

TUMAINI

/tū MAH ēē nēē/
Swahili for Hope

Welcome and Transition Center



Department of Educational Equity
Granite School District
October 2, 2013

Research and Rationale

- “Because many newcomer students suffer from post-traumatic stress caused by war, political violence, and the difficulties of moving to the U.S.” ... placement for a short time in a protected environment helps to ease the transition into a new educational setting.
- Program should include the following:
 - Basic literacy and numeracy skills
 - Trained educators
 - Assistance from personnel who speak student’s language
 - Testing of skills
 - Support services for students and their families
 - Access to community resources

(Chang, 1990; Custodio, 2011)

Logic Model

Tumaini Welcome and Transition Center

Needs: 1. Refugee students are challenged emotionally, physically, and academically in Granite School District.

2. Parents of refugee students have a difficult time navigating the mainstream educational system.

Goal: Every refugee youth in Granite School District ages 10-25 years old graduates from high school and goes on to post-secondary education.

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- AND LONG-TERM OUTCOMES	IMPACT
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 then 4-6 years:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7-10 years:</i>
<ul style="list-style-type: none"> • Financial assistance from United Way • Funding resources from Granite School District • Partnerships with resettlement agencies (IRC, CCS, AAU) • Established school location and identified classrooms for the Center <ul style="list-style-type: none"> ◦ 5-8 computers ◦ Office ◦ Testing area ◦ 2 classrooms ◦ Restroom access • Bus transportation to and from school; activities bus after school as well • Dedicated staff personnel to run the Center <ul style="list-style-type: none"> ◦ Receptionist/Secretary ◦ PT Teacher ◦ Testers as needed • Lunch provided for students • Language specific case management 	<ul style="list-style-type: none"> • Refugee students complete a two week course at the Center that prepares them to transition to homeschool • Culturally responsive training for teachers to strengthen relationships with students and families • Instruction for parents on student's curriculum and how to navigate the school system • Multiple opportunities for students to participate in credit recovery and/or new credit classes, before and after school programs, as well as, extra-curricular activities • Parents participate in adult ESL and computer skills classes 	<ul style="list-style-type: none"> • Students will successfully transition from the Center to their homeschool • Students will improve in their English language proficiency • Refugee parents have a working knowledge of the mainstream school system • Refugee parents can support the academic achievement of their students • Refugee parents participating in adult ESL and computer skills classes 	<ul style="list-style-type: none"> • All refugee students will show growth in their UALPA scores each year • Students will show growth on district administered tests (DIBELS, Acuity, SRA, common formative assessments) • Students will show growth on state end of year test as evidenced by UCAS system • Parents improve their basic English skills, educated on report cards, and U.S. school system and support student's academic achievement 	<ul style="list-style-type: none"> • Increased graduation rate of refugee students • Increase in number of graduates who go on to post-secondary educational opportunities • Increase in job skills for parents, as well as, students to provide economic stability

Needs

- Refugee students are challenged emotionally, physically, and academically in Granite School District.
- Parents of refugee students have a difficult time navigating the mainstream educational system.



Goals

- Newcomer students successfully transition into their home schools.
- Refugee youth in Granite School District ages 10-25 years old graduates from high school and goes on to post-secondary education.



Who attends the Tumaini Center?

K-12 newcomers who are enrolling in a US school for the first time and will be attending Granite School District

