Meeting the Educational Needs of Unaccompanied Children

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association of
CHILDREN'S
RESIDENTIAL CENTERS

Paths to Engage in Expanding UC Licensed Provider Beds

Key Dimensions	Path 1: Become a Direct UC Provider	Path 2: Become a Subrecipient to a UC Provider	Path 3: Provide Key Support Resources
Who is eligible?	State licensed shelter and child/youth residential care providers or state or county governments interested in becoming a direct UC provider. *Providers can pursue Path 1 & 2 concurrently.*	State licensed shelter and child/youth residential care providers who are interested in providing services for a temporary period as a subrecipient to a current UC provider that is a direct grantee. *Providers can pursue Path 1 & 2 concurrently.*	Businesses, organizations, and associations with support resources that UC providers need to be able to expand bed capacity *(buildings; bi-lingual staff; licensed child care workers; case management).*
What would this mean?	A state licensed shelter or foster care provider establishes a direct grantee relationship with the ACF Office of Refugee Resettlement (ORR).	A state licensed shelter or foster care provider establishes a time limited subrecipient / subcontractor relationship directly with a current UC provider to provide beds for UC to respond to the current influx. *Note that providers may be interested in joining a umbrella contractor as a subrecipient (see Path 1 option b).*	Entities/organizations identify resources they have available in need to enable expanding bed capacity: • Licensed child / youth care workers • Bi-lingual child / youth care workers • Case management (virtual, in person)
Who is this best suited for?	State licensed shelter or foster care providers who would like to establish a direct relationship (a) grant (multi-year) OR (b) contract (up to one year)	State licensed shelter or foster care providers who would like to establish a time limited subrecipient / subcontractor relationship AND who have capacity, staff, and/or support resources available to bring beds online safely and quickly.	National or locally focused businesses, organizations, and associations with support resources that align with the identified needs. Entities open to partnering or contracting with existing UC providers or subrecipients to enable additional staffed UC beds to become available.

What are the next steps?	Interested eligible providers review and submit an application based on best fit to the Office of Refugee Resettlement (ORR):
	(a) grant (up to one year) *using the single source application materials (provided in association documents)*
	(b) contract (up to one year) *using link to application materials provided below*
		• Interested eligible providers will be included on a list of interested subrecipients shared with current UC direct grantee providers
		• Existing UC providers will seek out interested providers to engage in subrecipient or subcontract agreements and submit a proposal for ORR review
		Core eligibility will be assessed by completing linked form and provided to current UC grantees.
			Entities with resources in need will be routed to the right party for review and next steps.
			• ***For staffing and other resources:*** providers will be directed to the ACF contracting process for consideration
			• There are existing open contract solicitations for a key group of required services:
			  • Direct Care Services
			  • Child Advocate Services
			  • Case Management

Action to take	**(a) grant -** Complete single source application and submit to ORR. Application materials provided in associated documentation. **(b) contract** - ORR-UC-Shelter and Foster care services	Complete **Interested Provider Survey:** https://orrresponse.force.com/s/	Complete **Interested Provider Survey** for staffing and other services that do not fit within the current open contract solicitations: https://orrresponse.force.com/s/

Meeting the Educational Needs of Unaccompanied Children

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Who are unaccompanied Children?

Unaccompanied children (UC) are children under the age of 18 who have no lawful immigration status in the United States, and who, at the time of their apprehension, had no lawful parent(s) or caregiver in the United States to provide physical care and custody.

AGE	FY2020	FY2019	FY2018
0-12	16%	16%	15%
13-14	12%	12%	12%
15-16	37%	37%	37%
17	35%	35%	35%

COUNTRY OF ORIGIN	FY2020	FY2019	FY2018
HONDURAS	25%	30%	26%
GUATEMALA	48%	45%	54%
EL SALVADOR	14%	18%	12%
MEXICO	6%	2%	3%
ALL OTHER COUNTRIES	8%	5%	<5%

