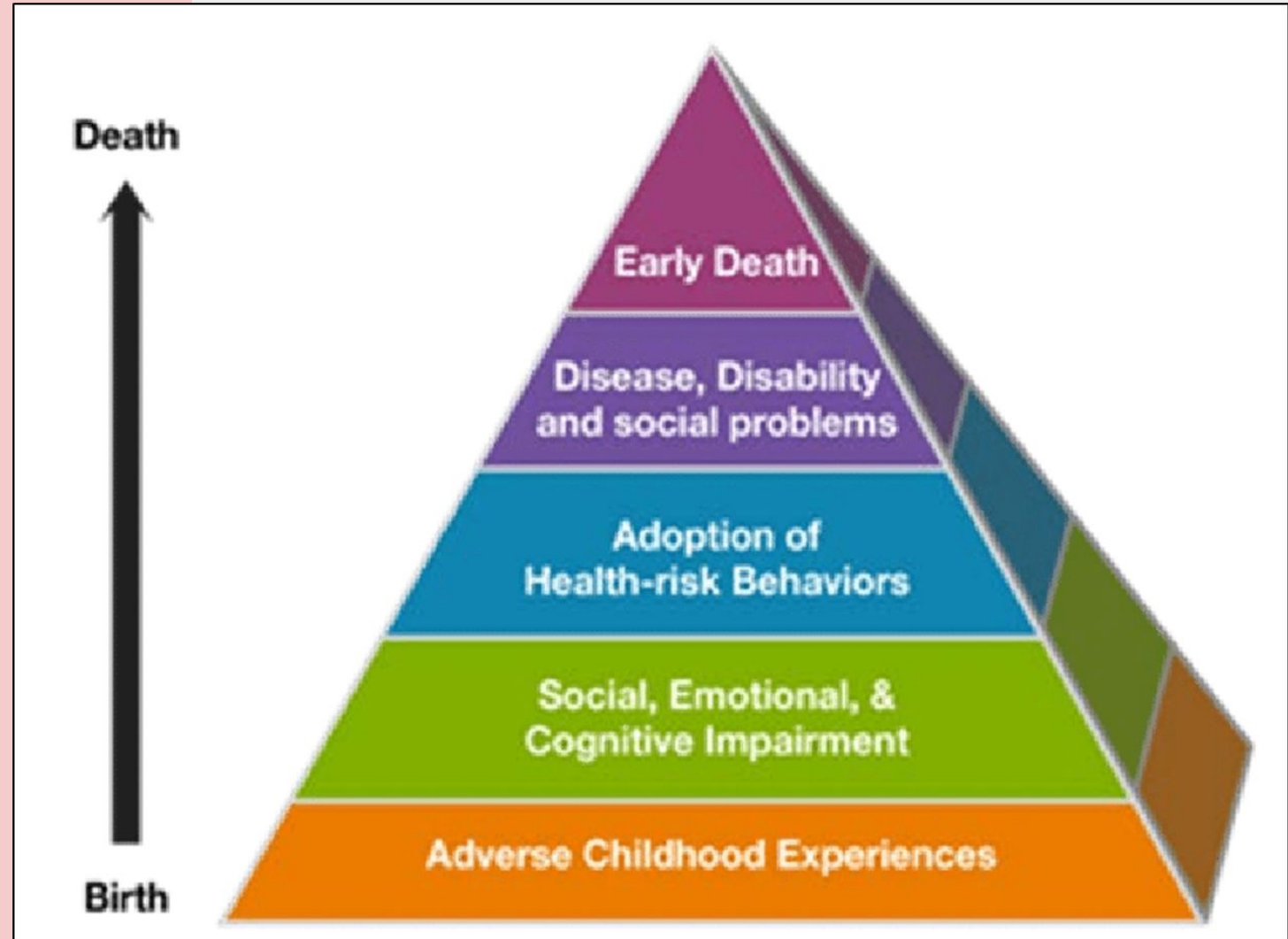
Dr. Robert Block, the former president of the American Academy of Pediatrics.

67% of the population have at least one ACE.

$\frac{1}{8}$ of the population have more than 4 ACEs.