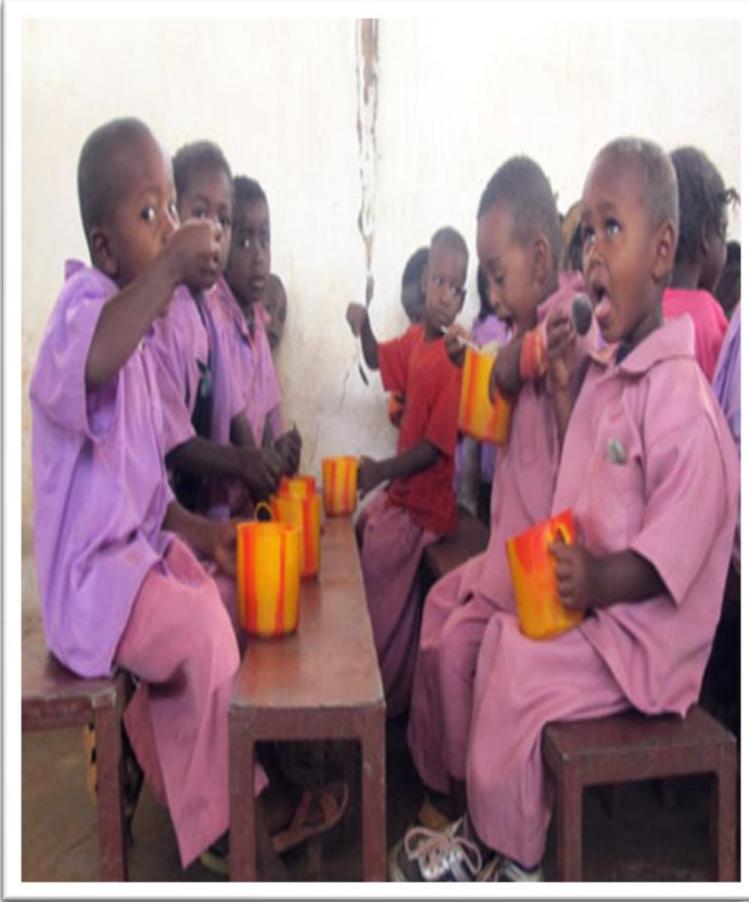


Who are refugees?



- Forced to flee home countries because of persecution, war, or violence.
- Fears of persecution of race, religion, nationality, political opinion or membership in a particular social group.

Who are refugees?



- Many have lived in refugee camps in Nepal, Kenya, Thailand and elsewhere.
- Many refugee children were born in refugee camps and in third countries where they are not citizens.

The Tumaini Center Classes

August 26, 2013, to October 4, 2013



Tumaini Welcome and Transition Center

Student and Family Demographics SY 2013-2014

53

TOTAL REFUGEES

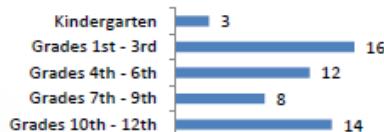
Students referred by the Asian Association of Utah, the Catholic Community Services and International Rescue Committee

Schools Attending	
Cottonwood HS	4
Granger HS	4
Hunter HS	1
Olympus HS	1
Taylorsville HS	1
Bonneville Jr	1
Evergreen Jr	1
Granite Park Jr	5
Valley Jr	1
Cottonwood El	2
Gourley	1
Granger El	2
Lincoln El	1
Mill Creek	1
Moss El	5
Penn El	2
Plymouth	1
Roosevelt El	9
Twin Peaks El	2
Valley Crest	1
Woodrow Wilson	7

Gender



Grade Groups



Sessions

8/24/2013 to 9/06/2013
9/09/2013 to 9/20/2013
9/23/2013 to 10/4/2013

Households = 25



Families Living in Neighborhoods

Sunnyvale and Driftwood
South Parc
Holladay Hills
Murray Ridge and Royal Garden
Somerset Village
Mountain Shadows
Other Areas

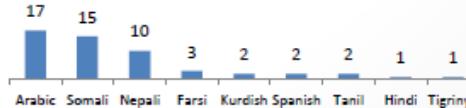


Countries



Bhutan, Burma, El Salvador, Eritrea, Ethiopia, Guinea, Iran, Iraq, Kenya, Libya, Nepal, Somalia, South Africa

Languages



Elementary

**31 Students
12 Home Schools**

- Cottonwood
- David Gourley
- Granger
- Lincoln
- Mill Creek
- Moss
- William Penn
- Plymouth
- Roosevelt
- Twin Peaks
- Valley Crest
- Woodrow Wilson



Secondary

22 Students
9 Home Schools

- Cottonwood High
- Granger High
- Hunter High
- Olympus High
- Taylorsville High
- Bonneville Junior
- Evergreen Junior
- Granite Park Junior
- Valley Junior



Overview

Identification

- Referral by relocation agency or school
- Pre-enrollment with home visit

Services

- Transportation
- Lunch
- Language support
- ESL Placement Testing
- Transition day with ongoing monitoring and support
- Provide teachers and schools with student

Program

- Two Weeks
- Social and academic skills
- Health awareness
- School acculturation
- College career and life readiness

Elementary Curriculum

- ✓ School places & procedures
- ✓ School personnel
- ✓ Hallway procedures
- ✓ Lunch procedures
- ✓ Asking for help
- ✓ Emergency Procedures
- ✓ Health and Hygiene
- ✓ Computer Use
- ✓ Greetings
- ✓ Commands