YEAR	MALES	FEMALES
FY2020	68%	32%
FY2019	66%	34%
FY2018	71%	29%

https://www.acf.hhs.gov/orr/about/ucs/facts-and-data

Educational Services for Unaccompanied Children

ORR funded programs must provide educational services

UC in transitional care cannot attend public school

School must operate throughout the year

Schools are not required to be accredited

ORR Policy on Educational Services

Section 3.3.5 of the UC Policy Guide

Educational Assessment must be administered within 72 hours of arrival

Minimum of 6 hours of education Monday through Friday

Must be linguistically appropriate

Must comply with the *Flores* requirements

Requirements for Educational Services

01
Services must be appropriate to the UC's level of development and communication skills

02
Services must be provided in a structured classroom setting

03
Services and materials must be provided in the child's language

04
Reading materials must be provided in languages other than English for use during leisure time

What Subjects Should be Covered?

- Educational services should focus on preparing the UC for school in the U.S.

- Basic academic areas should be woven into the curriculum

- The goal is acculturation and English language acquisition

- Providers are responsible for developing the curriculum
  - Be creative!
  - Make it fun!
  - Don't forget recess!

How to Prepare to Deliver Educational Services

- Securing appropriate space
  - Classrooms
  - Offices
  - Multipurpose space
  - Outdoor play area
  - Kitchen
  - Security considerations
  - Drop off and pick up
- Staffing
  - Teachers
  - Teaching Assistants
  - Remember your required staffing ratios

The Educational services are so much more than academics

Leverage the access to the treatment team during school hours

Kiddos will have formal gaps in education

Don't forget about the wee little ones

Budget for transportation and field trips

Budget for school supplies for all kiddos

Stakeholder engagement is critical

Lessons Learned

Meeting the Educational Needs of Unaccompanied Children – Shelter

Purpose & Goal

Purpose

- Community readiness

Goal

- Assessment and identification of special needs
- Educational Service Delivery
- Documentation of Student Progress
- Discharge Planning

Considerations for Physical Environment

Examples of different classroom spaces

Shared Spaces

Integrative Team Model

- Key Players
- Communication
- Incident Reporting

Typical School Day

Staffing model

Classroom dynamics

Year-round school

Use of Technology

Communication with local stakeholders

Preparing teaching staff for the dynamic nature of the classroom

Managing classroom(s) with students at different developmental stages, various levels of literacy and linguistic ability
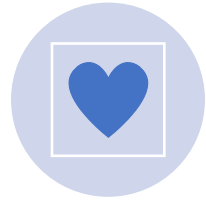
Embracing Cultural Humility

Lessons Learned

Meeting the Educational Needs of Unaccompanied Children – Foster Care

Assessment
Renaissance Star 360 Student Summary

Bethany CHRISTIAN SERVICES | TRANSITIONAL FOSTER CARE
Student Summary

This summary offers a snapshot of a student's educational experience while transitioning to life in the United States.

Educational programming is provided to all students in transitional foster care (TFC) by certified teaching staff. Students do not earn credit towards graduation while in our program, and we are not affiliated with a state Department of Education. As such, we do not provide traditional assessments for academic aptitude, such as standardized testing or IEPs. Academic program goals focus on assessing and observing academic ability, social interaction, and behavioral health, while providing ESL/ELL instruction and guidance on social, emotional, organizational, and cultural skills that may help them transition to their new environment in the United States. *All students in transitional foster care are newly arrived immigrants, have not previously attended school in the United States, and may have little to no educational background in their country of origin.*

Student Profile

Full Name (Last, First) _____ Country of Origin _____

Date of Birth _____ TFC Arrival Date _____ Years Schooled Outside U.S. _____ Records Available: ◯ YES ⦿ NO

	Preferred	Fluent	Advanced	Intermediate	Beginner
Spoken Language(s) _____	☐	◯	◯	◯	⦿
_____	☐	◯	◯	◯	⦿
_____	☐	◯	◯	◯	⦿

Behavior and Social Skills

	Always	Most of the Time	Sometimes	Never
Follows Instructions	◯	◯	◯	⦿
Physically aggressive	◯	◯	◯	⦿
Respectful of peers & staff	◯	◯	◯	⦿
Demonstrates conflict resolution	◯	◯	◯	⦿
Participates in group activities	◯	◯	◯	⦿
Transitions effectively	◯	◯	◯	⦿

