

Making Your Way

A Reception and Placement Orientation Curriculum

Prepared by the Cultural Orientation Resource Center
Center for Applied Linguistics
Washington, DC

The contents of this book were developed under an agreement financed by the Bureau of Population, Refugees, and Migration, United States Department of State, but do not necessarily represent the policy of that agency and should not assume endorsement by the Federal Government.



Making Your Way
A Reception and Placement Orientation Curriculum

© 2013  **CAL** CENTER FOR APPLIED LINGUISTICS  **COR** Cultural Orientation Resource Center

The U.S. Department of State reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use, the work for Government purposes.

All rights reserved. No part of this publication may be reproduced, in any form or by any means, without permission in writing from the publisher. All inquiries should be addressed to permissions@cal.org or Permissions at Center for Applied Linguistics, 4646 40th St. NW, Washington, DC, 20016.

ISBN: 978-0-87281-093-8

Printed in the United States of America

Author: Dani M. Abrams

Editor: Donald A. Ranard

Contributing Writers: Miriam Burt, Zahra Cheema, Annie Duguay, Julie Sugarman

Project Manager: Sanja Bebic

Review and Editing: Colleen Mahar-Piersma

Proofreading: Julia Bozzolo

Cover and interior design & production: SW Creatives

The names used for the materials in this publication are fictitious. Any resemblance to real persons is purely coincidental.



Contents

Making Your Way: A Reception and Placement Orientation Curriculum

User's Guide	7
--------------	---

Introduction	7
---------------------	----------

Background	7
------------	---

Purpose	8
---------	---

Audience	8
----------	---

Overview of the Curriculum	8
-----------------------------------	----------

Using This Resource	8
---------------------	---

Design of the Curriculum	9
--------------------------	---

Organization of the Units	9
---------------------------	---

Activity Plans	10
----------------	----

<i>Recurring Themes</i>	14
-------------------------	----

<i>Review and Repetition</i>	14
------------------------------	----

Curriculum Flexibility	14
------------------------	----

<i>Time</i>	14
-------------	----

<i>Group Size</i>	14
-------------------	----

<i>Trainer Experience</i>	15
---------------------------	----

<i>Different Levels of Education</i>	15
--------------------------------------	----

<i>Additional Resources and Variations</i>	15
--	----

Definition of Key Terms	15
-------------------------	----

Staff Preparation	16
--------------------------	-----------

Attributes of an Effective Trainer	16
------------------------------------	----

Improving Training Skills	17
---------------------------	----

Trainer Backgrounds	17
Resources for Staff Training	18
<hr/>	
Tools for Trainers and Orientation Development	18
Instructional Approach	18
Knowledge, Skills, and Attitudes	19
Working With Different Groups	19
<i>Participants With Little or No Formal Education</i>	19
<i>Highly-Educated Participants</i>	20
<i>Older Refugees</i>	20
<i>Participants With Disabilities</i>	20
Working With Groups of Different Sizes	21
Working With Individuals	21
Working With Small Groups	22
Working With Large Groups	23
Incorporating English Into Orientation	23
Needs Assessment	24
Reasons for a Needs Assessment	24
How a Needs Assessment Enriches Orientation	25
Types of Needs Assessments	26
Learning Assessments	27
The Importance of Learning Assessments	27
Types of Learning Assessments	27
The Relationship Between a Needs Assessment and a Learning Assessment	29

List of Units and Activity Plans	31
Unit Overviews Combined	35
References	48
Units	
Needs Assessment	49
Role of the Local Resettlement Agency	99
Community Services and Public Assistance	153
Housing	199
Transportation	241
Employment	297
Learning English	355
Education	399
Health and Hygiene	437
Budgeting and Personal Finance	519
Cultural Adjustment	575
U.S. Laws and Refugee Status	633
Orientation Wrap-Up	711
Appendix A: <i>Reception and Placement Orientation Objectives and Indicators</i>	731
Appendix B: Vocabulary Index	753

Acknowledgements

This publication would not have been possible without the dedication and support of many people who generously contributed their time, expertise, and perspective.

A special thank you goes out to the members of the Cultural Orientation Work Group, comprised of representatives from the following governmental and nongovernmental organizations: the Admissions Office in the United States Department of State's Bureau of Population, Refugees, and Migration; the Office of Refugee Resettlement in the United States Department of Health and Human Services; overseas Resettlement Support Centers; resettlement agencies; and others.

We are grateful to the national resettlement agency members of the Cultural Orientation Work Group for facilitating the review and provision of feedback for *Making Your Way* by national and local staff: Church World Service, Episcopal Migration Ministries, Ethiopian Community Development Council, Hebrew Immigrant Aid Society, Lutheran Immigration and Refugee Service, International Rescue Committee, U.S. Committee for Refugees and Immigrants, U.S. Conference of Catholic Bishops, and World Relief. A special thanks for the detailed review of *Making Your Way* goes to Susan Husson, Interfaith Refugee Ministry, Inc.; David Redd, World Relief Atlanta; and Julianne Donnely Tzul, The IRC in Boise.

User's Guide

Introduction

Welcome to *Making Your Way: A Reception and Placement (R&P) Orientation Curriculum*. This publication is designed to equip refugee service providers with an effective and efficient approach to orientation, based on the *R&P Orientation Objectives and Indicators*. It presents basic information about orientation and includes techniques and materials that can be used by all who provide orientation.

The goal of this publication is to create a culturally and educationally appropriate model for orientation that can be used and adapted in programs for refugees during the R&P period, a refugee's first 30 to 90 days in the United States. It is our hope that service providers will use the information and tools in this publication to develop a practical, hands-on approach that meets local orientation needs.

