



University of the State of New York  
State Education Department

# A Resource Guide for Educating Refugee Children and Youth in New York State



Office of Bilingual Education and  
Foreign Language Studies

OBE-FLS

# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of The University

MERRYL H. TISCH, <i>Chancellor</i> , B.A., M.A., Ed.D. ....	New York
MILTON L. COFIELD, <i>Vice Chancellor</i> , B.S., M.B.A., Ph.D. ....	Rochester
ROBERT M. BENNETT, <i>Chancellor Emeritus</i> , B.A., M.S. ....	Tonawanda
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Plattsburgh
ANTHONY S. BOTTAR, B.A., J.D. ....	Syracuse
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JAMES R. TALLON, JR., B.A., M.A. ....	Binghamton
ROGER TILLES, B.A., J.D. ....	Great Neck
KAREN BROOKS HOPKINS, B.A., M.F.A. ....	Brooklyn
CHARLES R. BENDIT, B.A. ....	Manhattan
BETTY A. ROSA, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D. ....	Bronx
LESTER W. YOUNG, JR., B.S., M.S., Ed. D. ....	Oakland Gardens
CHRISTINE D. CEA, B.A., M.A., Ph.D. ....	Staten Island
WADE S. NORWOOD, B.A. ....	Rochester

### Commissioner of Education

#### President of The University of the State of New York

DAVID M. STEINER

### Senior Deputy Commissioner

For P-12 Education

JOHN B. KING, JR.

### Associate Commissioner

OFFICE OF CURRICULUM, INSTRUCTION AND STANDARDS

JEAN C. STEVENS

### Coordinator

Office of Bilingual Education and Foreign Language Studies

PEDRO J. RUIZ

---

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /  
ALBANY, NY 12234

---

Office of Elementary, Middle, Secondary and Continuing Education  
Office of Bilingual Education and Foreign Language Studies

89 Washington Avenue, Room 367 EBA  
Albany, NY 12234  
Tel. 518-474-8775  
Fax 518-473-4678

55 Hanson Place  
4<sup>th</sup> Floor  
Brooklyn, NY 11210  
Tel. 718-722-2425

The New York State Education Department (NYSED) Office of Bilingual Education and Foreign Language Studies (OBE-FLS) through its network of Bilingual Education Technical Assistance Centers (BETAC) identified the on-going need to support schools with the current increase in the number of students identified as Limited English Proficient (LEP)/English Language Learners (ELL) who are also refugees.

The New York State West Region BETAC at Erie 1 BOCES, under the direction of the New York State Education Department's Office of Bilingual Education and Foreign Language Studies has developed a new resource tool to help inform educators regarding the education on the needs of refugee students in New York state public schools. This web-based tool is entitled a "Resource Guide for Educating Refugee Children and Youth in New York State". The resource guide provides educators with information and resources to help educate and support refugee students in our state. The unique situation of refugees requires us to learn about their unique circumstances, how it impacts their schooling and what we as educators can do to help all students achieve the Learning Standards, and to secure a safe and productive life in their new country.

In recent years, the United States has been receiving many refugees and immigrants from different countries around the world especially from Africa, Asia, and the Middle East. This is a growing population in the nation's schools. Many families come with their children. Some of their children have never been in school, others have limited education, and for others their schooling was interrupted.

How do teachers and administrators assist a refugee student? To what extent are teachers and administrators aware of the cultural and linguistic differences that these students bring? How do teachers and administrators provide a non-threatening environment for these students? These are just some of the questions we hope to answer in this document.

Please contact our office for additional information.

Thank you.

Pedro J. Ruiz, Ph.D., Corrdinator

## **Purpose**

The purpose of this resource guide is to provide educators and other interested parties with an overview on the following:

- Who are refugee students?;
- The reasons their families have left their countries;
- The process of refugee resettlement;
- The ways in which educators can provide a welcoming and standards-based learning environment for refugees in New York State schools;
- and useful information and resources to serve these students.

## **Acknowledgements**

This document was created with the knowledge, expertise, and input of many regional practitioners and researchers. A special recognition and appreciation is extended to Mulu-tsehay B. Belete, MaryJo Dávila-Ryan and the Buffalo Public Schools Multilingual Education Department's Ahmed Mohamood for supplying their wealth of expertise and insight for the education of refugee children. A dedication of these guidelines is also extended to Dr. John M. Navas-Pérez who never saw the complete fruition of his work, but his lasting impact continues today.

## **Principal Writers**

**Denise Góñez-Santos**, Director  
West Seneca, New York

**Lisa Ann Eppolito**, Coordinator  
West Seneca, New York

**Vega Sánchez Hernández**, Coordinator  
West Seneca, New York

**Mulu-tsehay B. Belete**, Coordinator  
West Seneca, New York

**John M. Navas-Pérez, Ed.D.**, Consultant  
Buffalo, New York

**MaryJo Dávila-Ryan**, Consultant  
Buffalo, New York

**Content**

**Introduction .....2**

**Acknowledgements .....3**

**Purpose / Principal Writers .....3**

**Section One – Background.....5**

The United Nations High Commission for Refugees (UNHCR) .....5

Definition of Refugee.....5

Urban Refugees.....5

Populations the UNHCR Services.....5

United States Refugee Resettlement Process.....7

New York State Refugee Resettlement.....9

Cuban/Haitian Entrants.....9

Southeast Asian and the Middle Eastern Refugees.....9

African Refugees.....10

African Refugee Resettlement in the United States.....10

Refugee Camp Conditions and General Description.....11

Cultural Challenges Faced by Refugee Parents and Children.....12

Employment .....12

Healthcare and Refugees .....13

**Section Two – Education .....15**

Refugee Camp Schools.....15

Why Schooling Is Interrupted and Factors that Influence Students’ Performance.....15

Lack of School Documentation .....	16
Language Assumptions and Country of Origin .....	17
Special Education Referrals for Refugee Students.....	17
Definitions Under Commissioner’s Regulations Part 154.....	18
Initial Identification.....	18
Placement and Services.....	19
Translators/Interpreters.....	19
<b>References.....</b>	<b>20</b>
<b>Appendix A.....</b>	<b>24</b>
Additional Web Resources for Educating Refugee Students	
International and National Refugee Organizations.....	24
Resettlement and American Cultural Materials for Refugee Families.....	24
Programs form Bridging Refugee Youth and Children’s Services (BRYCS).....	26
Online Lesson Plans and Teaching Tools—Refugee Topics for American Students .....	26
Online Native Language and English Teaching Resources.....	28
New York State Education Department (NYSED) Standards for LEP/ELLs.....	28
Students with Interrupted Formal Education (SIFE).....	29
Healthcare and Mental Health Resources .....	29
<b>Appendix B .....</b>	<b>31</b>
References and Articles of Educational Strategies for English Language Learners	
<b>Appendix C.....</b>	<b>33</b>
Contact Information for New York State and Federal Agencies Working with Refugees	
<b>Appendix D.....</b>	<b>36</b>
Office of Bilingual Education and Foreign Language Studies (OBE-FLS) BETAC Service Regions	
<b>Appendix E.....</b>	<b>37</b>
Flowchart of governmental and nongovernmental agencies involved in refugee resettlement	

## Section One – Background

### The United Nations High Commission for Refugees (UNHCR)

In [1950](#), the United Nations General Assembly established the UNHCR, the United Nations High Commission for Refugees, with the charge of resettling refugees and safeguarding their rights and well-being (United Nations High Commission for Refugees [UNHCR], 2001-2010, “History of UNHCR,” para. 1). According to UNHCR statistics, there are approximately [42 million displaced people](#) in the world due to conflict. The Middle East, Asia, Africa and the Pacific are the world’s most populous regions of refugees (UNHCR, 2009, “UNHCR Annual Report...,” para. 2).

### Definition of Refugee

Refugees are those who have left their native homeland and crossed an international border and have sought asylum in a second country and have received status as a refugee by registering for international protection under the UNHCR. According to the UNHCR approximately 1% of refugees are resettled to third party countries. The UNHCR prefers to repatriate refugees to their native homeland if deemed safe for the refugee. The UNHCR defines a [refugee](#) as someone who "as a result of events occurring before 1 January 1951 and owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it," ([Article 1, The 1951 Convention Relating to the Status of Refugees](#)). During the 1967 Protocol Relating to the Status of Refugees, the UNHCR broadened its definition recognizing persons fleeing war or violence from their home country (UNHCR, 2007, “Convention and Protocol,” p. 16; UNHCR, 2001-2010, “Refugee,” para. 3).

### Urban Refugees

One third or roughly 10.5 million of the world's refugees serviced by the UNHCR live in refugee camps. More than half of all refugees served by the UNHCR live in [urban settings](#). Outside [Iraq](#) in the larger cities surrounding the country, the UNHCR helped resettle nearly 400,000 urban Iraqi refugees displaced by the war. The positive results in Iraq prompted the UNHCR to change its policies in 2009 to incorporate urban refugees living in cities and towns into its arena of services and protection (UNHCR, 2001-2010, “Urban Refugees,” para. 1&4; UNHCR, 2010, “2010, Country Operations... para. 1-6).