SCHOOL SKILLS SURVEY	
Name:	Seid Musse Hassan (Roosevelt, 3)
Date:	September 6, 2013
<u>Classroom Procedures</u>	
I understand the importance of attending school regularly.	Skills Score
I can bring materials to and from class to home.	Meets
(Homework, planners, permission slips...)	Approaching
I can be respectful and polite to others. (KYFOOTY)	Approaching
I can show respect for the personal property of others and the school.	Meets
I can ask for permission to leave the class. (Restroom, office, library...)	Meets
I can ask for help. (Raising hand)	Meets
I can use the school facilities and equipment. (Restrooms, drinking fountains...)	Approaching
I can select my lunch choice.	Meets
I can work in a group.	Approaching
I can work individually.	Meets
<u>School Procedures</u>	
I can enter and exit the building safely	Approaching
I can walk in the hallways silently and with hands to self. (hall passes)	Approaching
I can identify school locations. (Cafeteria, gym, office, computer lab, lockers...)	Meets
I can identify school faculty. (Principal, secretary, teacher...)	Meets
I can identify my bus number and bus stop.	Meets
I can follow the school bus rules.	Meets
<u>Health and Hygiene</u>	
I know where and how to use the restroom facilities.	Meets
(Flushing, sitting, toilet paper disposal...)	
I use hand washing procedures.	Meets
I use soap, shampoo and or deodorant regularly.	Meets
<u>Computer Literacy</u>	
I can use the mouse, keyboard, and other computer equipment.	Approaching
I can log in and out.	Approaching
<u>English Language Development</u>	
I can identify, and say letter names.	Meets
I can identify and say letter sounds.	Approaching
I can write alphabet letters.	Meets
I can identify, say and write my name.	Meets
I can identify, say and write about school items.	Approaching
I can identify, say and write about school locations.	Approaching
I can identify, say and write about school staff.	Approaching
I can identify, say and write about family members.	Approaching
I can identify, say and write about colors.	Approaching
I can identify, say and write about parts of the body.	Approaching

Secondary Curriculum

- ✓ School places
- ✓ School personnel
- ✓ Opening a locker
- ✓ Student & Lunch Numbers
- ✓ Using a Class schedule
- ✓ A-Day and B-Day
- ✓ Emergency Procedures
- ✓ Attendance Procedures
- ✓ Computer Use
- ✓ GPA and Grades
- ✓ Graduation Credits

 **TUMAINI**
Welcome and Transition Center

SCHOOL SKILLS SURVEY

Name: Naod Tesgay (Evergreen, 7) Date: September 4, 2013

I can open a <u>locker</u> .	Developing
I can use a <u>class schedule</u> & <u>school map</u> to find classrooms.	Developing
I can explain the concepts of <u>A-Day</u> and <u>B-Day</u> .	Developing
I can explain what to do if I have been <u>absent</u> .	Developing
I can explain what to do if I am <u>tardy</u> (late).	Mastery
I have memorized and can say my <u>student number</u> in English.	Mastery
I have memorized and can say my <u>lunch number</u> in English.	Mastery
If I don't eat <u>beef</u> or <u>pork</u> , I can ask about that in English.	Mastery
I understand and can explain the American <u>grading system</u> .	Mastery
I understand and can explain what <u>graduation credits</u> are.	Mastery
I understand and can explain what <u>citizenship credits</u> are.	Mastery
I can explain what to do in a <u>fire drill</u> .	Mastery
I can explain what to do in an <u>earthquake drill</u> .	Mastery
I can explain what to do in a <u>lockdown drill</u> .	Mastery
I can name at least 5 different school sports in English.	Mastery
I can name at least 7 different <u>school subjects</u> in English.	Developing
I can tell <u>what grade</u> I am in (complete English sentence).	Mastery
I can tell <u>my school's name</u> (complete English sentence).	Mastery
I can say my current <u>home address</u> in English.	Mastery
I can say my <u>telephone number</u> in English.	Emerging
I can tell which <u>graduating class</u> I am a member of.	Mastery
I can define or explain these words for <u>school locations</u> :	
• Auditorium	Mastery
• Cafeteria	Mastery
• Counseling Center	Mastery
• Gym	Developing
• Locker Room	Developing
• Front Office	Mastery
I can explain the jobs of these <u>school personnel</u> :	
• Principal	Mastery
• Assistant Principal	Mastery
• Custodian	Mastery
• Counselor	Mastery
• Teacher	Mastery
• Teacher's Aide	Mastery
• Bookkeeper	Mastery
• Police Officer	Mastery
• Attendance Secretary	Mastery
• Lunch Worker / Lunch Lady	Mastery