The Impact of Trauma

- Impaired sleep
- Inability to relax
- Chronic fatigue
- Fear of taking risks
- Lack of confidence
- Decreased personal agency
- Sensory overload
- Challenges learning new information
- Self-doubt
- Limited access to creativity
- Loss of sense of purpose
- Perfectionism
- Struggles to change behaviors



Distinguishing Between Trauma and ADHD

TRAUMA

- Feelings of fear, helplessness, uncertainty, vulnerability
- Increased arousal, edginess and agitation
- Avoidance of reminders of trauma
- Irritability, quick to anger
- Feeling of guilt or shame
- Dissociation, feeling of unreality or being “outside of one’s body”
- Continually feeling on alert for threat or danger
- Unusually reckless, aggressive or self-destructive behavior

OVERLAP

- Difficulty concentrating and learning in school
- Easily distracted
- Often does not seem to listen
- Disorganization
- Hyperactive
- Restless
- Difficulty sleeping

ADHD

- Difficulty sustaining attention
- Struggle to follow instructions
- Difficulty with organization
- Fidgeting or squirming
- Difficulty waiting or taking turns
- Talking excessively
- Losing things necessary for tasks or activities
- Interrupting or intruding upon others



Impact and Considerations

Newcomer students and families have a variety of complex needs. To provide **support** and ensure a **successful educational experience**, LEAs should:

- **Develop awareness** of newcomers in the community,
- **Prepare** for newly-arriving families, and
- **Collaborate** with resettlement agencies and other community organizations.



Impact and Considerations

How can districts and schools prepare for and be responsive to the experiences of many newcomer students and their families?

- **Begin at enrollment**
 - Be prepared and welcoming
- **Avoid bias and misinterpretation of need**
 - Special education services and English language acquisition
- **School training on trauma and how it impacts learning**
 - Multiple audiences: administrators, registrars, nutrition staff, educators, etc.
 - Establish systems to support students
- **Collaborate with resettlement agencies and other community-based organizations**

Arizona's Newcomer Students



- Arizona's Refugee Data



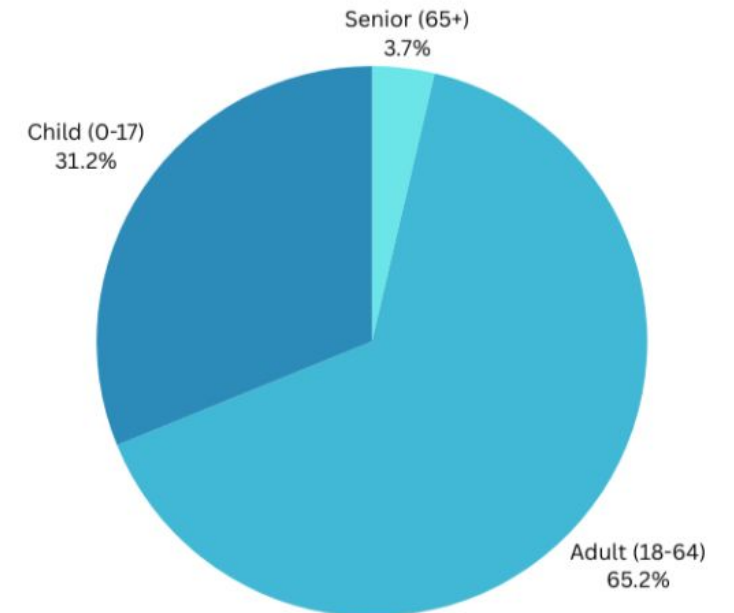
Arizona's Refugee Data

- FFY 24 (October 1st, 2023 - December 31, 2023) - **1,829**
- Expected total FFY 24 - **9,000+**
- Approximately 30% are school-aged children - **Expected 3,300**
- Current Refugee students in Arizona - **1,732**



Age Demographic	Average Age
Child (0-17)	8.7
Adult (18-64)	34.0
Senior	67.0

Age



Newcomer Student Enrollment



- Enrollment Processes
- Requirements for School Registration
- Identification Form and Conversation
- Ensuring Access and Success



Enrollment Processes

Enrollment of refugee students may occur in a variety of processes.

- **Enrollment supported by a resettlement agency** (refugees only)
 - Must occur within 30 days of arrival
 - Typically supported by a translator familiar with the process
 - If possible, preparations should be made:
 - prepare enrollment packet in advance
 - welcoming procedures
 - translation services
- **Enrollment not supported by a resettlement agency** (may be any newcomer)
 - May occur at any point after arrival, sometimes within first 30 days
 - May need immediate translation services and support with the process
 - When possible, be prepared

REQUIREMENTS FOR SCHOOL REGISTRATION

Upon enrollment, parents and guardians must present the following:

- Proof of child's identity & birth
 - I-94
 - Special Immigrant Visa (SIV)
- Photo ID
 - Travel document
- Immunization Records
- Proof of Arizona Residence
- Legal custody papers, if applicable
- Registration Packet