### Populations the UNHCR Services

The UNHCR is charged under the United Nations General Assembly and UNHCR Statute to assist with providing humanitarian aid to resettle refugees, asylum seekers,

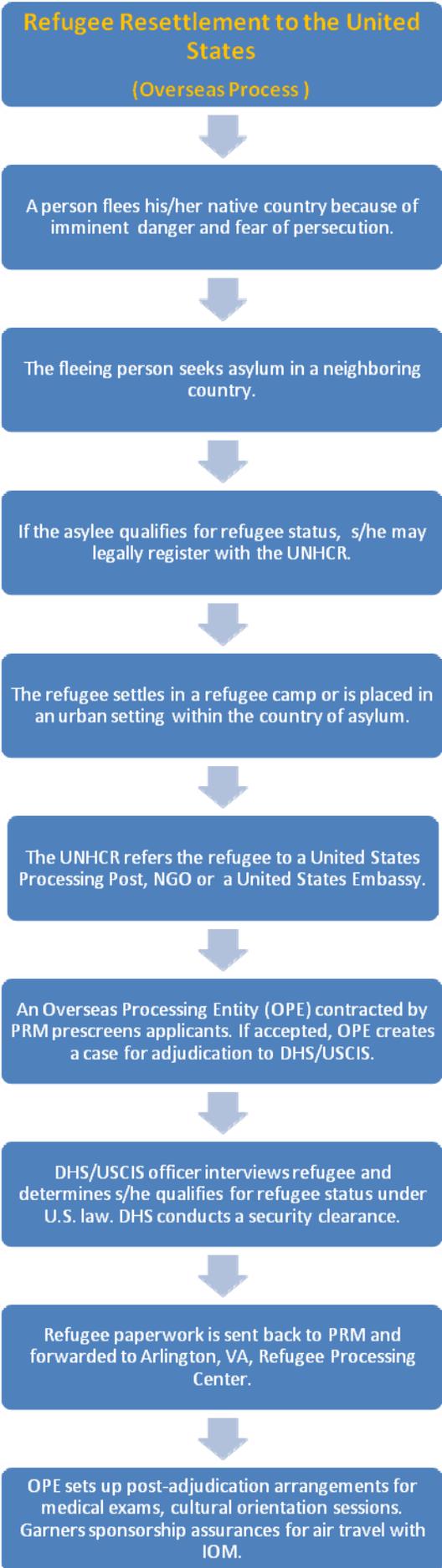
internationally displaced people, stateless people and returnees. Provisions of the 1950 Convention by which the UNHCR operates, protect and defend refugees worldwide by returning refugees to their respective native countries or by assisting with refugees resettlement to the country where asylum was first sought in a second party nation or by resettlement to a third nation. The UNHCR estimates that roughly 1% of all internationally registered refugees are resettled to a third party country (UNHCR, 2001-2010, “What We Do,” para. 1-2).

According to UNHCR statistics, the organization is comprised of 6,600 staff members who assist [34 million people](#) worldwide (2001-2010, “About Us,” para. 2). General definitions are provided below for the following groups the UNHCR assists:

- [Refugees](#) (refer to previous section)
- [Asylum seekers](#) is a title given to those who have not yet received an official refugee status through the claim process (UNHCR, 2001-2010, “Asylum Seeker,” para. 1).
- [Internally displaced people \(IDPs\)](#) are citizens of a country who have not crossed an international border but have fled conflict or natural disaster remaining under the “protection” of their respective governments (UNHCR, 2001-2010, “Internally Displaced People,” para. 1).
- [Returnees](#): voluntary repatriation of a refugee or IDP to the home country (UNHCR, 2001-2010, “Returnees,” para. 1).
- [Stateless People](#): “an individual who is not considered a national by any state,” (UNHCR, 2001-2010, “Stateless People,” para. 1).
- The UNHCR provides annual data figures on other groups of displaced people around the world. Click on the following links to access these figures: [asylum seekers](#), [internationally displaced people](#), and [stateless people](#) (UNHCR, 2001-2010, “Asylum Seekers Figures,” para. 1-2; UNHCR, 2001-2010, “Internationally Displaced People Figures,” para. 1-6; UNHCR, 2001-2010, “Stateless People Figures,” para. 1-4).

World Region	Number of Refugees and Asylum Seekers Worldwide (as of December 31, 2009) <a href="#">2009 World Refugee Survey</a> (“World Refugee Survey 2009,” p. 32-33).
Africa	2,692,100
Americas and the Caribbean	649,500
Europe	493,000
Middle East and North Africa	6,343,800
East Asia and the Pacific	909,100
South and Central Asia	2,512,400
<b>Total</b>	<b>13,599,900*</b>

\*Totals indicate *registered* refugees and asylum seekers and does not include IDPs or stateless people.

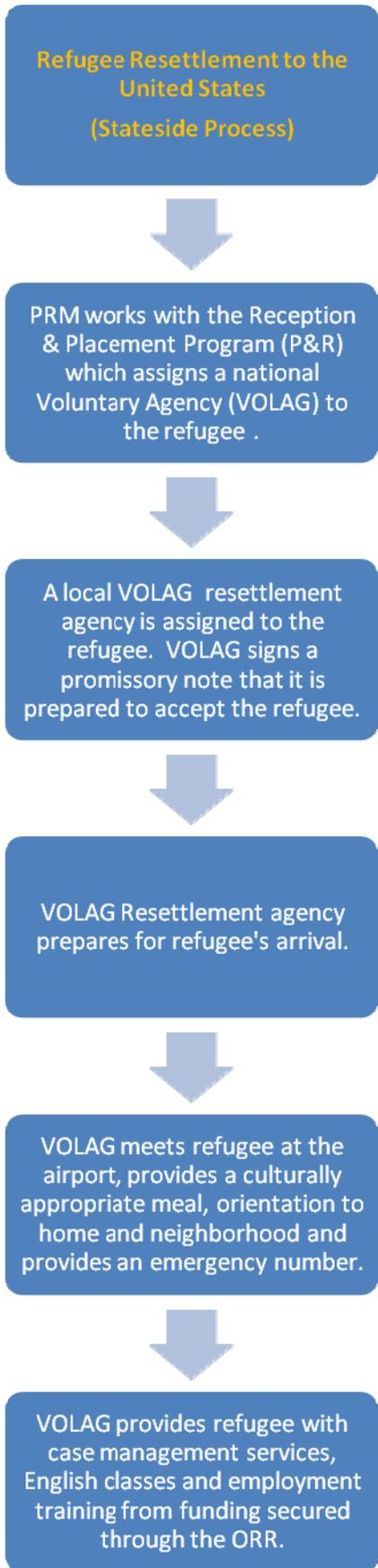


## United States Refugee Resettlement Process

According to the Office of Refugee Resettlement (ORR), the United States government has resettled roughly [2.5 million](#) refugees since 1975 (UNHCR 2001-2010, “General Information,” para. 1-2). The United States is [one of ten](#) countries worldwide with established refugee resettlement programs; other nations permit resettlement on an individual basis. The UNHCR estimates about 1% of the world’s refugee population are resettled to third party nations, such as the United States (U.S. Committee for Refugees and Immigrants [USCRI]. 2010, para. 5-6; DOS, 2010, “U.S. Refugees Admissions Program,” para. 1).

The ORR falls under the Administration for Children & Families (ACF) which is a division of the U.S. Department of Health and Human Services (HHS). The ORR began under the auspices of Congress’ newly created refugee legislation, the Displaced Persons Act of 1948 following World War II. Current refugee resettlement legislation in the United States is traced back to the Refugee Act of 1980 which formalized the process following UNHCR criteria and subsequently linking agencies through the U.S. Department of State’s (DOS) Bureau of Population, Refugees, and Migration (PRM), Office of Refugee Resettlement (ORR) the Department of Health and Human Services (HHS) and the Department of Homeland Security (DHS). The PRM and ORR have provided resettlement assistance to millions of refugees both overseas and within the United States (Office of Refugee Resettlement [ORR], 2008; DOS, 2010, “U.S. Refugees Admissions Program,” para. 1).

The process of resettling refugees in the United States begins with Congress and the Presidential Cabinet. At the beginning of a new fiscal year, the ORR awaits a “presidential determination” establishing entrant ceilings and funding allocations to the multiple agencies dealing directly with refugee resettlement within and outside the United States. Once the presidential determination is signed, the [United States Refugee Admission Program \(USRAP\)](#) may begin working with domestic and overseas refugee resettlement agencies under the auspices of the Department of State (U.S. Citizenship and Immigration Services, 2009).



Overseas, the UNHCR, a U.S. Embassy or a non-governmental organization (NGO) may refer a refugee for the U.S. resettlement program with the United States Refugee Admission

Program (USRAP). The United States government relies heavily on interagency organizations that work collaboratively at home and internationally to resettle refugees within the United States (DOS, 2010, "U.S. Refugees Admissions Program," para. 1-8).

The United States Refugee Admission Program (USRAP) coordinates with many organizations running partnerships with the PRM and ORR. One international group that the U.S. government contracts and partners with is the [International Organization for Migration \(IOM\)](#). The U.S. contracts the IOM to provide services mostly comprised of travel arrangements (IOM, 2010, Refugee Resettlement. section, para.1).

Prior to arrival, each refugee receives American cultural orientation. Cultural orientation varies widely depending on the agency delivering services. Finally, all refugees undergo a security clearance and medical screening prior to entry in the United States.

Refugees enter the United States under the auspices of the U.S. Department of State's [Office of Refugee Resettlement \(ORR\)](#). The ORR works directly with domestic voluntary agencies (VOLAGs) providing funding and benefits to newly arrived refugees. Voluntary Agencies [VOLAGs](#) provide the ORR with a written guarantee and assurance that the agency is prepared to receive each matched refugee. VOLAGs determine where the refugee will be resettled in the U.S. based on a number of factors including availability of housing, employment and host community (DOS, 2010, "U.S. Refugees Admissions Program," para. 1-7).

Some refugee cases are managed through the [Refugee Processing Center](#) to facilitate reunification with family members already in the U.S. Family members file an [Affidavit of Relationship \(AOR\)](#) to begin the process of bringing relatives to the United States. Others enter as "free" cases or individuals accepted for resettlement to the U.S. for whom no AOR has been filed. These refugees are affiliated with a VOLAG at an allocation meeting which allows sponsorship through that VOLAG's network (DOS, 2010, "U.S. Refugees Admissions Program," para. 14) . See

[Hlk269502381Appendix C](#) or the U.S. [Office of Refugee Resettlement](#) for a list of VOLAGs and agencies that assist with refugee resettlement both nationally and in New York State. See [Appendix E](#) for a flow chart of governmental agencies involved in refugee resettlement.

### **New York State Refugee Resettlement**

In recent years, New York State has ranked within the top five states in refugee resettlement assistance. [Refugee Arrival Data](#) from the ORR provides statistics on numbers and countries of origin for refugees that have been resettled in the United States over the past 10 years (ORR, 2010).

