



Supporting Immigrant and Refugee Students

January 26, 2023



Welcome from the California Homeless Education Technical Assistance Center (HETAC)



About the HETAC

- The Homeless Education Technical Assistance Center (HETAC)
 - Is funded by the California Department of Education to serve as the state's homeless education technical assistance center
 - Is operated jointly by the Contra Costa, Los Angeles, and San Diego County Offices of Education

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"Which HETAC serves my county?" [Download the HETAC flyer](#) to learn more.



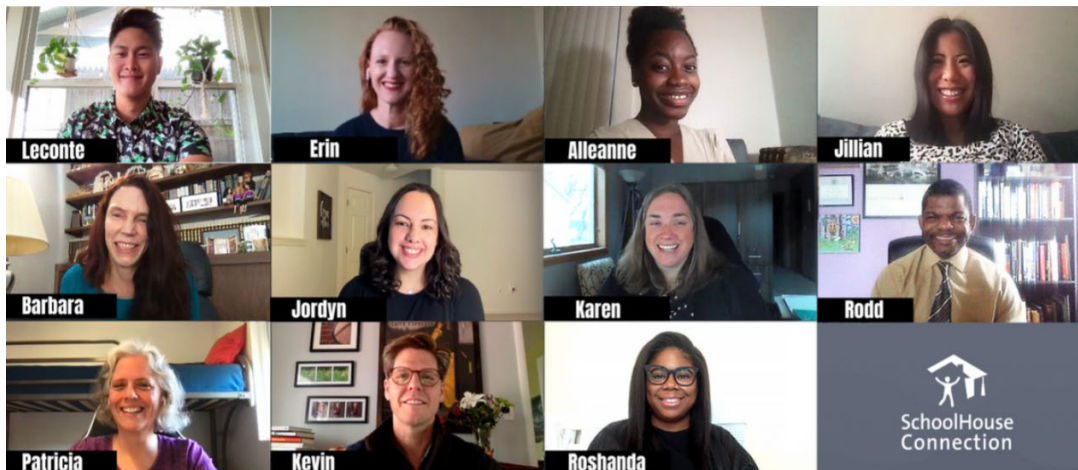


Supporting Immigrant Students

January 26, 2023

About SchoolHouse Connection

SchoolHouse Connection works to overcome homelessness through education. We provide strategic advocacy and practical assistance in partnership with schools, early childhood programs, institutions of higher education, service providers, families, and youth.



Website

Federal and state policy advocacy

Q&A from our inbox

Webinars and implementation tools

Youth leadership and scholarship

Today's Agenda

#1

The language of immigration

#2

Education-related rights of undocumented children and youth

#3

Updates:

- **TPS**
- **Afghanistan and Ukraine**
- **DACA**
- **“Public charge” rule**

The **language** of immigration

- Non-immigrants and immigrants
- Migrant or migratory
- Refugees and asylees
- Humanitarian parolees
- Unaccompanied (alien) children

Undocumented children and youth: PreK-12 rights

- Children and youth living in the United States have the **right to attend public schools**, regardless of their immigration status.
- Schools cannot ask about a student's or family's immigration status or take other actions that could discourage students from seeking enrollment.
- Schools cannot require Social Security numbers or immigration or citizenship documentation.
- Schools cannot contact ICE or other law enforcement officials about students or families who may be undocumented.

Undocumented children and youth: PreK-12 rights

- Undocumented children and youth living in the United States **have the right to participate fully in school**, regardless of their immigration status.
- If the student also is McKinney-Vento eligible, the school must address barriers to full participation in school activities, including transportation.
 - CTE services *may* require social security numbers or employment authorization.
 - Foreign travel as part of an activity is not advisable.

Undocumented children and youth and McKinney-Vento

The McKinney-Vento Act covers children and youth who lack a fixed, regular, and adequate nighttime residence.

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason.

[77% of identified MV students in 2020–21]

- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.

[Motels: 8%]

Undocumented children and youth and McKinney-Vento

- Living in emergency or transitional shelters.

[11% of identified MV students in 2020–21]

- Living in a public or private place not designed for or regularly used as accommodations.
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings. **[4%]**
 - What is substandard? Check utilities; infestations; mold; dangers.
- Includes unaccompanied youth and migrant students living in those situations.

Determining Eligibility

Shared housing

- Is it due to loss of housing, economic hardship, or a similar reason, whether in the US or another country?
- Did the family lose housing due to natural disaster, violence (war, gangs, coup), loss of employment or subsistence?
- Where would they go if they had to leave where they are staying?
- Do they have any right to be there?
- Is the housing adequate?
- “Sponsors” don’t change the analysis.