Observations on Behavior and Learning Style

Student Accommodations

Highlighted/checked boxes below are recommended accommodations that should be made for this student whenever appropriate. *This student should be allowed accommodations on state standardized testing.*

Medications/Allergies _____

Physical Needs
- ☐ Seating near the teacher
- ☐ Seating with peer helper or native speaker
- ☐ Reduce sensory stressors (lights, loud noises, etc.)
- ☐ Provide diversion sensory items (fidget spinner, stress ball, etc.)
- ☐ Provide soothing sensory items (weight blanket, compression, etc.)
- ☐ Other _____

Organization
- ☐ Send translated daily/weekly progress reports home
- ☐ Monitor use of daily planner
- ☐ Structure transitional and unstructured time
- ☐ Keep classroom rules/procedures clear and simple
- ☐ Other _____

Lesson/Preparation
- ☐ Ask student to repeat directions
- ☐ Provide peer tutor
- ☐ Provide visual aids, written outlines, and teacher's notes
- ☐ Allow student to record lessons
- ☐ Provide graphic organizers, pictures, manipulatives, and models
- ☐ Other _____

Assignments & Tests
- ☐ Allow extra time to complete tasks/exams
- ☐ Simplify or clarify directions
- ☐ Read tests/assignments aloud
- ☐ Modify assignments/test format
- ☐ Allow use of translation app/bilingual dictionary
- ☐ Allow oral, typed, or dictated responses
- ☐ Other _____

Technology Proficiency

While participating in educational programming, most students utilize Chromebooks, Windows devices, iPads, or similar platforms while navigating Google Classroom and web based learning for most online lessons or research.

	Beginner	Intermediate	Advanced	N/A	Observations on Technology Proficiency
Keyboarding	◯	◯	◯	⦿	
Internet Use	◯	◯	◯	⦿	
Google Apps (Drive, Docs, Etc.)	◯	◯	◯	⦿	
Google Classroom	◯	◯	◯	⦿	
Email	◯	◯	◯	⦿	
Online Research	◯	◯	◯	⦿	
Presentations	◯	◯	◯	⦿	

Academic Proficiencies

All transitional foster care students are assessed using Renaissance Star Assessments® during their time in care. Results may be included with this summary or available upon request from the student's guardian. *Assessment results do not necessarily reflect the student's actual academic aptitude.*