### **Cuban/Haitian Entrants**

Cubans and Haitians are not considered refugees but are referred to as “entrants” upon admission into the United States. They are however, eligible to all benefits and services from the ORR once paroled to the United States for “humanitarian reasons or for emergent or compelling reasons.” Cubans and Haitians are the only population eligible for services while awaiting asylum or parolee processing determination. The DHS defines a Cuban/Haitian Entrant as “any individual granted parole status (by DHS) as a Cuban/Haitian Entrant (Status Pending) or granted any other special status subsequently established under the immigration laws for Cuba or Haiti, regardless of status of the individual at the time assistance or services are provided...” (ORR, 2010, “Cuban/Haitain Entrants,” para. 1).

In the wake of the Haitian earthquake in January 2010, the United States government announced it will accept Haitian nationals into the U.S. under Temporary Protective Status (TPS). This allows Haitian families protection and avoids removal from the United States. For further information on Haitian TPS refer to the Annie E. Casey Foundation: [After the Earthquake: A Bulletin for Child Welfare Organizations Assisting Haitian Families in the United States, July 2010](#)

For more information on Haiti visit the following sites:

[The Haitians: Their History and Culture](#) (Center for Applied Linguistics)

[Haitian-English Phrasebook](#) (Center for Applied Linguistics)

[The Cubans: Their History and Culture](#) Background information

### **Southeast Asian and the Middle Eastern Refugees**

In recent years, the U.S. government has admitted a large number of refugees from [Myanmar](#) (Burma). Myanmar has faced a large displacement of its population due to government crackdowns on political and ethnic groups. As many as [3.5 million](#) Burmese are displaced either within or outside their country boundaries. Many ethnic Burmese and Karen have lived in "temporary" camps in Thailand for as long as 25 years. Some know nothing but the walls of the camp, having been born and raised within. According to Refugees International, refugees are not permitted to work in Thailand. It's estimated that as many as 40,000 Burmese may live in a given Thai [camp](#). Living conditions in the camp can also vary. It is not uncommon to have a

family of 5 living in a 150 square foot reed and grass home (Refugees International, 2009, para. 1-2).

To find out more on refugees from Myanmar (Burma) visit the following sites:

[National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans \(NAFEA\)](#)

[Refugees from Burma: Their Backgrounds and Refugee Experiences](#) CAL (Center for Applied Linguistics)

[Building A New Life: Burmese Refugees and Their Resettlement](#)

[Information on Burmese Refugees from Mohawk Valley Resource Center for Refugees](#)

[Bhutanese Refugees in Nepal](#) Cultural Orientation Resource Center

Recently, [Pakistan, the Islamic Republic of Iran](#) and Syria, are hosting some of the world's largest populations of asylum seekers and refugees (UNHCR, 2010, para. 3). Statistics provided by from the [2009 World Refugee Survey](#) comprised of both refugees and asylum seekers, state that nearly 1.7 million Afghans have sought refuge in Pakistan and over 930,000 Afghans live in Iran. [Syria](#) currently hosts 1.2 million Iraqis displaced from the ongoing sectarian violence and U.S. occupation. The World Refugee Survey also accounts for 1.8 million Palestinians living in the Gaza Strip and West Bank (“World Refugee Survey 2009,” 2009, pp. 32-33).

For more information on Iraq and Afghanistan visit:

[Kurdish Human Rights Watch](#)

[The Iraqi Kurds](#) Cultural and historical background information

[Refugees from Iraq](#) CAL (Center for Applied Linguistics)

[The Afghans](#) Cultural and historical background information

## **African Refugees**

The UNHCR and United Nations have deemed the African continent in dire need of assistance for its populations of refugees, asylum seekers, internationally displaced people (IDPs), stateless people and other people of concern. UNHCR figures from 2009 show the failed state of Somalia facing dismal circumstances with close to 1.5 million displaced people within its borders while the rest of the continent consists of close to [6.5 million IDPs](#) without compatible solutions for resettlement (UNHCR, 2010, “Regional Operations Profile-Africa,” para. 1-9).

## **African Refugee Resettlement in the United States**

The United States has provided resettlement to more than 200,000 African refugees since 1980. Of those resettled the largest groups come from Somalia with over 65,000 and Ethiopia with over 43,000. Included among [Somalis](#) and [Ethiopians](#) are Liberians, [Sudanese](#), Congolese, Eritreans, Rwandans, etc. In recent years, United States expanded its African resettlement program to include 24 other African countries funded for admission (DOS, 2010).

For further information on other African groups that are resettling in the United States see:

[Somali Bantu Refugees: Cultural Considerations for Social Service Providers](#)

[African Women: Articles, Materials and Resources](#)

[Somali Bantu](#) Background information

[The Somalis Their History and Culture](#) Background information

[African Studies Association](#) Organization dedicated to African topics and studies

[Backgrounder: The Kunama](#) Information on Eritrean refugees living in Ethiopia

[Backgrounder: The Banyamulenge Tutsi](#) Information on refugees from the DR of Congo

[Backgrounder: The 1972 Burundians](#) Information on Burundian refugees who have lived in Tanzanian refugee camps since 1972.

[Refugees from Sudan](#) Background information

[“I’m like a baby again...’ African Refugees Lost in the American Dream”](#) An article from an African perspective on the refugee experience in America

## **Refugee Camp Conditions and General Description**

The UNHCR operates hundreds of refugee camps around the world. Africa, the Middle East and Southeast Asia host some of the world’s largest UNHCR established refugee camps. These three regions have been flagged by the UNHCR as areas with refugees of concern. Camps may be “well-established..., collective centres to makeshift shelters of living in the open” (UNHCR, 2001-2010, “Refugee Figures,” para. 1-5).

Within the Middle East approximately 4.7 million registered refugees live in 60 camps established by UN Relief and Works Agency for Palestine Refugee in the Near East (UNRWA). Palestinians are among the largest group of refugees living in camps since the UNHCR was established (UNHCR, 2001-2010, “Refugee Figures,” para. 1-5).

Many countries also contain state-run refugee camps, some including Sudan, Democratic Republic of Congo and Thailand. [Refugee Magazine](#) offers insight into factors that impact refugee camps that suddenly emerge as a result of “market economics and clan traditions.” Certain factors such as “culture, geography, economics and political/security concerns influence refugee camp location” (UNHCR, 1996, “A Camp Is Born,” para. 1-2). Therefore, not all refugee camps are supported nor operated by the UNHCR.

Although each camp is distinctive, there are commonalities educators should be aware of as they teach children who have lived in refugee camps. For example, food rations are often insufficient requiring families to make a three day ration of food last for weeks. Collecting firewood may consume a full day, as wood can be as far away as 20 miles. It’s not uncommon for children and youth to have only the clothes on their back when arriving to their resettlement destination. Daily survival is key and the future holds little certainty in many camps (A. Mohamood, personal communication, July 27, 2010).

The UNHCR, Doctors without Borders and other relief agencies assist with relief efforts in countries where refugee camp conditions are very poor. The following interactive tools give a general perspective of UNHCR refugee camp conditions. These examples are not indicative of all refugee camp conditions.

Doctors Without Borders: [Anatomy of a Refugee Camp](#)  
Médecins Sans Frontières-Canada: [Role Playing Game-Refugee Camp in Your World](#)  
Médecins Sans Frontières-Canada: [Interactive Map](#)  
[To Be a Teen Refugee](#)

## **Cultural Challenges Faced by Refugee Parents and Children**

For many refugees, moving to a Western country creates many challenges for those who come from traditional societies where children have limited rights and “gender-based authority” drives family structures. Western values and norms on childrearing, conflict resolution and discipline often confound refugees who may find it permissible to use physical force on children or women. Power structures in traditional families often weaken with changing roles. Women work outside the home and children may become the cultural negotiator and interpreter. “Many refugees suffer a loss of status in society when their education, occupational skills and experiences, and roles in their communities do not easily translate into the new culture” (Busch, Fong, Heffron & McClendon, 2004). As a result, refugee populations are at a high risk for psychological problems and depression (Potocky-Tripoldi, 2002).

The American concept of [self-sufficiency](#) creates challenges where traditional values interface with American norms and traditions. A report from the University of Texas at Austin provides empirical research showing “refugees families [are] committed to self-sufficiency but face barriers with regard to transportation, employment, language, and time limits of the resettlement process... Refugee families place high priority on family unity and cohesion...Resettlement brings new challenges, such as the loss of and separation from extended family and shifting roles and responsibilities in families.” Changes in traditional family roles put a great deal of stress on marriages and parent-child relationships (Busch, Fong, Heffron & McClendon, 2004).

Teachers of refugee students need to be aware that refugee students often carry greater responsibilities that go beyond schooling. Understanding the student’s refugee experience, culture and general family norms may bring insight into ways a teacher may provide support in alleviating barriers faced by refugees; however, teachers may find they have limited access to their students’ families. Parents may not understand the values the American education system places on parent involvement. Providing information to parents about the American education system is key to building a relationship. Recognizing the distinction between American values and its impact on refugee family dynamics may present outlets for an educator to alleviate some barriers students and families face.

The Bridging Refugee Youth & Services (BRYCS) offers an insightful publication with refugee parents’ commentary on cultural differences in childrearing and the cultural disconnect often felt by refugee families when presented with Western cultural norms. The publication provides case studies and important cultural information. The article is

entitled, [\*I Came All This Way for Them—Refugee parents in Their Own Words\*](#) (BRYCS, 2009). Other refugee parenting publications, guides, workshops and manuals are available free and are downloadable from BRYCS, [Raising Children in a New Country: An Illustrated Handbook](#) (United States Council for Catholic Bishops [USCCB], 2007).

## **Employment**

Countries and governments that host refugee camps leave lasting impacts on the job skills of those who reside in camps. In Sudan and Thailand it is illegal for a refugee to be employed. Governments often relegate refugees to the compounds of the camp where circumstances make it impossible to work or learn necessary skills for employment. Lack of education is predominate in countries that where political and military stability and have a long history of poorly run camps. Camps may contain residents who have spent their entire lives within the walled compounds (United States Council for Refugees and Immigrants [USCRI], 2010, “How Refugees Come to America,”; A. Mohamood, personal communication, July 27, 2010).

