

Yale University

President's Public Service Fellowship

Proposal for Fellowship Placement Summer 2023

Organization information

<i>Name of organization</i>	Integrated Refugee and Immigrant Services
<i>Full street address</i>	235 Nicoll Street, New Haven, CT 06511
<i>Website or link to social media page</i>	www.irisct.org

PPSF Fellow's direct supervisor

The supervisor must be available to supervise Fellow on a daily basis.

<i>Name</i>	Deb Riding
<i>Title</i>	Director of Education
<i>Cell phone number</i>	203-645-2663
<i>E-mail address</i>	driding@irisct.org

Placement dates (8-11 weeks between Tuesday, May 30, 2023 through Friday, August 11, 2023)

The Fellows must work from June 19 to August 4

Are placement dates flexible? Are there any dates on which your Fellow must work?

There is flexibility from May 30- June 18th and from August 5- August 11.
However, they must work on the dates outlined above.

Proposed work schedule (*work week should equal and not exceed 37.5 hours per week*)

37.5 hours per week (Monday-Friday)

Organization description (*mission statement, population served. 1,000 characters or less*)

The mission of Integrated Refugee & Immigrant Services (IRIS) is to help refugees and immigrants establish new lives, regain hope, and contribute to the vitality of Connecticut's communities. IRIS has a proud and proven track record of refugee resettlement, resettling about 7,000 refugees to the Greater New Haven (NH) area, and now across all of Connecticut, since 1982. IRIS seeks two fellows for the Summer Learning program (SLP), which is a 6-week long program that was originally designed to provide recently-arrived refugee and immigrant children with English language instruction and enrichment experiences. However, IRIS aims to relaunch SLP in the Summer 2023 with a new curriculum aimed at addressing social/emotional learning, cultural diversity, identity and place-based education.

Write a 1-2 sentence summary of the work that the Fellow would be conducting (500 characters or less).

Both Fellows will be serving as assistant teachers, working alongside lead teachers and helping in the day-to-day implementation of the program/curriculum.

Write a more complete description of the specific project you propose and list the duties/outcomes expected of the Fellow.

The students in SLP have typically arrived in the United States within the last two years and are still in the process of understanding their new home. As such, programming addressing intersectionality and how to navigate their new home is vital to their integration into Connecticut. In efforts to bring this programming to life, students will attend field trips in their local town (New Haven or Hartford) and within Connecticut. Lastly, the program will be project-based and will culminate in a presentation that the students will have been working on throughout the 6 weeks that addresses the knowledge gained. In 2022, the New Haven Summer Learning Program served 80 K-12 students, 20 mothers/adult ESOL students, 9 infants/toddlers and 13 Pre-K. Summer 2022 was the first year of the Hartford Summer Learning Program, with 16 K-12 students, 6 mothers/adult ESOL students and 4 infant/toddlers. Similar numbers are anticipated for Summer 2023. As such, IRIS hopes to host two fellows for the Summer Learning Program. Their duties are outlined below.

Fellow's Duties:

The Fellows would work alongside other interns and volunteers assisting in running the daily operations of the Summer Learning Program for 50-100

refugee students with varying levels of English proficiency. The primary duty of the Fellow will be to help newcomer youth and families access summer enrichment programs. This will include partnering with other youth service agencies to explore and negotiate possibilities for collaboration. Programming will make families aware of the rich array of family-orientated resources in the greater New Haven area. Helping families access these programs will involve working with interpreters to communicate these opportunities and helping parents navigate the process of enrolling their kids. The Fellows may also help organize field trips and acculturation opportunities within the community for children participating in the IRIS Summer Learning Program.

The first phase of the fellowship would focus on reaching out to IRIS client families to determine which type of summer youth enrichment program they will pursue: the IRIS Summer Learning Program, programs offered by their public school system, or other types of summer enrichment opportunities. The Fellows would help the families through the process of pursuing these opportunities: registering for the IRIS summer program, enrolling in the programs offered by their public schools, or applying for other summer enrichment programs. In addition to this direct-service work with refugee and immigrant families to facilitate access to summer programs, the Fellows would assist the IRIS Education and Youth Services team with the planning and implementation of the IRIS Summer Learning Program (SLP.) SLP is designed to meet the unique academic, linguistic, social, and emotional needs of school-aged refugee youth. The Fellows' primary role in planning for SLP would be organizing field trips and visitors to engage the students in educational enrichment activities (e.g., art workshops.) The Fellows may also facilitate access to acculturation opportunities within the community for children. During the program, the Fellows would serve as an on-site administrator, whose primary responsibilities would be checking students in, helping families settle in to the program, and managing the distribution of bus passes. At the end of the IRIS Summer Learning Program, the Fellows will be asked to write a reflection piece that assesses the program's strengths and identifies areas for improvement.

Outcomes for the Fellows' work will be as follows;

Refugee and other immigrant youth (ages 5-17) who want to participate in summer enrichment programs are registered for and begin summer programs.

The families of students enrolled in the IRIS Summer Learning Program (SLP) are oriented and have the resources they need to access the program.

The Fellow will produce written materials that will serve as a resource for IRIS Education and Youth Services and others who work with immigrant youth to improve their services.

By achieving these outcomes, the Fellows will be contributing to IRIS's overarching objectives for refugee and immigrant youth: to improve the level of English-language proficiency, boost academic performance, ensure school attendance, improve cultural adjustment, foster school participation and leadership, and to help parents of refugee and immigrant students become involved in all aspects of their children's education.

List specific skills/experience required for the project

Outstanding organizational skills.

Excellent intercultural communication skills and experience working with individuals from non-Western cultures..

Must have prior classroom teaching experience or significant experience communicating effectively with English language learners.

Commitment to anti-racism.

Willingness to conduct phone outreach to immigrant families, sometimes using an interpreter.

Ability to work independently and manage time efficiently.

Versatility and a willingness to help wherever help is needed.

Knowledge of google sheets.

Ability to practice creative problem-solving.

Proficiency in a language spoken by refugee or immigrant clients (Arabic, Dari, Pashto, Tigrinya, Kiswahili, etc) is a plus, but not a necessary or requirement.

Additional requirements (e.g. a car or weekend working hours). If a car is required, include information regarding parking arrangements and mileage reimbursement.

A valid driver's license is a plus, as is willingness to teach clients about public transportation options.

Briefly describe any work that Yale PPSF Fellows have done with your organization in the past and present. If you have not worked with Yale Fellows, describe any work that Yale students have done with your organization.

IRIS has hosted Presidential Public Service Fellows for the past ten summers. Fellows have typically worked with the Education Department holding roles similar to those described here. Assisting in the implementation of a monthly

orientation program for recently arrived refugees, working directly with students as a tutor in the summer program, or participating in a research project identifying best practices are all examples of work done by prior Fellows.