To ask or not to ask:

- Determining eligibility requires information about the student’s housing situation.
- Federal law says schools cannot ask any questions that might “chill” the right to enrollment for an undocumented student.
- Balance!

Cultural Considerations of Doubled Up

Shared housing or multigenerational living situations:

- Who is included on the lease?
- Who is contributing to household costs?
- Does everyone have adequate space to sleep?
- Is the living arrangement for everyone's mutual benefit?
- Are any members of the household looking for their own place to live?
- Was one family already living in the space and another family moved in?

While multigenerational families *may* be a cultural value, liaisons still must evaluate each situation *individually*.



Strategies and Best Practices

- Identify immigrant families experiencing homelessness.
 - Post and publish information in multiple languages.
 - What is the best way to express “homelessness” in other languages?
 - Discretion and trust are essential.
- Collaborate across programs to provide wrap-around services.
 - Title I, Part A
 - Title I, Part C (migrant)
 - Title IV
 - ELL and Title III
- Provide families with information and support they can access.
- Build relationships with community partners.

Consider the Unique Needs of Migrant Families Experiencing Homelessness

- Train migrant recruiters on the McKinney-Vento Act, including basic understanding of eligibility.
- Establish a clear process for migrant educators to make referrals to the homeless liaison.
- For states with summer-only migrant programs, work with program staff or family liaisons to help transition students to sending/receiving states, including referring to the homeless liaison in the sending/receiving district.
- When working with migrant families experiencing homelessness who have young children (ages birth – six), **check to see if there is a Migrant and Seasonal Head Start program nearby.**

Using ARP-HCY Funds

Examples:

- Middletown, RI used ARP-HCY funds to hire a Family Services Coordinator to support multilingual families and contracts with Boys and Girls Clubs to provide wraparound services.
- New Philadelphia, OH used ARP-HCY funds to purchase bikes to support attendance of immigrant students within the LEA's walk zone.
- Grand Island, NE used ARP-HCY funds to hire a bilingual parent liaison to support families in the district's Early Learning Center access summer resources.
- Monte del Sol charter school, NM used ARP-HCY funds to hire a bilingual benefits navigator to help families navigate housing in their native language.
- Shakopee Public Schools, MN is using ARP-HCY funds to provide mental health supports for immigrant high school students to navigate and manage the trauma of their immigration experiences.

For more ideas about how to use ARP-HCY, take a look at SchoolHouse Connection's Resources:

- [Allowable and Strategic Uses of ARP-HCY Funds](#)
- [ARP-HCY spotlights](#)



Questions?

Undocumented youth and Early Childhood

- Undocumented children have the right to attend state and LEA preschool programs.
- **Head Start and Early Head Start programs** may serve undocumented children and families.
- Only “qualified immigrant children” are eligible for **federal child care subsidies**.
 - The immigration status of parents is irrelevant.

Undocumented youth and Higher Education

- Undocumented youth can apply to public colleges and universities in every state except AL and SC.
- Undocumented youth are not eligible for federal financial aid.
 - Youth with legal immigration status can apply for federal aid even if their parents are undocumented.
- Undocumented youth are eligible for **state financial aid only** in CA, MN, NM, NY, TX and WA.
- Undocumented youth are eligible for **in-state tuition** in AR, CA, CO, CT, FL, IL, KS, MD, MN, NE, NJ, NM, NY, OK, OR, RI, TX, UT and WA, plus U's of HI and MI.

SCHOOLHOUSE CONNECTION

NATIONAL

Scholarship



HELPING YOUTH GET TO AND THROUGH HIGHER EDUCATION

ABOUT THE SCHOLARSHIP

- ✓ \$2000 Scholarship Award
- ✓ One-on-One Assistance with College and Personal Needs
- ✓ Awards Ceremony Trip to Orlando, FL in Spring 2024
- ✓ Advocacy Trip in Washington DC in Summer 2025
- ✓ Opportunities to Engage in State and Federal Policy Advocacy

ELIGIBILITY

- ✓ You are currently residing in the United States (undocumented applicants are eligible)
- ✓ You were born on or after October 15, 2003
- ✓ You will begin college (four year, community college, or trade school) for the first time in 2023 (not including dual-enrollment courses)
- ✓ You experienced homelessness in the last six years