Years of unemployment brought on by restrictive governments or ongoing conflict create a need for training upon resettlement. Refugee agencies in the United States provide both rehabilitation and training emphasizing self-sufficiency (Busch, Fong, Heffron & McClendon, 2004; USCRI, 2010, “How Refugees Come to America,” para. 16). Upon entry into the United States, all refugees are granted the immediate right to work. They are expected to find employment within the first six months. For refugees who had had previous education or employment still face barriers with transportation, language, culture, lack of English as a Second Language classes and interpreter services. Research has well documented the above factors as impeding refugees in finding gainful and satisfactory employment (Busch, Fong, Heffron & McClendon, 2004).

Refugees are among the poorest of Western citizens. Immigrants, who include refugees, live with an average [annual income](#) less than twice below the national poverty level (Harborview Medical Center, 2007). Poverty and challenging living conditions create stressful situations for new refugee immigrants.

Many states provide offices designed to receive funding geared toward refugee employment. Refugee agencies work with a State Refugee Coordinator to bring employment specialists and training to schools and agencies (USCRI, 2010, “How Refugees Come to America,” para. 29). New York’s office that serves refugees is entitled the NYS Bureau of Refugees & Immigrant Assistance. See [Appendix C](#) for contact information.

## **Healthcare and Refugees**

Most refugees come from countries with underdeveloped or nonexistent medical systems. Many refugees face circumstances of misunderstanding and disillusionment when trying to navigate the American healthcare system Cultural norms and values associated with medicine in Western and non-Western societies often differ greatly. American practitioners may not always be familiar with other medical practices found outside Western society (Harborview Medical Center, 2007).

Statistics show refugees and immigrants are at the greatest risk for infectious diseases that can lead to chronic illnesses (Harborview Medical Center, 2007). In addition to diseases, refugees are at a high risk for psychological disorders such as post traumatic stress disorder (PTSD) and depression. Traumatic experiences faced while fleeing or during secondary resettlement leave a lasting and haunting impact on refugees (Carlsten, 2003; Harborview Medical Center, 2007).

Many times, refugees encounter the stress of culture shock when relocating to the United States. Culture shock can bring on an array of psychological manifestations. According to Carlsten, refugee populations rarely seek assistance for mental health issues because of the stigma it carries within the culture (2003). For example, refugees and immigrants coming from traditional, tribal cultures may be skeptical of mental health labeling (i.e. learning disabled). It's not uncommon to find resistance as such labels are culturally loaded concepts and terms. Words and notions such as, *impairment*, *learning disabled* and *mental retardation* are often nonexistent concepts and terms in non-Western societies (Carlsten, 2003; A. Mohamood, personal communication, July 27, 2010).

VOLAGS work with assisting refugees during medical appointments by providing interpretation and translation. They play an important role in providing quality interpreters so that culturally loaded language is not misunderstood; however, [linguistic factors](#) often cause interference when refugees seek medical assistance. Poor translation is a common culprit for misunderstanding leading to unnecessary testing or diagnosis. For example, an Iranian woman mentioned to her doctor she felt “heart distress” when referring to a general feeling of anxiety and stress. Her doctor proceeded to find a biological cause for her heart pains. Bias, ethnocentrism, bad paraphrasing or lack of cultural understanding can also play a role in poor interpretation (Carlsten, 2003).

See Appendix C – [Healthcare and Mental Health Resources](#)

## **Section Two – Education**

### **Refugee Camp Schools**

Schooling varies greatly in refugee camps. Many schools are operated by refugees themselves who volunteer to teach. Conditions of classroom space and materials differ greatly among camps. Refugee camps operating under restrained resources or with turbulent conditions may not have the capacity to offer school to children. However, the UNHCR takes great efforts to set up schools once stability is established. The UNHCR works with several NGO's that provide resources and staff to camp schools (UNHCR, 2007).

Classes may be taught in an open-air, outdoor setting or there may be an established building with chairs, desks and books. Teachers need to be aware that the conditions in which a student is educated in a refugee school will impact how they adapt to American schooling. Sitting in a seat for an extended period of time may prove challenging for a student who was educated in a school without chairs or desks. Acclimating to routines can be difficult as the school days are often shorter than U.S. school days. Teachers

will need to allow the student time to adjust to a new routine and take careful consideration the background of each individual student (A. Mohamood, personal communication, July 27, 2010).

### **Why Schooling Is Interrupted and Factors that Influence Students' Performance**

There are many factors which interrupt the schooling of refugee students. Political disorder, torture, ethnic tensions, mass killings are among many reasons interrupting refugee students' education. According to the UNHCR, refugees who have lived in refugee camps their entire lives, face the direst circumstances among refugee immigrant populations. Many children were born in refugee camps know no other life outside the camp. Camp instability and crime (e.g. food shortages, disease, rape and police corruption) add to interrupted education experiences. Children rarely have rights as they do in the United States ("Safe Schools and Learning Environment," 2007). Instability of daily camp life and traumatic experiences can have lasting psychological effects on children (A. Mohamood, personal communication, July 27, 2010).

Failed states and military conflicts establish the phenomena of statelessness for many living in camps. Statelessness refers to individuals who are not recognized by a government as a citizen and have no legal protection of citizenry.

Refugee children are often students with interrupted formal education (SIFE). According to the New York State Education Department (NYSED) [SIFE](#) students are defined as those who:

come from a home where a language other than English is spoken and enter a school in the US after grade two; or,  
are immigrant students who enter a school in the United States after grade 2;  
have had at least two years less schooling than their peers; and,  
function at least two years below expected grade level in reading and in mathematics; and,  
may be pre-literate in their native language.

Teachers should not assume that refugee students arriving to their classrooms lack background knowledge. SIFE students have a wealth of experiences that require structured nurturing on the part of schools, administrators and teachers. What distinguishes [SIFE students](#) from other immigrant students is the stress, frustration, high risk for dropout and gaps found in literacy and academic content knowledge. The New York State Education Department recommends districts establish programs for ELLs who are also SIFE students (Robertson & Lafond, 2008).

A resource guide presented by the Office of Bilingual Studies and Foreign Language Studies (OBE-FLS) provides a bibliography of resources for establishing [SIFE and Newcomer programs for ELLs](#). Also see [Appendix A](#) for further SIFE resources.

### **Lack of School Documentation**

Another challenge faced by districts when refugee students arrive, is a general lack of school documentation. Most refugee students arriving to New York State schools have no written record of prior schooling because possessions are often left behind during the period of flight and resettlement (A. Mohamood, personal communication, July 27, 2010).

Many refugee students also fall under the category of SIFE, students with interrupted formal education. Due to instability in camps and constant movement prior to settlement, children may have never attended school. To address the needs of SIFE students, the New York State Education Department (NYSED) recommends school districts to provide newcomer SIFE programs to address the unique needs of refugee ELLs.

**Why do refugee student arrive with no report card or documentation of school attendance?**

See BRYCS for further information on program placement toolkits:

- [Programs form Bridging Refugee Youth and Children’s Services \(BRYCS\)](#)

**Language Assumptions and Country of Origin**

According to [Ethnologue](#), there are over 6,000 languages spoken around the world. Within each language group exists many variations of dialects. Misconceptions persist regarding language and the country of origin. People within any given country may speak different [languages](#), [dialects](#), [pidgins](#) or [creoles](#) (“Dialect,” n.d.; “Language,” n.d.; “Dialect,” n.d.; “Pidgins,” n.d.; “Creoles,” n.d.).

The NYSED requires school districts to identify students who speak a language other than English upon enrollment in public schools. To facilitate the process, the NYSED provides a [Home Language Questionnaires \(HLQ\)](#) to be completed by the child’s parent. The form is utilized to inform districts of students who may be potentially Limited English Proficient (LEP). Completion of the HLQ is a mandated requirement of [CR Part 154 and CR Part 117](#) of New York State’s education law. The HLQ is translated into several languages.

Also see [Directory of Languages](#) spoken by LEP/ELL students in New York State:

- [Alphabetized by language](#)
- [Alphabetized by country](#)

**Special Education Referrals for Refugee Students**

Teachers, who have evidence of a refugee student having a suspected disability, need to be cognizant of cultural issues especially when referring students to a committee on special education. Special education referrals can and may produce resistance from many cultures both refugee and immigrant. A school with good intentions may encounter parents who deem the term *disability* as labeling their child “crazy.” There is

shame associated with this concept as many cultures do not recognize disabilities as Western societies do (A. Mohamood, personal communication, July 27, 2010).

Teachers and administrators need to take utmost caution and care in providing parents with thorough explanations of parent rights, the American education system and reasons for special education referrals. New York State requires districts to provide translation and interpretation services to parents who do not speak or comprehend English (CR Part 200 and CR Part 154). Furthermore, evaluations for referrals of students whose first language is not English, schools must provide a multidisciplinary evaluation in the student's native language as well as English.

Please note that a limited command of the English language or SIFE identification alone do not constitute a refugee student for a referral to special education services under CR Part 200 guidelines. Careful and extensive documentation is necessary as well as actions taken to supplement content instruction. Should a refugee ELL be referred to a committee on special education, a multidisciplinary bilingual evaluation is required.

For further information on special education and ELLs see the [New York State Response to Intervention Technical Assistance Center \(NYS RtI TAC\)](#)

### **Definitions under Commissioner's Regulations Part 154**

[LEP](#) (Limited English Proficient):

- a. Students with limited English proficiency shall mean students who by reason of foreign birth or ancestry, speak a language other than English, and
  1. either understand and speak little or no English; or
  2. score below a state designated level of proficiency, on the Language Assessment Battery- Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT).

ELL (English Language Learner): An alternate term that is used to describe a limited English proficient (LEP) student.

[LEP/ELL](#): The official federal term limited English proficient and its acronym LEP have been combined with the term English Language Learner and its acronym ELL.