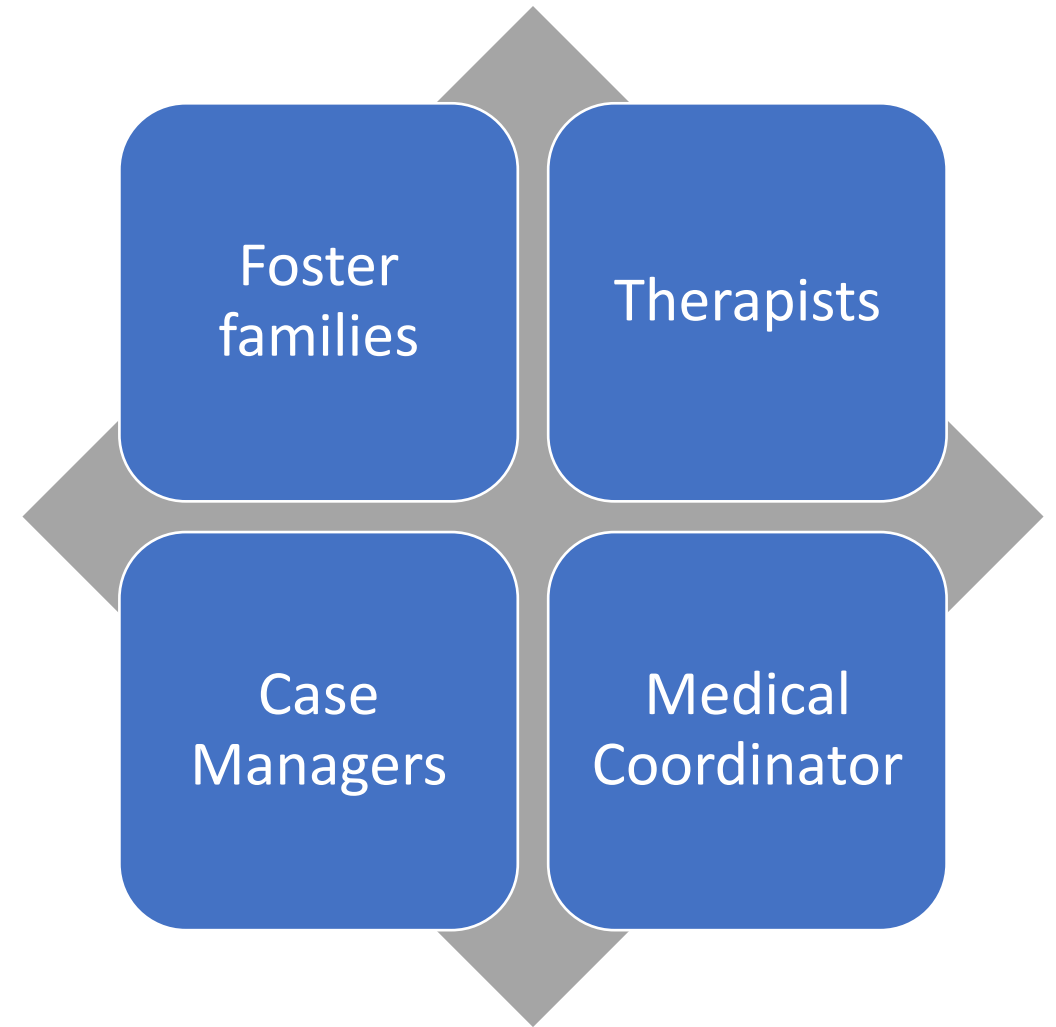Observations on Literacy & Language Proficiency
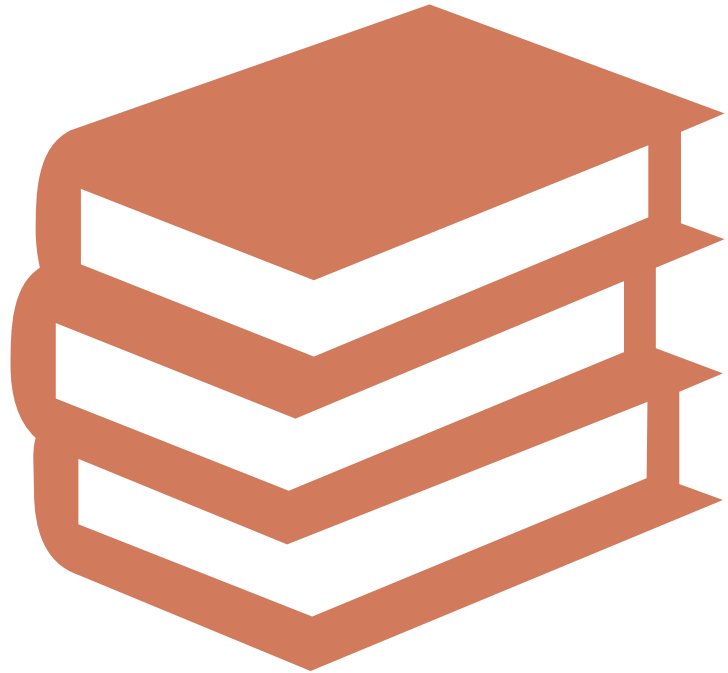
Observations on Math Proficiency

Observations on Science and Social Studies Proficiency

Strengths and Interests

Teacher – _____ Date _____ Program Director – _____ Date _____

Communication

Foster families

Therapists

Case Managers

Medical Coordinator

Daily Schedule

Meet emotional needs

Meet environmental needs

Meet physical needs

Meet academic needs

Rethink "School readiness"

Trauma Informed Teachers

- Trust Based Relational Intervention

Lessons Learned