APPLICATION PROCESS

APPLICATION OPENS: JUNE 12, 2023

APPLICATION CLOSES: NOVEMBER 24TH, 2023

WWW.SCHOOLHOUSECONNECTION.ORG

Immigration Updates

A constantly changing landscape

- Temporary Protected Status (TPS)
- Ukraine and Afghanistan
- Deferred Action for Childhood Arrivals (DACA)
- Public Charge rule

Temporary Protected Status (TPS)

- Temporary immigration relief for people from countries impacted by natural disasters, civil war, epidemics, or other emergencies.
- Can include work authorization.
- Current eligible countries:
Afghanistan, Burma, Cameroon, El Salvador, Haiti, Honduras, Nepal, Nicaragua, Somalia, South Sudan, Sudan, Syria, Ukraine, Venezuela, Yemen

Ukraine

- “Uniting for Ukraine”
 - Displaced Ukrainian citizens and their immediate family members who are outside the United States can come to the United States and stay temporarily for up to two years.
 - **Must have a supporter** in the United States who agrees to provide them with financial support for the duration of their stay in the United States.
 - <https://www.dhs.gov/ukraine>
- <https://cgrs.uchastings.edu/our-work/support-those-fleeing-ukraine-after-russian-invasion>

Afghanistan

- Special immigrant visas for Afghans employed by/on behalf of the U.S. government: 8,000 total approved last year.
- Humanitarian parole: Case-by-case
 - Eligible for public benefits and/or Refugee Cash Assistance (up to 8 months)
 - **Some** received refugee resettlement support
 - Some receive employment assistance
- <https://www.acf.hhs.gov/sites/default/files/documents/orr/Benefits-for-Afghan-Humanitarian-Parolees.pdf>
- <https://cliniclegal.org/toolkits/assistance-afghans>

Status of Deferred Action for Childhood Arrivals (DACA)

- People who have received DACA in the past can and should [apply for renewals](#).
- People who have never had DACA status before can apply, BUT applications cannot be processed.
- Litigation on the future of the program is ongoing.
- It is not advisable for DACA applicants or recipients to leave the country, as Customs and Border Patrol officers can deny re-entry at their discretion.

“Public charge” rule

- Receipt of public benefits is grounds to deny legal permanent residence, a visa, or admission to the US.
- Does not apply to asylees/refugees, T/U visa holders, others.
- Expansions enacted under the Trump Administration are no longer in effect.

- Applicable timeline: 12 aggregate months of benefits in a 3-year period.
- **Included:**
 - SSI, TANF
 - State/local general assistance
 - Long-term institutionalization at public expense (nursing home)
- **Not included:**
 - McKinney-Vento services
 - Any other education benefit, including free meals, Head Start and financial aid for college
 - WIOA, WIC, CHIP
 - Medicaid or other health care
 - SNAP
 - Public housing, Section 8



Questions?

Immigrant legal services

#1

<https://www.immigrationadvocates.org/nonprofit/legaldirectory/>

#2

<https://www.immigrationlawhelp.org/>

#3

<https://www.justice.gov/eoir/list-pro-bono-legal-service-providers>

Additional resources

- <https://schoolhouseconnection.org/strategies-for-supporting-immigrant-and-migrant-students-experiencing-homelessness/>
- <https://schoolhouseconnection.org/immigrant-students-how-schools-can-help-updated-and-translated-brief/>
- <https://schoolhouseconnection.org/learn/from-our-inboxes/>
- <https://schoolhouseconnection.org/immigrant-students-experiencing-homelessness-liaisons-strategies/>

Thank you!



- Our website: <https://schoolhouseconnection.org>
- Sign up for our newsletter: <https://schoolhouseconnection.org/sign-up>
- Facebook: <https://www.facebook.com/SchoolHouseConnection>
- Facebook Group:
<https://www.facebook.com/groups/SchoolHouseConnection/>
- Twitter: <https://twitter.com/SchoolHouseConn>
- Medium: <https://medium.com/@SchoolHouseConnection>
- Instagram: <https://www.instagram.com/SchoolHouseConnection>

Krishawn Kambel

Child Development Supervisor



INTRODUCTION TO CHILD & FAMILY SERVICES (CFS)

\$90.2 MILLION
FUNDS RECEIVED

OPERATING 22
PROGRAMS

ACROSS 8
COUNTIES

EDUCATING 7,300
CHILDREN

SUPPORTING 5,600
FAMILIES

DEVELOPING 1,100
PROFESSIONALS



TURLOCK REFUGEES

International Rescue Committee (IRC) airlifts 623 refugees to Stanislaus County after the Taliban's takeover of Kabul