[SIFE](#) (Students with Interrupted Formal Education): These are students who:

- come from a home where a language other than English is spoken and enter a school in the US after grade two; or,
- are immigrant students who enter a school in the United States after grade 2;
- have had at least two years less schooling than their peers; and,
- function at least two years below expected grade level in reading and in mathematics; and,
- may be pre-literate in their native language.

Newcomer: A student from another country who comes for the first time to a school system in the United States.

### **Initial Identification**

In the state of New York, all students are required by the Commissioner's Regulations Part 117 to identify for potential limited English proficiency. [Initial identification](#) is as follows:

1. Administration of the Home Language Questionnaire (HLQ);
2. Conducting an informal interview in English and in the native language;
3. Administration of a formal English assessment-Language Assessment Battery-Revised (LAB-R); and
4. Placement in an appropriate program (i.e., bilingual education, free-standing ESL, or monolingual English programs).

All students enrolling in a New York State public school are required to have a parent fill out a HLQ. [HLQs](#) are available in a variety of languages should the parent not speak or understand English. Schools must provide the parents with information in a language they understand in accordance with CR Part 154. [NYS LEP Identification Process](#) outlines the procedure for conducting an informal interview, administering the Language Assessment Battery-Revised (LAB-R, and determining program placement/services as will be outlined in the following section.

### **Placement and Services**

Students who are identified as LEP/ELL are admitted into the general education program. Based on cut scores from the LAB-R, students are placed into either a free-standing ESL or bilingual education program. Program placement and units of ESL or bilingual instruction are outlined in New York State's [language allocation policy \(LAP\)](#).

Free-standing ESL Program: In New York State, this program of instruction is comprised of three components: instruction in English as a second language; instruction in English language arts; and content-area instruction in English supported by ESL methodologies. Such instruction takes into account the first language and culture of the English language learners.

Bilingual Education Program: In New York State, this program involves instruction in English and in the native language which facilitates academic progress and oral language and literacy skills in two languages. It provides English language learners with content-area instruction in the native language and in English, native language arts instruction, instruction in English as a second language and in English language arts. Bilingual Education programs are not available for all languages. Districts may offer these programs in one or more languages. Districts are mandated to offer bilingual education under the following criteria:

1. Twenty or more students are within the same school building;
2. In the same grade level; and

3. Speak the same language other than English.

Also see: [Program Placement and Program Descriptions](#)

ESL and Bilingual programming for refugee students can be supported through Title III funding. For more information on how to acquire [Title III](#) funding via allocated monies visit: [Title III Immigrant Youth and Children](#).

### **Translators/Interpreters**

Translator/interpreter services can be provided by specialized individuals associated with the different resettlement agencies that work with refugee and/or immigrant children and their families. These individuals can also be privately contracted and their services have an associated cost. ESL and bilingual teachers in the school district can be utilized as an additional resource or contact your regional BETAC. See [Appendix D](#) to contact your BETAC to acquire a list of translators and interpreters who provide services in your region.

### **References**

Bridging Refugee Youth & Children's Services [BRYCS]. (2009, Fall). *I came all this way for them: Refugee parents in their own words*. Retrieved from

[http://www.brycs.org/documents/upload/brycs\\_spotfall2009-2.pdf](http://www.brycs.org/documents/upload/brycs_spotfall2009-2.pdf)

Busch, B., Fong, R., Heffron, L.C., & McClendon, A. (2004). *Assessing the needs of refugee and asylee families: A healthy marriage initiative*. The University of Austin Texas.

Retrieved from [http://www.brycs.org/cs\\_upload/documents/3044\\_1.pdf](http://www.brycs.org/cs_upload/documents/3044_1.pdf)

Carlsten, C. (2003). *Refugee and immigrant healthcare*. Retrieved from

<http://ethnomed.org/clinical/refugee-health/carlsten.pdf>

Creole. (n.d.). Retrieved August 4, 2010, from Wikipedia <http://en.wikipedia.org/wiki/Creole>

Department of State [DOS]. (2010). *U.S. Refugees Admissions Program*. Retrieved from

<http://www.state.gov/g/prm/c26471.htm>

Dialect. (n.d.). Retrieved August 4, 2010, from Wikipedia <http://en.wikipedia.org/wiki/Dialect>

Dialect or language. (n.d.). Retrieved August 4, 2010, from Wikipedia

[http://en.wikipedia.org/wiki/Dialect#.22Dialect.22\\_or\\_.22language.22](http://en.wikipedia.org/wiki/Dialect#.22Dialect.22_or_.22language.22)

General background. (n.d.). Retrieved from Office of Refugee Resettlement:

[http://www.acf.hhs.gov/programs/orr/press/office\\_refugee\\_factsheet.htm](http://www.acf.hhs.gov/programs/orr/press/office_refugee_factsheet.htm)

Harborview Medical Center. (2007). *Approach to medical screening for new refugee and immigrant children*. Retrieved from [http://ethnomed.org/clinical/refugee-](http://ethnomed.org/clinical/refugee-health/Approach_to_Medical_Assessment_Children.pdf)

[health/Approach to Medical Assessment Children.pdf](http://ethnomed.org/clinical/refugee-health/Approach_to_Medical_Assessment_Children.pdf)

International Organization for Migration [IOM]. (2010). *United States of America*. Retrieved from <http://www.iom.int/jahia/Jahia/activities/americas/north-america/united-states-of-america>

Language (n.d.). Retrieved August 4, 2010, from Wikipedia

<http://en.wikipedia.org/wiki/Language>

Office of Refugee Resettlement [ORR]. (2008). *Divisions*. Retrieved from

[http://www.acf.hhs.gov/programs/orr/partners/federal\\_agencies.htm](http://www.acf.hhs.gov/programs/orr/partners/federal_agencies.htm)

ORR. (2010). Cuban/Haitian entrants (including Cuban parolees). Retrieved from

<http://www.acf.hhs.gov/programs/orr/about/whoweserve-3.htm>

ORR. (2010). *Refugee Arrival Data*. Retrieved from

[http://www.acf.hhs.gov/programs/orr/data/refugee\\_arrival\\_data.htm](http://www.acf.hhs.gov/programs/orr/data/refugee_arrival_data.htm)

Potocky-Tripoldi, M. (2002). *Best practice for social work with refugees and immigrants*. New York: Columbia University Press.

Refugees International. (2009). *Burma*. Retrieved from

<http://www.refugeesinternational.org/where-we-work/asia/burma>

- Robertson, K., Lafond, S. (2008). *How to support ELL students with interrupted formal education (SIFEs)*. Retrieved from <http://www.colorincolorado.org/article/27483>
- Savarese, L. (2009). *Refugee girls: The invisible faces of war*. Available from [http://www.womensrefugeecommission.org/docs/refugee\\_girls\\_book.pdf](http://www.womensrefugeecommission.org/docs/refugee_girls_book.pdf)
- United Nations High Commission for Refugees [UNHCR]. (1996). *A Camp Is Born*. Retrieved from <http://www.unhcr.org/3b56988e4.html>
- UNHCR. (2007). *Safe schools and learning environment: How to prevent and respond to violence in refugee schools—A guide*. Retrieved from <http://www.unhcr.org/cgi-bin/texis/vtx/search?page=search&docid=4677981a2&query=schools>
- UNHCR. (2007, September 1). *Convention and protocol relating to the status of refugees* [Press release]. Retrieved from <http://www.unhcr.org/3b66c2aa10.html>
- UNHCR. (2009, June 16). *UNHCR annual report shows 42 million people uprooted worldwide* [press release]. Retrieved from <http://www.unhcr.org/4a2fd52412d.html>
- UNHCR (2001-2010). *About us*. Retrieved from <http://www.unhcr.org/pages/49c3646c2.html>
- UNHCR. (2001-2010). *Asylum seekers*. Retrieved from <http://www.unhcr.org/pages/49c3646c137.html>
- UNHCR. (2001-2010). *Asylum seekers figures*. Retrieved from <http://www.unhcr.org/pages/4a02d8ec6.html>
- UNHCR. (2001-2010). *History of UNHCR*. Retrieved from <http://www.unhcr.org/pages/49c3646cbc.html>
- UNHCR. (2001-2010). *Internationally displaced people figures*. Retrieved from <http://www.unhcr.org/pages/49c3646c23.html>

UNHCR. (2001-2010). *Refugees*. Retrieved from

<http://www.unhcr.org/pages/49c3646c125.html>

UNHCR. (2001-2010). *Refugee Figures*. Retrieved from

<http://www.unhcr.org/pages/49c3646c1d.html>

UNHCR. (2010). *2010 Regional operations profile - Africa*. Retrieved from

<http://www.unhcr.org/pages/4a02d7fd6.html>

UNHCR. (2010). *2010 Regional operations profile - Asia and the Pacific*. Retrieved from

<http://www.unhcr.org/pages/4a02d8ec6.html>

UNHCR. (2001-2010). *Stateless people*. Retrieved from

<http://www.unhcr.org/pages/49c3646c125.html>

UNHCR. (2010). *2010 Country operations profile – Iraq*. Retrieved from

<http://www.unhcr.org/pages/49e486426.html>

UNHCR. (2001-2010). *Urban refugees*. Retrieved from

<http://www.unhcr.org/pages/4b0e4cba6.html>

UNHCR. (2001-2010). *What we do*. Retrieved from

<http://www.unhcr.org/pages/49c3646cbf.html>

United State Conference of Catholic Bishops [USCCB]. (2007). *BRYCS Raising children in a*

*new country: An illustrated handbook*. Retrieved June 29, 2010 from

<http://www.brycs.org/documents/upload/RaisingChildren-Handbook.pdf>

U.S. Committee for Refugees and Immigrants [USCRI]. (2010). *How refugees come to America*.

Retrieved from

<http://www.refugees.org/article.aspx?id=1082&subm=40&ssm=47&area=Investigate#refugee>

U.S. Citizenship and Immigration Services. (2009). *The United States Refugee Admissions Program (USRAP) Consultation & Worldwide Processing Priorities*. Retrieved from <http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnnextchannel=385d3e4d77d73210VgnVCM100000082ca60aRCRD&vgnextoid=796b0eb389683210VgnVCM100000082ca60aRCRD>

## Appendix A

### Additional Web Resources for Educating Refugee Students

#### International and National Refugee Organizations

[UNHCR](#) United Nations High Commission for Refugees, official website.

