

Yale University

President's Public Service Fellowship

Proposal for Fellowship Placement Summer 2025

Organization information

<i>Name of organization</i>	Integrated Refugee and Immigrant Services (IRIS)
<i>Provide the primary physical address where the Fellow will be working during their placement</i>	Wilbur Cross High School 181 Mitchell Dr, New Haven, CT 06511
<i>Organization's mailing address (if different)</i>	235 Nicoll Street; New Haven, CT 06511
<i>Website or link to social media page</i>	www.irisct.org https://www.instagram.com/irisct https://www.facebook.com/irisct.org

PPSF Fellow's Direct Supervisor

<i>Name</i>	Omar Yacoub
<i>Title</i>	Manager of Youth Education Programs
<i>Cell phone number</i>	(929) 551-6897
<i>E-mail address</i>	oyacoub@irisct.org

What is the best way for prospective student applicants to contact you with questions about your proposal?

- Send an e-mail with questions

Placement dates (8-11 weeks between Tuesday, May 27, 2025 through Friday, August 8, 2025)

May 27, 2025-August 8, 2025

This includes 3 weeks of preparation before the program begins, 7 weeks of programming, and 1 week for evaluation and closure.

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

The fellow must be present during the program itself, the third week of June through the second week of August. There can be some flexibility around the start date, as long as there is some preparation time ahead of the June 23 program start date.

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

During the 3 weeks prior to the start of the program the fellow will have a hybrid schedule depending on the need of the program. Once the program starts they will be on site from 8:30-1:30 and sometimes until 2:30 (for field trip days). Working hours in the first three weeks and in the final week can be negotiated, though hours will need to correspond with the director's 9-5 schedule.

If a hybrid schedule is offered at your site, please describe:

Hybridity only applies to the first three weeks, during the preparatory phase.

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

Since 1982, IRIS has helped refugees and other immigrants establish new lives, regain hope, and contribute to the vitality of their communities. With a combination of wrap-around services and direct support, IRIS gives forcibly displaced people the tools they need to become economically self-sufficient, well-integrated members of society. In recent years, IRIS has begun to assist non-refugee immigrants, including asylum seekers, humanitarian parolees, Special Immigrant Visa holders, DACA recipients, and undocumented immigrants. Since 2017, IRIS has welcomed clients from 64 different countries, with the majority coming from Afghanistan, Ukraine, Syria, and the Democratic Republic of the Congo. All of IRIS' clients are low-or-middle-income. IRIS also leads the way in community sponsorship, in which community groups collaborate to settle refugee families, with guidance from IRIS staff.

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

IRIS is seeking a Fellow to assist with our annual Summer Learning Program, a seven-week program of enrichment and academic support for recently-arrived K-12 refugee and immigrant students. The Fellow would help with outreach, recruitment and registration of students as well as with the planning and implementation of the program itself, booking venues for field trips, assisting in scheduling and setting up, organizing data, and classroom help,

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

The Summer Learning Program (SLP) equips refugee and immigrant children with the tools they need to thrive in the American education system. With a focus on English language skills, SLP provides a combination of academic instruction, artistic exploration, and personal enrichment. The program takes place at Wilbur Cross High School, from 8:30am - 1:30pm Monday through Friday for six weeks during the summer. Once per week the program runs until 2:30 to accommodate weekly field trips. Every student is provided with breakfast and lunch.

The Summer Learning Program is specifically designed to address the needs of refugee and immigrant children, many of whom have lacked the educational opportunities of their peers. Only 63% of refugee children have had a primary education, falling well short of the global average of 91%. The picture is even bleaker for adolescents: only 24% of refugee adolescents have attended secondary school, as opposed to the global average of 84%. Many have had their schooling interrupted by war and persecution, and face associated psychological and emotional challenges. The schools to which our clients have access often lack the resources to address these challenges, leaving refugee and immigrant children at risk of falling behind academically.

The Summer Learning Program addresses this risk by providing a much needed on-ramp to American education. The SLP academic curriculum, which our teachers modify to address the needs of each student, stresses individual and small-group engagement with phonics, reading, writing, and math. Students follow the scope and sequence laid out in Core Progress Reading and Core Progress Math, which are empirically validated learning progressions. Practice in these areas is supplemented with math board games, shared reading and discussion of short texts, and scaffolded writing exercises that center on personal and creative expression. In addition to this academic instruction, the students participate in enrichment activities such as art, robotics, poetry, dance, and music. Further enrichment is provided by weekly field trips and by visits from local artists, activists, and speakers.

The Fellow's responsibilities would fall into two phases: pre-program and program. In the pre-program phase, before SLP has officially begun, the Fellow would assist with the recruitment and registration of students and families. This would involve reaching out to refugee and immigrant families to gauge interest, assess eligibility, and help with the registration process. Once a family decides they do want to register their child, the Fellow would work with them to make sure that all necessary paperwork is completed and submitted in a timely manner. This process may at times require making use of IRIS' translation services. The Fellow would also be involved in the planning of the Summer Learning Program, and may be asked to brainstorm enrichment activities, research field trip opportunities, and liaise with potential speakers and guests.

In the program phase, once SLP has begun, the Fellow would be responsible for a range of implementation and coordination tasks, including but not limited to tracking and organizing attendance data, communicating with field-trip sites, organizing transportation, coordinating guest speakers, and fielding questions from

parents and families. If the Fellow would like to, they may also work directly with students as a tutor or enrichment facilitator.

List any specific skills/experience required for the project

The ideal candidate has strong communication skills, is highly organized and is passionate about education, equity and immigration. Cultural humility and a willingness to work with diverse populations is important. Proficiency in a language spoken by refugee clients (Arabic, Dari, Farsi, Tigrinya, Kiswahili, etc.) is a plus, but not a requirement.

Additional requirements (e.g. a car, weekend working hours, a background check). If a car is required, include information regarding parking arrangements and mileage reimbursement. If a background check is required, share how far in advance this must start before arriving to work at your site. Please note that your organization is responsible for any costs associated with the background check process.

The Fellow is required to go through a background check, which IRIS will facilitate prior to the start of the program.

Briefly describe any work that Yale PPSF Fellows and/or Yale students have done with your organization.

IRIS has a long history of hosting Yale PPSF Fellows who have helped to facilitate the Summer Learning Program and have been instrumental in its success. Beyond YPPSF, IRIS has worked with a wide range of Yale undergraduate and graduate students as interns and volunteers throughout the organization. Last summer's fellow did most of what is described above, helping tremendously with program preparation by conducting outreach and registering students, to name one thing.