For: John Smith



Most Recent I-94

Admission (I-94) Record Number : 123456789A0
Most Recent Date of Entry: 2020 January 15
Class of Admission : H-1B
Admit Until Date : 01/14/2023
Details provided on the I-94 Information form:

Last/Surname : SMITH
First (Given) Name : JOHN ADAM
Birth Date : 1972 June 15
Passport Number : 01234567
Country of Issuance : Brazil

SAMPLE I-94 Record

An immigration inspector at a Port of Entry issues Form I-94, ARRIVAL/DEPARTURERECORD, to all persons arriving except U.S. citizens,immigrants, returning resident aliens, and Canadian citizens visiting or in transit. Beginning in 2013, a copy of the automated I-94 record may be downloaded from www.cbp.gov/i94. Some people still receive paper records and their records may not be available online.

Proof of Birth – I-94

- The I-94 takes the place of the Birth Certificate
 - Refugees
 - Certain Parolees

Proof of Birth – Special Immigrant Visa

An SIV will have an Iraqi or Afghan passport with a Visa

The diagram illustrates the components of a Special Immigrant Visa (SIV) and the information it contains. It features a central image of a visa and a yellow callout box with a list of requirements.

Identity (passport) (blue box pointing to the top of the visa)

Date of entry (blue box pointing to the 'Issue Date' field)

Immigration status (special immigrant) (green box pointing to the 'IV Category' field)

Nationality (passport) (Afghan or Iraqi) (red box pointing to the 'Nationality' field)

Iraqi or Afghan passport shows: (yellow callout box)

- Identity
- Immigration status (lawful permanent resident)
- Date of entry
- Nationality (must be Iraqi or Afghan)

Visa Details:

EMPLOYMENT AUTHORIZED (blue stamp)

Issue Date: 05MAY2017
Port/Officer: NEWXXXX
Valid Until: 4 MAY 2018
SQ1

VISA (top left)

UNITED STATES OF AMERICA (top right)

IMMIGRANT VISA (top right)

Issuing Post Name: US EMBASSY BAGHDAD
IV Case Number: BGDXXXX6000201
Registration Number: XXXXXXXXX
SQ1

Surname: VOID
Given Name: VOID
Gender: M
Nationality: IRAQ
IV Category: SQ1

Birth Date: 10OCT1985
Birthplace: IRAQ
Marital Status: [blank]

Passport Number: 555123ABC12
IV Issue Date: 15APR 2017
Expires On: 14SEP2017

Annotation: *

UPON ENDORSEMENT SERVES AS TEMPORARY I-551 EVIDENCING PERMANENT RESIDENCE FOR 1 YEAR.

Identity (blue triangle)

Immigration status (green triangle)


Date of eligibility (blue triangle)

Nationality, if necessary (red triangle)

Parent Identification

If the parent does not have a state issued ID yet, the Travel Document may take the place of ID

VALID FOR ONE YEAR


United States Department of State
Bureau of Population, Refugees, and Migration
Washington, D.C. 20520-5824

Date Issued: 09 Nov 2022

The Transportation Company And Transportation Security Administration




Document ID: [REDACTED]


RE: [REDACTED] UNHCR Case Number: [REDACTED]

NAMES OF CLIENTS | **NAMES OF CLIENTS**

US Address: 4425 West Olive Avenue, Suite 400 Glendale, Arizona 85302-3847 United States of America

Sir/Madam:
Pursuant to the accompanying travel packet (for international flights) or the form I-94 (for U.S. domestic flights), the Department of Homeland Security/U.S. Citizenship and Immigration Services has approved the application to apply for admission to the United States of the below-named alien(s) under section 207(c)(1).

		
NAME	NAME	NAME
ALIEN #	ALIEN #	ALIEN #
Male: Principal Applicant	Female: Wife	Male: Son (Biological)
DOB: [REDACTED]	DOB: [REDACTED]	DOB: [REDACTED]
COB/NAT: Burma/ Burma	COB/NAT: Burma/ Burma	COB/NAT: Malaysia/ Burma



Not valid unless this document contains a Document ID.

Expiration Date: 09 Nov 2023 Page 1 of 2 Case: [REDACTED]



Important Considerations for Newcomer Enrollment

Proof of Arizona Residence

- For non-refugee newcomers, it is common for families to **“double-up”** or live with other individuals. This may cause feelings of apprehension to share proof of address.
- Ensure that families are made **aware of their rights** under the McKinney-Vento Act. Qualification under the act would waive the requirement for proof of residency.