- Most are Special Immigrant Visa holders from Afghanistan; others come from Syria & Uganda
- Primarily men who worked alongside U.S. Armed Forces, who served as interpreters, and their families

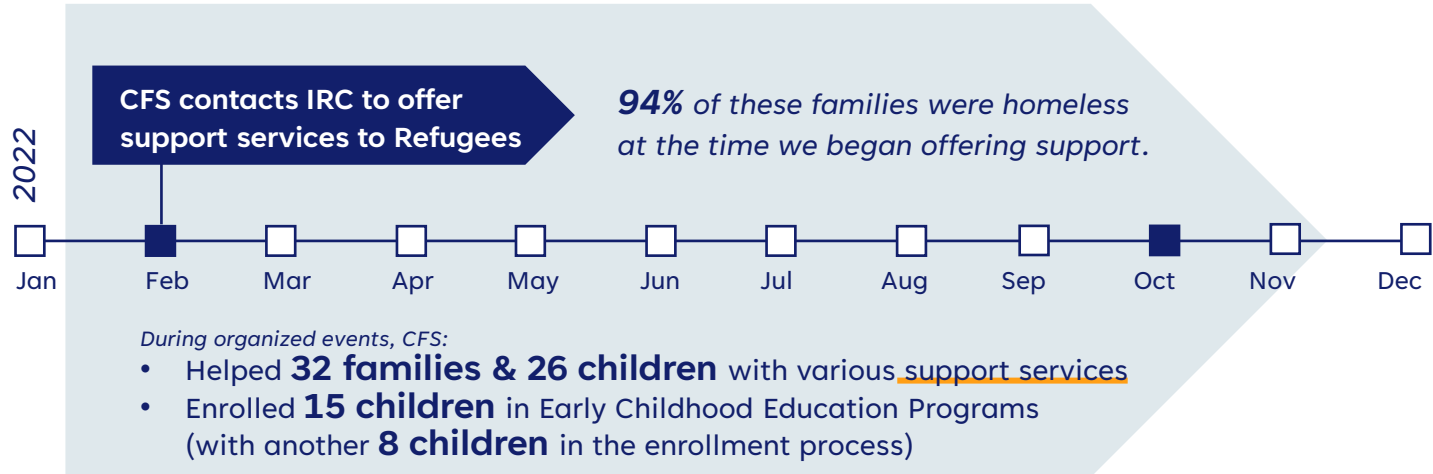


OUR PURPOSE

- Partner with the local resettlement agency, International Rescue Committee (IRC), to welcome and enroll refugees with young children into our Head Start Programs
- Ensure homeless children have their needs met
- Provide support to the family as a whole



CHILD & FAMILY SERVICES SUPPORTS REFUGEES



Support Services

Early Childhood
Education
Enrollment Events

Health &
Nutrition
Fairs

Organize clothing,
food, & supply
deliveries to hotels

Organize transportation &
translation services for
medical & dental
appointments

Sources: (1) IRC (20 COPA as of 10/24/22)