Collaboration with other Departments and Agencies

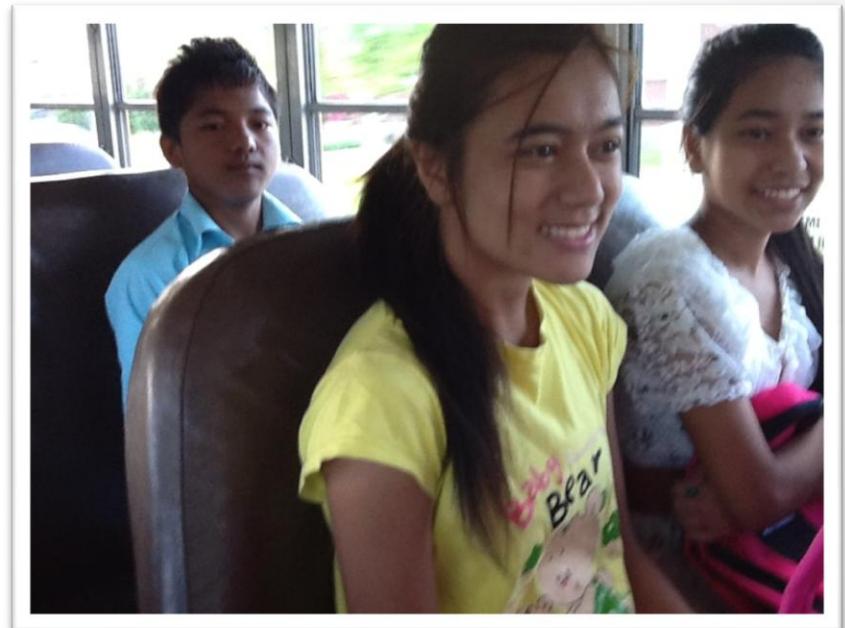
- Granite Park Junior High
- Home Schools
- Transportation
- Food Services
- Teaching and Learning
- Information Systems
- United Way
- Refugee Relocation Agencies
 - International Rescue Center, Catholic Community Services, Asian Association of Utah



Transportation



- Service Area
 - Students must live within the established Tumaini Center bus route
- Schools on Bus Route
 - David Gourley
 - Moss
 - Roosevelt
 - William Penn
 - Hunter High
 - Granger High
- Schools on Walking Route
 - Woodrow Wilson
 - Granite Park Junior



Transition to Home School



Agenda

- Red files (ESL) delivered to the schools the day before.
- School will have a transition person assigned to assist them.
- Students and parents are notified as to where to meet the transition person (home or at bus stop).
 - Walk or meet student and parent at bus stop or walk with student/parent to school
 - Ride on bus or meet bus at the home school
- Introduce student to office secretary/registrar/counselor and review assigned classes/teacher.
- School will arrange for a school buddy.
- Walk with student to first class, introduce student to teacher, depending upon student need, stay with student for several classes.
- Walk with student to lunch if needed at secondary school.

Review Student Session Report

- Packet of Session Reports
 - Elementary Student
 - Secondary Student
- What are your reactions to the student information?



Feedback from School Staff



Roosevelt Elementary

Carrie Pender shared these comments . . .

“I was at Roosevelt on Friday and spoke with the secretary, the principal, and the ALP Lead and they could not say enough good things about the TWTC and what a difference it made to have their students go through that program prior to coming to Roosevelt.

They also shared that Daouda, who we thought may have some behavior issues is doing well in Kindergarten and they have not had any problems with his behavior.

The students who went through the Tumaini Center were very happy to have Paw Lah Eh there; they lit up and were so excited to see him at Roosevelt.”

Evergreen Junior High School

From a teacher . . .

“We don't have any new kids right now, but I can see the difference it made with Naod Tsegay, and I think it's definitely a place we'd want others to attend.”

Granger High School

From a counselor . . .

“I spoke with you about a student of mine named Ainy Jabril. She returned today to be enrolled in school and what a difference from the first time I met her. She was speaking in English to me and she seemed more outgoing. She also made some friends while attending your program so I see the impact of the Transition Center.”

Final Thoughts . . .