Same Procedures as all Other Students

- Immunization records
- Legal custody papers, if applicable
- Registration Packet

LEA-Specific Additional Enrollment Requirements

- Ensure compliance with state law
- Remove barriers to enrollment for newcomers



Resources

- Refugee Program Eligibility Guide for Service Providers - [https://www.myflfamilies.com/service-programs/refugee-services/webguides/Refugee%20Program%20Eligibility%20Guide%20for%20Service%20Providers%20-%20MasterCopy%20\(Published%20on%206-30-22\).pdf](https://www.myflfamilies.com/service-programs/refugee-services/webguides/Refugee%20Program%20Eligibility%20Guide%20for%20Service%20Providers%20-%20MasterCopy%20(Published%20on%206-30-22).pdf)
- BRYCS Enrolling Refugee Children in U.S. Schools - <https://brycs.org/schools/enrolling-refugee-children-in-u-s-schools/>
- Finding the Right Starting Point: Obtaining, Interpreting, and Evaluating International Transcripts - https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_NW_Finding_the_Right_Starting_Point_Obtaining,_Interpreting_and_Evaluating_International_Transcripts.pdf
- National Center for Homeless Education: Immigrants and Refugees - <https://nche.ed.gov/immigrants-and-refugees/>

IDENTIFICATION FORM AND CONVERSATION



Upon enrollment, ensure **immediate translation** services, if needed.

Have a **conversation** with the family in a setting an manner that is private and welcoming.

Schools **cannot** ask an individual's **immigration status**.

Looking for certain **documents** presented at enrollment can clue you in to determining the **classification** of a student (refugee, asylum-seeker, asylee, etc.)

In your conversation, **ask questions and listen** for clues that may help you determine the classification of the student.

Remember that since immigration status cannot be a factor in enrollment, the **goal** of collecting information and determining classification is to **support the student's success and connecting them with resources**.



Ensuring Access and Success for Newcomer Students

Remember, newcomer students may qualify for a variety of programs, services, and activities such as:

- English language learner programs
 - Title IV immediate interpretation and translation services for parents and guardians
- Special Education Services
- Preschool / HeadStart Programs
- Homeless Education Program (McKinney-Vento)
 - Unaccompanied Homeless Youth (UHY)
- Foster Care Education Program
- Migrant Education Program
- before and after school programming
- extracurricular programming

It is important to ensure **accurate coding** and data collection for students! Many students will be provided **multiple identifiers** and AzEDS **need codes!**



Internal Data Tracking

Districts and schools should collect and maintain data to better support newcomer students.

- Pull monthly reports of enrollment data to:
 - Track enrollment trends
 - Ensure awareness of new arrivals and students who have withdrawn
 - Gain awareness of enrollment at each school, spoken languages, and countries of origin.
- Data tracking helps with planning purposes to determine and plan where and how to provide additional support.

Supporting Newcomer Students and Families



- Refugee School Impact Grant (RSIG)
- Contacts and Resources



Refugee School Impact Grant (RSIG)

**Some Refugee Resettlement Agencies serve students and families with RSIG funding.
Some projects currently available to schools, students, and families are:**

IRC RSIG is taking referrals for:

- New Roots, Urban gardening & entrepreneurship, ages 15+
- Online ELL program, tablet provided, must have access to wifi, ages 14+
- Family home visitation program for any family with school age children
- Schools interested in partnering for parent engagement activities

If interested, contact Michelle Buttrum at Michelle.Buttrum@rescue.org.





Refugee School Impact Grant (RSIG)

Some Refugee Resettlement Agencies serve students and families with RSIG funding. Some projects currently available to schools, students, and families are:



Lutheran
Social Services
of the Southwest

LSS-SW RSIG is taking referrals for:

- Mental health classes
- Technology classes

If interested, contact Pariwash Niroomand at pniroomand@lss-sw.org for more information.



Contacts and Resources

Contact Marisa at ADE
Refugee Student Support at
RefugeeStudentSupport@azed.gov

Contact Claudia at the IRC at
Claudia.Shepherd@rescue.org or
Michelle Buttrum at the IRC at
Michelle.Buttrum@rescue.org



Visit the ADE Refugee Student Support website for resources and upcoming learning opportunities!





Sign-Up for the Refugee Student Support Mailing List!

Interested in receiving updates on **resources** and **opportunities** available through ADE Refugee Student Support and partnering organizations?

Sign-up for our mailing list by scanning the QR code or by visiting our website at

[www.azed.gov/
welcome-refugee-student-support](http://www.azed.gov/welcome-refugee-student-support)

and clicking the sign-up link at the bottom of the home page!