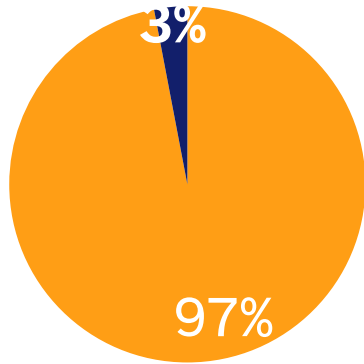


ENROLLMENT EVENTS AND SERVICES



A LITTLE ABOUT OUR REFUGEE FAMILIES

Place of Birth



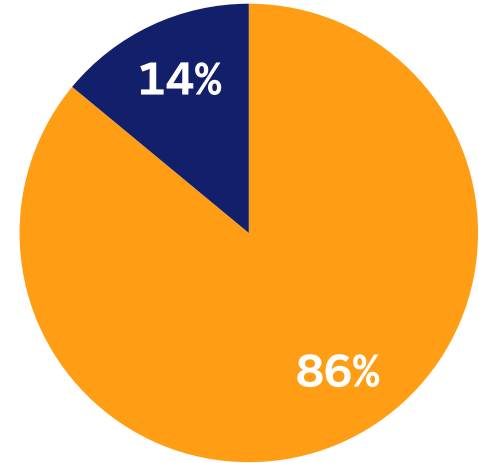
■ Families from Afghanistan

■ Families from Syria

Primary Language



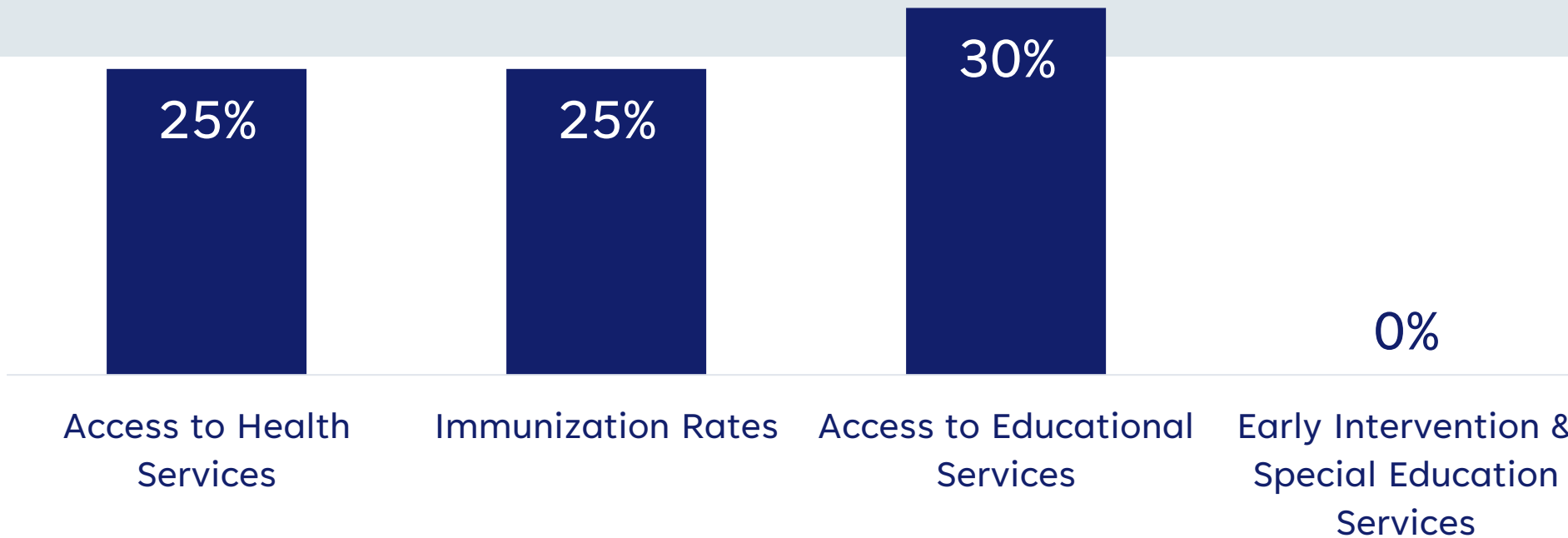
Religion



■ Islam ■ Christianity

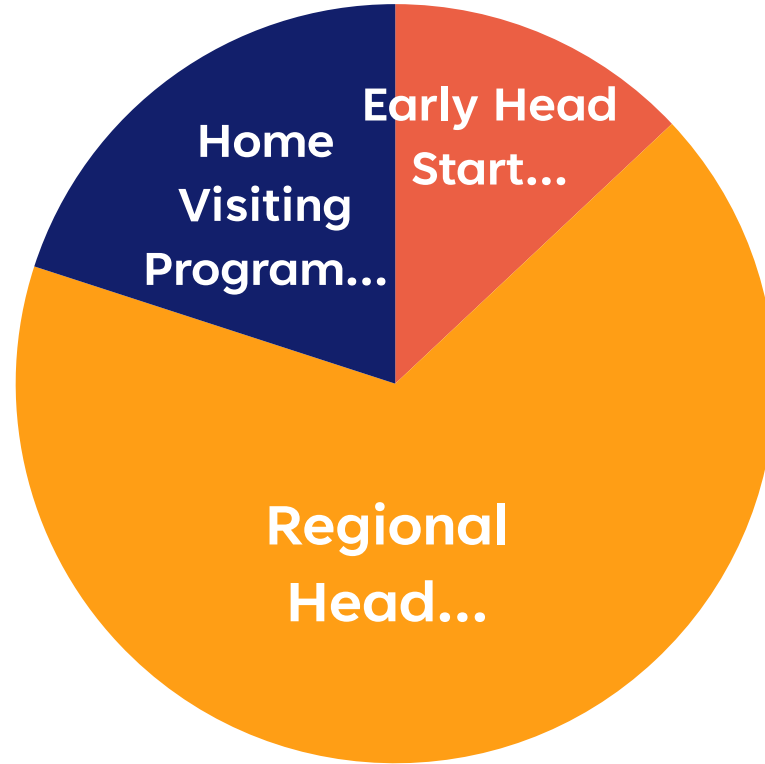
Source: IRC

SERVICES ATTAINED PRIOR TO ENTERING THE UNITED STATES (BEFORE ENROLLING IN HEAD START)