[Voluntary Agencies \(VOLAGs\)](#) Eleven national and private voluntary agencies are contracted by the United States government to resettle and provide services to refugees. Each VOLAG contracts with smaller stateside voluntary agency subsidiaries. There are approximately 350 other VOLAGS operating under the agencies listed below.

1. [Church World Service \(CWS\)](#)
2. [Ethiopian Community Development Council \(ECDC\)](#)
3. [Episcopal Migration Ministries \(EMM\)](#)
4. [Hebrew Immigrant Aid Society \(HIAS\)](#)
5. [International Rescue Committee \(IRC\)](#)
6. [Kurdish Human Rights Watch, Inc. \(KHRW\)](#)
7. [US Committee for Refugees and Immigrants \(USCRI\)](#)
8. [Lutheran Immigration and Refugee Services \(LIRS\)](#)

9. [United States Conference of Catholic Bishops \(USCCB\)](#)
10. [World Relief Corporation \(WR\)](#)
11. [State of Iowa, Bureau of Refugee Services](#)

## **Resettlement and American Cultural Materials for Refugee Families**

[Raising Children in a New Country: An Illustrated Handbook](#) A multicultural and illustrated guidebook from BRYCS geared to refugee parents. The handbook outlines American customs for raising children. Issues such as schooling, hygiene, nutrition, home safety and general norms of American childrearing and laws provided to children in the United States.

[Welcome to the United States: A Guidebook for Refugees](#) Resettlement guides for newly arrived refugees outline American culture and other aspects a new refugee may encounter once living in the United States. The guide was produced by Department of State for the Bureau for Population, Refugees and Migration (PRM). This guide is often used by overseas agencies to educate refugees before American resettlement. Resettlement guides are available in 17 languages including English.

[Refugee Housing Program](#) This site offers brochures on apartment life, housing orientation, pest control, renting and home ownership, landlord guides and more. [Mercy Housing, Inc.](#) is a private agency providing housing services to refugees in the United States. The Office of Refugee Resettlement (ORR) and Department of Health and Human Services (HHS) fund Mercy Housing to operate as a technical assistance center providing native language brochures and guides for refugees, agencies and communities.

## **Resources for Educators of Refugees Students and Families**

### **Culture and Language**

[Afghan Woman's Mission](#) Information about Afghan women and their lives during the wars in Afghanistan.

[Background Notes](#) A site created by the United States Department of State profiling several countries from around the world with brief information on each country's history, people, economy, political conditions, travel/business notes and more.

[Colorín Colorado](#) A site that presents information for educators and families of English language learners on culture, family engagement, research, tools, materials for ELLs and more.

[Cultural Orientation Resource Center \(COR\) Publications](#) COR is a branch of the Center for Applied Linguistics (CAL) containing resources on cultural orientation to the United States, country and cultural profiles of recent refugee groups, native language/English phrasebooks, cultural orientation videos and more.

[Center for Applied Linguistics \(CAL\)](#) A research institute providing educators and community members with research related information and tools on ELLs, second language acquisition, culture and more.

[Center on Instruction](#) This site provides many resources designated to LEP/ELLs. Articles on issues related to special education and English language learners in general can be found at [English Language Learning](#).

[Ethnologue](#) An extensive site presenting background information on world languages and the people who speak those languages around the world.

[The Meskhetian Turks](#) An Introduction to their History Culture and Resettlement Experiences

[Muslim Refugees in the United States](#) Cultural information to assist service providers working with refugees who practice the Muslim faith

[The New Americans](#) A movie created by PBS highlighting voyages of immigrants to America.

[Refugee Backgrounders](#) The Cultural Orientation Center, a division of the Center for Applied linguistics (CAL) provides backgrounder data sheets on populations of refugees from around the world. Information includes quick references regarding cultural practices, language, government, common issues faced the refugee population and more.

[Resource Guide for Serving Refugees with Disabilities](#) An informational and “how to” guide for caseworkers and service providers working with refugees who have disabilities. Checklists, descriptions and websites address cultural differences and views on disabilities in other countries.

[Refugees from Laos—Historical Background and Causes](#) Historical and cultural information related to refugees from Laos.

[Second Language Acquisition \(SLA\)](#) OCM BETAC site presents a list of links dedicated to research and information on SLA.

[Somali Bantu](#) This site presents information related to Somali Bantu populations.

### **Programs form Bridging Refugee Youth and Children’s Services (BRYCS)**

[BRYCS Publications](#) is an index containing a wealth of content on the following subjects: child welfare, schools, family strengthening, youth development, childcare, health & mental health, program development and refugee populations. Below are publications from BRYCS containing topics of interest that schools may find useful:

[Growing Up in a New Country: A Positive Youth Development Toolkit for Working with Refugees and Immigrants](#) BRYCS provides a guide/toolkit for those working with refugee youth.

Information pertains to culturally appropriate approaches for program models, assets of refugee youth, conducting needs assessments, and more.

[Refugee Students in U.S. Schools: A Toolkit for Teachers and School Personnel](#) A toolkit for schools to utilize and to assist with student placement, collaboration with refugee agencies and refugee child welfare. Tools 1-3 below:

Tool One: [The Birthdates of Refugee Children and the Impact on Grade Placement \(2009\)](#)

Tool Two: [Schools and Refugee-Serving Agencies: How to Start or Strengthen Collaboration \(2009\)](#)

Tool Three: [Refugee Child Welfare: Guidance for Schools \(2010\)](#)

### **Online Lesson Plans and Teaching Tools—Refugee Topics for American Students**

[Kid Zone and Lesson Modules](#) UNHCR teaching resources for non-refugee students and teachers who wish to learn about current issues related to refugees. **Kid Zone** features powerful online games such as “Against All Odds,” and “Pook in the World,” which allow students to role-play refugee life scenarios.

[Lesson Plans and Tools for Adult Refugees](#) COR publications offer toolkits for domestic and overseas educators who service and train new refugees for American cultural orientation.

[Program Planning for English Language Learners Publication](#) The U.S. Department of Education offers an informational site for English language learner program planning from a litigious perspective of the Office of Civil Rights. The site is equipped with checklists, Q&A’s and legal information serving as a guide for establishing programming for ELLs.

[USA for UNHCR Teacher’s Corner](#) This site provides free books, posters and lesson plans available for download or order. The webpage emphasizes educating American students on the plight of refugees from around the world and a means for developing and building common ground and cultural competency toward refugee populations.

### **Online Native Language and English Teaching Resources**

[BrainPop](#) Short videos vignettes of content area related topics. Site offers tools such as closed captioning, games, quizzes and vocabulary to support each vignette.

[Burma Project /The Southeast Asia Initiative](#) The Open Society Institute, a non-for-profit group established in 1994, provides information pertaining to a wide variety of topics surrounding Burma/Myanmar.

[Cornell University Southeast Asia Project \(Burma/Karen Project\)](#) Cornell University’s Southeast Asian program site contains a wide variety of articles, teaching resources, manuals and professional development pertaining to Southeast Asian cultures and languages.

[Drum Publication Group](#) Site offers free materials including conversational and other language-based materials in Sgaw Karen.

### [Everything ESL](#)

Classroom tips, cultural information, language acquisition, teaching materials, bilingual/ESL resources, SIFE related material and more.

[Fun With Arabic](#) This site provides elementary age students with interactive songs, stories, practice and games for Arabic speaking students.

[History Channel Classroom](#) History Channel presents a wide variety of resources pertaining to world and U.S. history. Features include videos, lesson plans and links.

[International Children's Digital Library \(ICDL\)](#) An online library of nearly 4,500 digitized books from more than 40 countries and 50 languages. The mission of the library is to provide culturally and linguistically appropriate reading materials for children from around the world. The site includes many additional teaching resources and multiple website versions in languages other than English.

[Kids.Gov](#) Described as the “kids portal to the U.S. government.” The site provides a wide array of links, tools, video clips and interactive sites for students and educators to explore.

[Kids Songs from Around the World](#) Mama Lisa's webpage contains children's songs, nursery rhymes poetry, games and music from around the world.

[White House 101](#) This site provides useful information pertaining to each president with biographies and fun facts about the White House and those who resided there throughout U.S. history.

[White House Classroom](#) An online classroom with lesson plans for grade bands K-3, 4-8 and 9-12. The site offers virtual tours of the White House as well as many other resources for teaching about America's history of the Capitol city.

### **New York State Education Department (NYSED) Standards for LEP/ELLs**

[Office of Bilingual Education and Foreign Language Studies \(OBE-FLS\)](#) New York State Education Department's official website for regulations and issues related to ELLs and foreign languages.

[The Teaching of Language Arts to Limited English Proficient/ English Language Learners: Learning Standards for English as a Second Language](#) NYS standards for ESL. See [References](#) for native/English language teaching resources and articles.

[The Teaching of Language Arts to Limited English Proficient/ English Language Learners: A Resource Guide for All Teachers](#) NYS Resource guide for teaching ELLs.

[The Teaching of Language Arts to Limited English Proficient/ English Language Learners: Learning Standards for Native Language Arts](#) NYS native language arts standards and bilingual education guidance for teaching ELLs.

### **NYS Bilingual Glossaries and Native Language Content Resources**

[Content Area Glossaries from NYSED](#) Bilingual glossaries of academic vocabulary translated into multiple languages for Mathematics, Social Studies and Science. Grade bands included are 3-5, 6-8 and 9-12. Word for word translated glossaries may be used by ELLs on all New York State assessments.

[Asian Language Bilingual Education/ESL Technical Assistance Center \(ALBETAC\)](#) ALBETAC provides Asian language and bilingual study guides, low incident-Asian language/English glossaries and native language teaching resources. Materials are available in over 12 languages such as Chinese, Burmese, Gujarati, Karen, Urdu, Vietnamese.

### **NYS Resource Guides for Students with Disabilities**

[Center on Instruction](#) This site provides many resources designated to LEP/ELLs. Articles on issues related to special education and English language learners in general can be found at [English Language Learning](#).

[Resource Guide for Serving Refugees with Disabilities](#) An informational and “how to” guide for caseworkers and service providers working with refugees who have disabilities. Checklists, descriptions and websites address cultural differences and views on disabilities in other countries.

[New York State Response to Intervention Technical Assistance Center](#) New York State’s official website and for issues related to RtI and ELLs

### **Students with Interrupted Formal Education (SIFE)**

[Calderón SIFE](#) A PowerPoint presentation outlining issues relating to SIFE student in the education setting.

[Effective Programs for English Language Learners \(ELLs\) with Interrupted Formal Education](#) Guidelines provided by the Department of Education related to programming for SIFE students.

[How to Support ELL Students with Interrupted Formal Education \(SIFEs\)](#) An article from Colorín Colorado presenting background information on SIFE students. The article includes teaching strategies, resources and web links related to SIFE issues.

[Important Information Regarding SIFEs](#) OCM BETAC provide links to articles and resource guides for SIFE students

[Students with Interrupted Formal Education: A Challenge for New York City Public Schools](#) A report issued on SIFE students in NYC.

## **Healthcare and Mental Health Resources**

[EthnoMed](#) EthnoMed is a cooperative program of the University of Washington Health Sciences Libraries and Harborview Medical Center. The [website](#) addresses topics such as language, culture, health, illnesses and resources for health care providers who service patients from immigrant and refugee communities. EthnoMed features multiple native language guides, toolkits and articles pertaining to a wide variety of health related information from multiple cultural perspectives. Also see: [Cultures](#), [Clinical Topics](#), [Patient Education](#) and [Cross-Cultural Health](#).

[Harvard Program in Refugee Trauma](#) A site devoted to research and development of tools for refugees and other populations experiencing mental health issues as a result of experienced torture and/or trauma.

[Healthy Living Toolkit](#) A toolkit for refugees, ESL teachers, social workers and resettlement agencies addressing healthcare issues such as mental health, communicable diseases, STDs, HIV/AIDS, hygiene, domestic violence, women's health, etc. The toolkit is translated into 19 languages. Information is written in culturally appropriate language.

[Lead Poisoning Prevention in Newly Arrived Refugee Children, Toolkit](#) A prevention toolkit created by the Centers for Disease Control and Prevention (CDC) addressing the topics of lead poisoning caused by older homes in the U.S. The site also focuses on cultural practices that may make refugee population susceptible to lead and health related issues.

[Points of Wellness](#) This site provides toolkits, informational articles on mental health issues faced by refugee populations and technical assistance for national, state and local levels. Points of Wellness is operated by the Refugee Mental Health Program federally funded by the Department of Health and Human Services' Office of Refugee Resettlement and the Substance Abuse and Mental Health Services Administration (SAMHSA).

[Refugee Health-Immigrant Health](#) A site providing cultural background on refugee populations from around the world. Country backgrounders give useful information on current refugee groups with information on culture, history, language, social relations, religion, and health beliefs and practices.

[Selected Patient Information Resources \(SPIRAL\) in Asian Languages](#) Brochures are posted in multiple Asian languages regarding health related topics provided by Tufts University Hirsh Health Science Library.

## Appendix B

### References and Articles of Educational Strategies for English Language Learners

- Ariza, W., & Eileen N. (2005). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. Boston: Allyn & Bacon.
- Cary, S. (2000). *Working with second language learners: Answers to teachers' top ten questions*. Portsmouth, NH: Heinemann.
- Chamot, A., Barnhardt S., Beard El-Dinary, P., & Robbins, J. (1999). *Learning strategies handbook (1st edition)*. Upper Saddle River, NJ: Pearson ESL.
- Claire, E. & Haynes J. (1995). *Classroom teacher's ESL survival kit #2 (1<sup>st</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Claire, E., Haynes, J., & Chapman, J. (1994). *Classroom teacher's ESL survival kit #1 (1<sup>st</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Claire, E. (1998). *ESL teacher's activities kit*. Upper Saddle River, NJ: Prentice Hall.

- Collier, V.P. (1998) *Promoting academic success for E. S. L. students: Understanding second language acquisition for school*. Woodside, NY: Bastos Book Company.
- Echevarria, J., & Graves, A. (2006). *Sheltered content instruction: Teaching English language learners with diverse abilities* (3<sup>rd</sup> ed.). Newton, MA: Allyn & Bacon.
- Echevarria, J., Vogt, M., & Short, D.J. (2003). *Making content comprehensible for English language learners: The SIOP model* (2<sup>nd</sup> ed.). Boston: Pearson Allyn & Bacon.
- Einhorn, K. (2001). *Easy & engaging ESL activities and mini-books for every classroom: terrific teaching tips, games, mini-books & more to help new students from every nation build basic English vocabulary and feel welcome!* New York: Teaching Resources.
- Fisher, D.B., & Frey N. (2007). *Improving adolescent literacy: Content area strategies at work* (2<sup>nd</sup> ed.). New York: Prentice Hall.
- Genesee, F. (Ed.). (1994). *Educating second language children: The whole child, the whole curriculum, the whole community*. Cambridge University Press.
- Herrell, A. L., & Jordan, M. L. (2007). *Fifty strategies for teaching English language learners* (3<sup>rd</sup> ed.). New York: Prentice Hall.
- McCloskey, M.L, Stack L., O'Sullivan J.K., & Newman C. M. (2006). *Thomson ELT : primary/upper elementary : Series - visions - literacy, language, literature content* (1<sup>st</sup> ed.). Boston: Thomson Heinle.
- Roberts, P. L., & Kellough, R.D. (2006). *Guide for developing interdisciplinary thematic units* (4<sup>th</sup> ed.). New York: Prentice Hall.
- Roberts, P. L. (1996). *Literature-based history activities for children, grades 4-8*. Boston: Allyn & Bacon.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.
- Wormeli, R. (2006). *Fair isn't always equal: Assessing & grading in the differentiated classroom* (1<sup>st</sup> ed.). Portland, ME: Stenhouse Publishers.
- Yatvin, J. (2007). *English-only teachers in mixed-language classrooms: A survival guide* (1<sup>st</sup> ed.). Upper Saddle River, NJ: Heinemann.

### **Children's Literature with Refugee Topics**

- Castle C. (2000). *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*. New York: Phyllis Fogelman Books.

- Kerley, B. (2002). *A Cool Drink of Water*. Washington D.C.: National Geographic.
- Kerley, B. (2005). *You and Me Together: Moms, Dads, and Kids Around the World*. Washington D.C.: National Geographic.
- Kerley, B. (2007). *A Little Peace*. Washington D.C.: National Geographic.
- Rayner, A. (Ed.). (2002). *A Life Like Mine: How Children Live Around the World*. New York: DK Publishing, Inc.
- Smith, D.J. (2002). *If the World Were a Village: A Book About the World's People*. Toronto: Kids Can Press Ltd.
- Smith, D.J. (2009). *If America Were a Village: A Book about the People of the United States*. Toronto: Kids Can Press Ltd.
- Smith Milway, K. (2008). *One Hen - How One Small Loan Made a Big Difference* Toronto: Kids Can Press Ltd.
- Rochelle S., & Woods, R. (2007). *One Well: The Story of Water on Earth*. Toronto: Kids Can Press Ltd.

## Appendix C

### Contact Information for New York State and Federal Agencies Working with Refugees

#### [African Services Committee of New York](#)

429 West 127th Street, 2nd Floor  
New York, NY 10027  
(212) 222-3882

(212) 875-2265

#### [The Arab-American Family Support Center](#)

150 Court Street, 3rd Floor  
Brooklyn, NY 11201  
Tel: 718.643.8000  
Fax: 718.797.0410  
E-mail: [info1@aafscny.org](mailto:info1@aafscny.org)

#### [Albanian American Woman's Organization](#)

481 8th Ave., Ste. 934  
New York, NY 10001  
(212) 244-8440

#### **American Civic Association**

131 Front St  
Binghamton, NY 13905  
(607) 723-9419

#### [BRYCS - Bridging Refugees Youth and Children's Services](#)

United States Conference of Catholic Bishops  
3211 Fourth Street NE  
Washington DC 20017  
1-888-572-6500  
E-mail: [info@brycs.org](mailto:info@brycs.org)

#### [American Red Cross](#)

520 W. 49<sup>th</sup> Street  
New York, New York 10019

#### [Catholic Diocese of Arlington](#)

**Arlington Diocese Refugee Services**

80 North Glebe Road  
Arlington, VA 22203  
(703) 841-3876

**Catholic Diocese of Brooklyn**

Refugee Resettlement  
191 Joralemon Street,  
Brooklyn, NY 11201  
(718)722-6017, 6019, 6009, 6071  
E-mail: [refugee@ccbq.org](mailto:refugee@ccbq.org)

**Catholic Diocese of Rockville Centre**

Catholic Charities Immigrant Services/  
Refugee Resettlement  
143 Schleigel Blvd  
Amityville, NY 11701  
(631) 789-5210

**Catholic Charities of Buffalo**

Immigration and Refugee Assistance Program  
394 Franklin St. Suite 200  
Buffalo, New York 14202  
(716) 842-0270

**Catholic Charities of New York**

Community Services  
1011 First Avenue, 11th Floor  
New York, NY 10022  
888-744-7900

**Catholic Charities of Onondaga County**

Development Department  
1654 West Onondaga St  
Syracuse, NY 13204  
(314) 474-7428

**Catholic Family Center**

Refugee Resettlement Program  
87 North Clinton Avenue  
Rochester, NY 14604  
(585) 262-7076

Jim Morris, Program Contact  
E-mail: [jmorris@cfcrochester.org](mailto:jmorris@cfcrochester.org)

**Center for New Americans**

Interfaith Works of Central New York, Inc  
3049 East Genesee St  
Syracuse, NY 13224  
(315) 479-3552