Source: IRC

OUR REFUGEE
CHILDREN ARE
ENROLLED IN
VARIOUS EARLY
EDUCATION
PROGRAMS



Source: COPA as of 10/24/22

CFS SERVICES PROVIDED TO OUR REFUGEE CHILDREN

75%

Health, Dental &
Nutrition Services

52%

Health Referrals
Submitted

14%

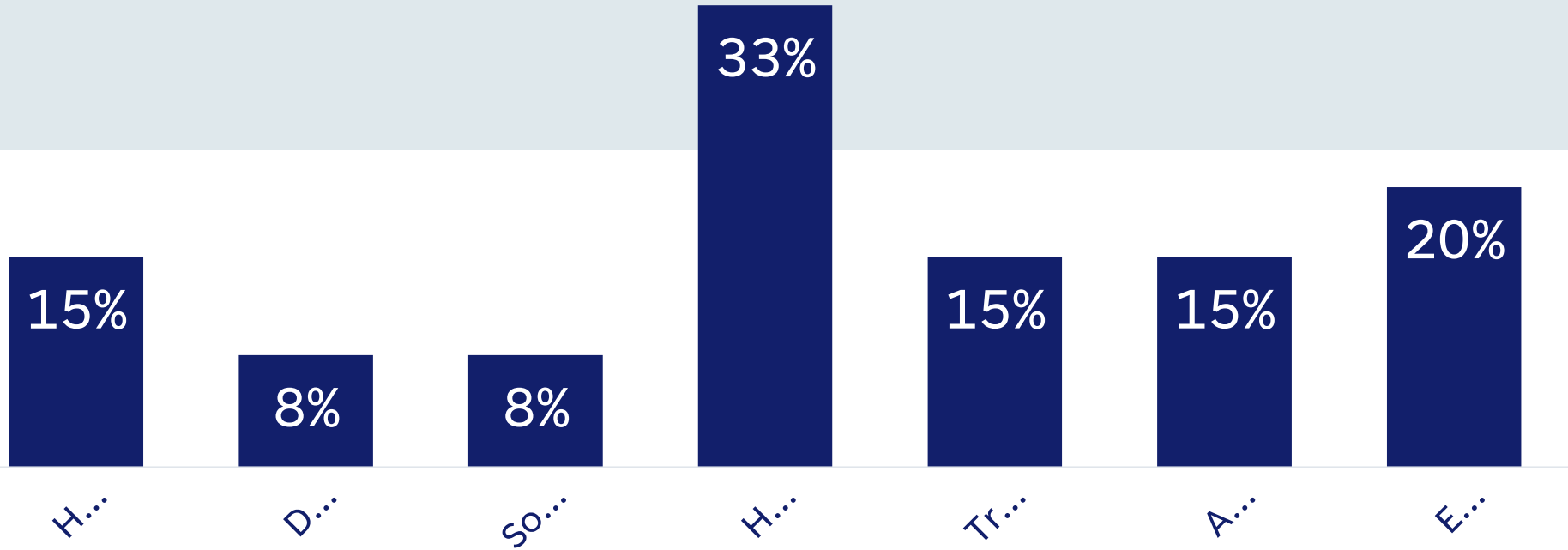
Children with
Chronic Illness

43%

Children Needing
Support Based on
Developmental
Screening Results

Source: COPA as of 10/24/22

FAMILY REFERRALS TO COMMUNITY PARTNERS UPON ENROLLMENT IN HEAD START PROGRAMS



Source: COPA as of 10/24/22

COMMUNITY PARTNERSHIPS



Baby formula & healthy nutrition with zero cost



Immunizations, wellness checks & dental services



Employment opportunities



Housing assistance



TURLOCK UNIFIED SCHOOL DISTRICT
Head Start Delegate Agency



TURLOCK ADULT SCHOOL
Language courses



KEYES UNION SCHOOL DISTRICT
Home Visiting Program Partner



INTERNATIONAL RESCUE COMMITTEE (IRC)
Families contact information, translation



STANISLAUS COUNTY
BEHAVIORAL HEALTH
Social & Emotional support & services



EDUCATING CHILDREN

SUPPORTING PARENTS

DEVELOPING PROFESSIONALS

IMPACTING COMMUNITIES



Supporting Refugee Youth from Afghanistan

Lessons from the Field



Presenter



Michele Einspar, Ed.D.

Program Manager, Children
and Youth in Transition



Objectives of Today's Presentation

- Children and Youth in Transition
- Demographics of San Diego
- Context and Response to Crisis
- Collaboration with Key Departments
- Collaboration with Key Community Agencies
- Enrollment Challenges and Strategies
- Supports for Students
- Resources
- Q&A



Children and Youth in Transition

Students experiencing homelessness, refugee/immigrant youth, military youth, foster youth

Needs Referral Form- backpack, school supplies, hygiene kit, blanket, clothing, etc

Other resources including: tutoring, housing referrals and newcomer orientation support

Professional learning- Awareness Training, Trauma Informed Care that Facilitates Resilience, and Strategies that support newcomers in the classroom





San Diego Unified School District

Serving over 116,000 students, pre k-12

- Close to 250 schools
- District run: 97,100; Charter: 18,900

- 26.5% English learners
- Over 60 languages spoken
- 2nd Largest school District in CA
- Nearly 8,000 students experiencing homelessness
- Approximately 3,500 refugee and immigrant youth



Historical Context

Over 85,000 refugees have settled in San Diego County since the end of the Vietnam War... and many have been educated in SDUSD

1980s

Vietnam

1990s

Somalia, Sudan, Ethiopia, Eritrea, Bosnia

2000s

Iraq, Syria

2020s

Haiti, Afghanistan, Ukraine

Context of Crisis and Response

Refugees in the United States

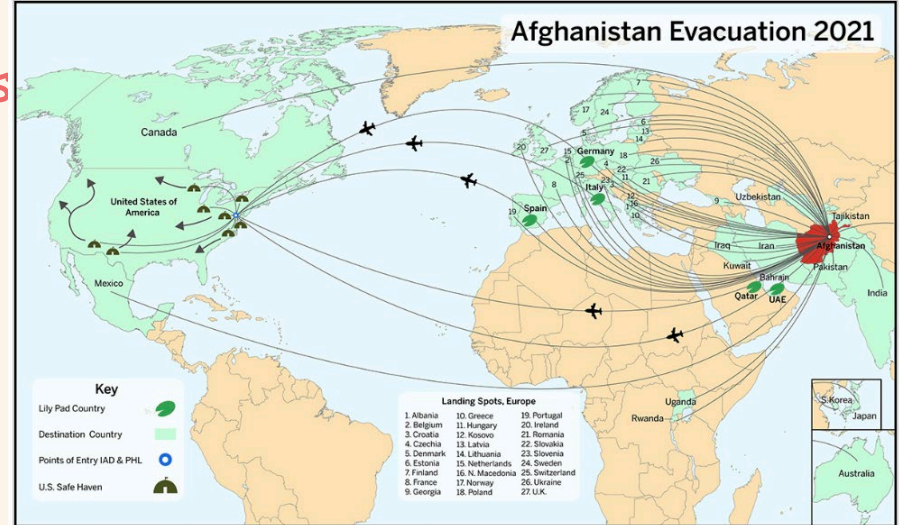
Since July of 2021- 95,000

Operation Allies Welcome

Between October, 2021- February 2022- 2,456 to San Diego

Refugees Experiencing Homelessness

Between Jan-March, 2022- we enrolled 400 students attending 30 different schools in our district





Resettlement

- Five Resettlement Agencies in San Diego
- Historically resettled in the City Heights Area of SDUSD
- OAW placed families throughout 15 different hotels connected to 28 different schools (none of which were in City Heights)

Youth with Refugee or Immigrant Status

- X A refugee is someone who has been **forced to flee** his or her country because of persecution, war or violence
- X Families from Haiti, Asylees, immigrants- including undocumented, unaccompanied minors

Local Resettlement Agencies

- Alliance for African Assistance
- Catholic Charities
- International Rescue Committee (IRC)
- Jewish Family Service of San Diego
- La Maestra



Mobilization of Support

Locating refugees

Coordinating with resettlement agencies for information on families with children

Coordinating Outreach Efforts

Collaborating with multiple departments to meaningfully connect with families

Designing a Mobile Process in a short timeline

Convening at hotels to facilitate enrollment, with friendly personnel, equipment, forms, and interpreter support