**Church Avenue Merchants Block  
Association (CAMBA)**

1720 Church Ave.  
2nd floor  
Brooklyn, NY 11226  
(718) 287-2600

**Church World Services**

475 Riverdale Dr.  
New York, New York 10115  
(212) 870-3042

**Episcopal Migration Ministries**

815 Second Ave.  
New York, New York 10017  
(212) 716-6252  
(212) 716-6258  
(212) 716-2650

**Hebrew Immigrant Aid Society, Inc.**

333 Seventh Avenue, 16<sup>th</sup> Floor  
New York, NY 10001  
(212) 613-1337

Marina Belotserkovsky, Program Contact  
E-mail: [marina.belotserkovsky@hias.org](mailto:marina.belotserkovsky@hias.org)

**International Institute of Buffalo**

864 Delaware Avenue  
Buffalo, New York 14209  
(716) 883-1900

**International Institute of Erie**

517 East 26th St  
Erie, PA 16504  
(814) 452-3935

**International Institute of New Jersey**

1 Journal Square  
4th Floor  
Jersey City, NJ 07306  
(201) 653-3888

**International Rescue Committee (IRC)**

122 East 42nd Street  
New York, NY 10168 USA  
(212) 551-3000

IRC New York City Refugee Youth Program  
James Lenton , Program Coordinator  
(212) 551-2901  
E-mail: james.lenton@their.org

**Jewish Family Services**

70 Barker Street  
Buffalo, New York 14209  
(716) 883-1914  
E-mail: [generalinfo@jfsbuffalo.org](mailto:generalinfo@jfsbuffalo.org)

**Journey's End Refugee Services, Inc.**

Tri Main Center  
2495 Main Street, Suite 317  
Buffalo, NY 14214  
(716) 882-4963

**Mohawk Valley Resource Center for Refugees, Inc**

309 Genesee Street  
Utica, NY 13501  
(315) 738-1083

Peter Vogelaar, Program Contact  
E-mail: [peter@mvrcr.org](mailto:peter@mvrcr.org)

**Nationalities Service Center**

1216 Arch St, 4th Fl  
Philadelphia, PA 19107  
(215) 893-8400

**NYS Bureau of Refugees & Immigrant Assistance**

Office of Temporary & Disability Assistance  
40 North Pearl Street  
Albany, NY 12243  
(518) 474-2975  
(518) 402-3029

Thomas Hart, State Refugee Coordinator  
E-mail: [Thomas.Hart@otda.state.ny.us](mailto:Thomas.Hart@otda.state.ny.us)

**New York State Health Programs for Refugees**

Health Programs for Refugees  
NYS Department of Health  
Corning Tower, Room 840  
Empire State Plaza  
Albany, NY 12237-0669  
(518) 474-4845  
(518) 408-1941

Eric Cleghorn, Refugee Health Coordinator  
E-mail: [ejc01@health.state.ny.us](mailto:ejc01@health.state.ny.us)

**New York City Health Programs for Refugees**

NYS Office of Temporary & Disability Assistance Bureau of Refugee & Immigrant Assistance  
40 North Pearl Street, 10C  
Albany, NY 12243-0001  
(518) 402-3022  
(518) 402-3029

Thomas Keenan, Refugee Health Coordinator, NYC  
E-mail: [Thomas.Keenan@otda.state.ny.us](mailto:Thomas.Keenan@otda.state.ny.us)

**Office of Refugee Resettlement (ORR) Administration for Children and Families U.S. Department of Health & Human Services**

Aerospace Building  
901 D Street, SW  
Washington, DC 20447  
(202) 401-9246  
[ORR Staff Directory](#)

**Refugee and Immigrant Support Services of Emmaus (RISSE)**

Emmaus United Methodist Church  
715 Morris St  
Albany New York 12208  
(518) 482-0486

Anya S. Merritt, Social Worker  
E-mail: anyakaramelka@msn.com  
General E-mail: reosgood@aol.com

**Refugee Resettlement Office**

30 Main St  
Binghamton, NY 13905-3183  
(607) 773-0622

**Safe Horizon**

2 Lafayette St  
3rd floor  
New York, NY 10007  
(212) 577-7700

**Sauti Yetu Center for African Women, Inc.**

P.O. Box 3112  
New York, NY 10163  
E-mail: [info@sautiyetu.org](mailto:info@sautiyetu.org)

**U.S. Committee for Refugees and Immigrants (USCRI)**

2231 Crystal Drive, Suite 350  
Arlington VA 22202-3711  
Phone: (703) 310-1130  
E-mail: [uscri@uscridc.org](mailto:uscri@uscridc.org)

**USCRI Albany**

991 Broadway, Suite 223  
Albany, NY 12204  
(518) 459-1790  
E-mail: [info@uscri-albany.org](mailto:info@uscri-albany.org)  
[USCRI Albany Facebook Page](#)

**VIVE, Inc.**

50 Wyoming Ave  
Buffalo, NY 14215  
(716) 892-4354  
E-mail: [info@vivelacasa.org](mailto:info@vivelacasa.org)

**Appendix D**

**New York State Education Department (NYSED) Office of Bilingual Education and Foreign Language Studies (OBE-FLS) BETAC Service Regions**

**Language BETACs**

**Asian Language BETAC (ALBETAC)**

NYU Metro Center  
726 Broadway – 5<sup>th</sup> Floor  
New York, New York 10003  
Tel: (212) 998-5198  
Fax: (212) 995-4199

**Director: Pat Lo**

**Email: [ALBETAC@gmail.com](mailto:ALBETAC@gmail.com)**

**Haitian Language BETAC (HABETAC)**

Brooklyn College, CUNY  
James Hall, Room 3304  
2900 Bedford Avenue

Brooklyn, New York 11210  
Tel: (718) 951-4668  
Fax: (718) 951-4909

**Director: Nicole B. Rosefort**

**Email: [habetac@brooklyn.cuny.edu](mailto:habetac@brooklyn.cuny.edu)**

**Spanish BETAC**

NYU Metro Center  
726 Broadway – 5<sup>th</sup> Floor  
New York, New York 10003  
Tel: (212) 998-5101  
Fax: (212) 995-4199

**Director: Nellie Mulkay**

**Email: [nyssbetac@gmail.com](mailto:nyssbetac@gmail.com)**

**Regional BETACs**

**Bronx Regional BETAC at Fordham University**

441 E. Fordham Road, Bldg. 2536  
Hughes Avenue (Off Campus)  
Bronx, NY 10458

Tel: (718) 817-0606

Fax: (718) 817-0604

**Director: Eva Garcia**

**Email: [evgarcia@fordham.edu](mailto:evgarcia@fordham.edu)**

**Brooklyn/Queens Regional BETAC-LIU**

9 Hanover Place – 3<sup>rd</sup> Floor  
Brooklyn, New York 11201  
(Between Fulton & Livingston Streets)  
Tel: (718) 246-6460 (Main Office) or 6461  
Fax: (718) 780-4569

**Director: Virginia A. Jama**

**Email: [Virginia.Jama@liu.edu](mailto:Virginia.Jama@liu.edu)**

**Lower Hudson Valley BETAC**

Fordham University – Graduate School of  
Education

400 Westchester Avenue – Suite 234  
West Harrison, NY 10604

Tel: ((914) 367-3467

Fax: (914) 367-3470

**Director: Carol Pertchik**

**Email: [pertchik@fordham.edu](mailto:pertchik@fordham.edu)**

**Manhattan/Staten Island BETAC at Hunter College**

Hunter College, CUNY

695 Park Avenue – West Building  
Room 924

New York, New York 10021-5024

Tel: (212) 772-4768

Fax: (212) 650-3815

**Director: Bernice Moro, Ph.D.**

**E-mail: [bmoro@hunter.cuny.edu](mailto:bmoro@hunter.cuny.edu)**

**Mid-Hudson BETAC at Ulster BOCES**

175 Route 32 North

New Paltz, New York 12561

Tel: (845) 255-1402 ext. 1256

Fax: (845) 255-3836

**Director: Daniel H. Shanahan, Ph.D.**

**Email: [dshanahan@ulsterboces.org](mailto:dshanahan@ulsterboces.org)**

**Mid-State BETAC at OCM BOCES**

Rodax Bldg. #7

P.O. Box 4774 – 6075 East Molloy Road  
Syracuse, New York 13221

Tel: (315) 433-2664 or 2610

Fax: (315) 431-8449

**Director: Justine Kolb**

**Email: [Jkolb@ocmboces.org](mailto:Jkolb@ocmboces.org)**

**Mid-West BETAC at Monroe 2-Orleans BOCES**

3599 Big Ridge Road  
Spencerport, New York 14559

Tel: (585) 352-2790

Fax: (585) 352-2613

**Director: Annalisa Allegro**

**Email: [aallegro@monroe2boces.org](mailto:aallegro@monroe2boces.org)**

**Nassau BOCES-BETAC**

One Merrick Avenue

Westbury, New York 11590

Tel: (516) 396-2090

Fax: (516) 396-2096

**Director: Ellie Paiewonsky**

**E-mail: [epaiewon@mail.nasboces.org](mailto:epaiewon@mail.nasboces.org)**

**Questar III BOCES-East Region BETAC**

10 Empire State Boulevard

Castleton, New York 12033

Tel: (518) 477-8771

Fax: (518) 477-1335

**Contact: Rachel Stead**

**Email: [rstead@questar.org](mailto:rstead@questar.org)**

**Suffolk BETAC at Eastern Suffolk BOCES**

15 Andrea Road

Holbrook, New York 11741

Tel: (631) 244-4016

Fax: (631) 244-4087

**Director: Terri Brady-Mendez**

**(Director: BETAC & ITI Programs)**

**Email: [Tbmendez@esboces.org](mailto:Tbmendez@esboces.org)**

**West Region BETAC at Erie 1 BOCES**

355 Harlem Road – Building C

West Seneca, New York 14224

Tel: (716) 821-7501

Fax: (716) 821-7556

**Director:** Denise Goñez-Santos

**Email:** [dgonez@e1b.org](mailto:dgonez@e1b.org)

**Appendix E**

**Overseas and Stateside Refugee Resettlement Governmental Agencies**

**Flowcharts depicting U.S. refugee resettlement process via governmental agencies.**