AFGHANISTAN



Interdepartmental Collaboration

- Children and Youth in Transition (CYT)
- Neighborhood Schools and Enrollment Options (NSEO)
- Transportation
- Multilingual Education Department
- Nursing and Wellness
- Special Education
- Food Services
- Communications



Neighborhood Schools and Enrollment Options (NSEO)

Parent Enrollment Support
Refugee Support



- Outreach at the temporary housing facilities
- Identifying neighborhood school
- Providing enrollment support to parents
- Placing pupils with same age peers
- Alerting sites to special circumstances





Transportation

Refugee Support



- Assessing needs of families
- Determining to provide bussing based on locations of temporary residences which were not walkable
- Scheduling services in expeditious manner to get students in school ASAP
 - Normally a 2 week process, but accomplished in a few days
- Conducting family bus orientations
- Safely transporting 200 students to and from school
 - Many had never seen a bus
- Providing "walk to school" orientation for students who were located within walking distance of school
- Developing "live" documents to keep records of pupils receiving services as resident locations changed



Children and Youth in Transition (CYT)

Refugee/Immigrant Student Support

- Newcomer Orientation Support
- Professional Learning
- Tutoring
- Social Emotional Curriculum
- Curriculum designed for Newcomers
- Events and outreach to families



Multilingual Education Department

- Part of family outreach team
 - Distribution of age appropriate books
- Providing professional development
 - Creating welcoming environments
 - Read aloud recommendations at all levels
 - Honoring culture and language
 - Providing peer buddies and mentors
 - Creating opportunities for success in the classroom
 - Instructional tips for English language development and differentiation
- English Language Instructional Resource Teacher Support
 - Assigned resource teachers to schools to provide foundational literacy and language instruction





Nursing and Wellness

Refugee Support

- Ensuring compliance with pandemic protocols
- Immunization records
- Vision to Learn referrals
- Health assessments
- Connections to health and medical resources
- Liaisons to medical providers
- Supporting sites with student health concerns
- Procedures for reuniting parents with students when they fall sick at school

Special Education

- Providing support for pupils with special needs that require assessments and formal IEPs
- Expediting assessment timelines to establish IEPs and determine required services
- Assigning specialized supports and staffing for pupils with special needs
- Working with school sites to design and implement interim supports





Food Services

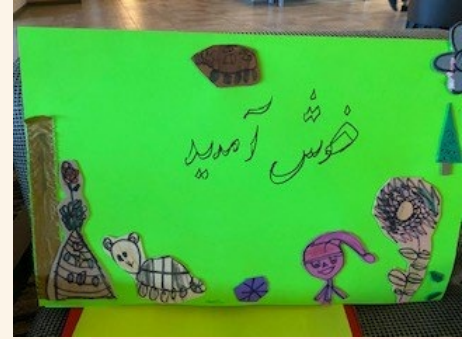
Refugee Support

- Ensuring students had options aligned with dietary needs (Halal diet)
- Providing resources as requested (distribution of food boxes)



School Communities

- Reorganizing "overnight" to accommodate large groups of new students
- Working with existing parent and community groups to provide a welcoming environment
- Collecting clothing, food, school supplies for new families in need
- Coordinating with District departments to ensure supports and services as needed
- Responding to all levels of needs and concerns to support new families and school community



Communications

Refugee Support

- Positive messaging of arrival and welcome
- Documentation of the first day of school
- Keeping local media informed of efforts
- Respect for confidentiality and sensitivity of status of refugees



Challenges and Strategies

Documentation

- Affidavit of birth
- Accepting documentation
- Communication regarding students with special needs
- Cultural Needs





First Day of School In The USA



SDUSD Welcomes Afghan Refugee Families 2022

[Watch on YouTube](#)

RESOURCES



Office of Refugee Resettlement-
<https://www.acf.hhs.gov/orr>

Refugee Resources by State
<https://www.acf.hhs.gov/orr/map/find-resources-and-contacts-your-state>

Bridging Refugee & Children's Services
<https://brycs.org/>

SDUSD Resources for Schools to Support
Afghan Refugees

<https://docs.google.com/document/d/12VxGyHqIK1ekFBsDxiFZTPT4riGO7EvzPcT7Hglpd6g/edit?usp=sharing>

RESOURCES- FORMS



CYT Needs Referral Form

Housing Questionnaire

Newcomer Orientation Interpreter Request Form

Birth Certificate Affidavit

ARefugee Intake Form

Q&A



THANKS!

Do you have any questions?

cyt@sandi.net

619-725-7652

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