Background

For as long as refugees have sought a new beginning in the United States, there has been cultural orientation, as Americans have helped their newly arrived relatives and neighbors adjust to life in their new communities. It has only been in recent years, however, that cultural orientation for refugees has emerged as a professional field with specialists, principles, and practices. Over the past several decades, as a result of federally funded cultural orientation efforts overseas and in the United States, service providers and educators have made great strides in providing orientation that effectively prepares refugees for life in America. Nevertheless, the need for state-of-the-art materials that support orientation efforts remains strong. This need was expressed by domestic service providers during the development of the *R&P Orientation Objectives and Indicators*, and this publication represents a response to that need.

The *R&P Orientation Objectives and Indicators* is a document specifying the topics and information that service providers should convey to refugees during R&P orientation. It was developed with contributions from various stakeholders, including the project's funder, the Department of State Bureau of Population, Refugees, and Migration (PRM); the members of the Cultural Orientation Working Group¹; staff members of the Cultural Orientation Resource (COR) Center at the Center for Applied Linguistics (CAL); and others. Building on the work of that document, a second document, *The Prioritized R&P Objectives and Indicators*, highlights material that is especially critical for refugees to know and understand during the R&P period. Both of these documents were used to shape this curriculum's content and structure.

¹ The Cultural Orientation Working Group is made up of representatives of national resettlement agencies, overseas Resettlement Support Centers, PRM, the Office of Refugee Resettlement at the U.S. Department of Health and Human Services, and others.

Making Your Way was developed by the COR Center and incorporates input from the Cultural Orientation Working Group as well as other resettlement agency staff.

Purpose

The curriculum was developed to strengthen the R&P orientation provided to refugees by resettlement agencies during the R&P period, the refugees' first 30 to 90 days in the United States. Based on the *R&P Orientation Objectives and Indicators*, the curriculum provides domestic trainers with tools and techniques to help refugees develop the knowledge, skills, and attitudes they will need during the R&P period. The curriculum has been designed to be used either by case workers/managers working with an individual refugee or refugee family, or by staff working with refugees in a group, workshop, or classroom setting. Given the short R&P time frame, the orientation session conveys essential information as concisely as possible.

Audience

This curriculum was written for R&P orientation providers at resettlement agencies. The material may also be useful to other service providers, such as staff at community-based organizations (CBOs), volunteers, and English language teachers. According to recent CAL surveys, while case workers/managers are commonly the first, and often the principal, providers of orientation for newly resettled refugees, employment counselors, volunteers, CBO staff, specialized orientation trainers, and English language teachers also provide important orientation, either broadly or on specific orientation topics. Although the curriculum is designed for use by domestic orientation providers, it may be adapted for use by those who deliver orientation overseas.

Overview of the Curriculum

Using This Resource

This publication has two major parts: this User's Guide and the curriculum itself. Both parts were developed with the new and the experienced orientation provider in mind. The User's Guide can be used in a step-by-step manner for self-training purposes by someone new to training, or it can be used selectively by the more experienced trainer wishing to review only certain sections. The activity plans in the curriculum can be incorporated word-for-word into a new or revised orientation program, or they can be used piecemeal to provide new ways to present topics in established programs.

While recognizing the common experiences and challenges faced by refugees in the United States, this publication takes into account participants' varied backgrounds. It suggests ways to meet the needs of both highly educated refugees and those with little or no literacy, and to take into account the interests of subgroups, such as youth, the elderly, those with physical and mental disabilities, and women.

Design of the Curriculum

Making Your Way is divided into 13 units. The curriculum begins with a needs assessment and concludes with a wrap-up. In between, it addresses the 11 main topics of orientation provided to adult refugees during the R&P period. The 13 units are as follows:

- ▶ Needs Assessment
- ▶ Role of the Local Resettlement Agency
- ▶ Community Services and Public Assistance
- ▶ Housing
- ▶ Transportation
- ▶ Employment
- ▶ Learning English
- ▶ Education
- ▶ Health and Hygiene
- ▶ Budgeting and Personal Finance
- ▶ Cultural Adjustment
- ▶ U.S. Laws and Refugee Status
- ▶ Orientation Wrap-Up

Organization of the Units

Each unit begins with a unit overview for the trainer, followed by activity plans. The unit overview for the trainer provides basic information about the topic and a description of each activity plan in the unit. The overview concludes with a chart showing which unit activity plan aligns with which *R&P Orientation Objectives and Indicators*, and which of the *R&P Orientation Objectives and Indicators* are considered priorities.

The activity plans, which form the core of the curriculum, provide a variety of activities that familiarize participants with the topic. The curriculum design takes into account the time constraints that orientation programs face. Each of the units begins with an activity plan, called "The Basics," which focuses on the Prioritized R&P Orientation Objectives and Indicators considered most important for refugees to know and perform by the end of the R&P period. (Note that there is a basic activity plan for the "Education" and "Cultural Adjustment" units, even though those two topics were not selected for inclusion in the prioritized document.) These 11 basic activities take approximately 5 hours and present the most pressing information. The initial activities in all 13 units, including "Needs Assessment" and "Wrap-Up" take less than 6 hours. Additional activities allow trainers to elaborate on the basic information, according to the needs of participants and as time allows.

Each activity plan features a brief introduction to key English vocabulary words, phrases, questions, and sentences. In addition, there is an extensive unit vocabulary section at the end of each unit, containing English vocabulary words related to the unit. (For a list of all the unit vocabulary words used in the curriculum, see Appendix B.) After brief instructions on how to teach the words, the vocabulary items are listed in alphabetical order. Each word is followed by a definition, a contextual sentence (an example of its use in a sentence), and a "partner talk" (a short exchange between two participants).

The unit vocabulary section is followed by two unit vocabulary worksheets for participants who would like to further improve their English. The first is for a beginning English language learner, while the second requires more advanced literacy skills and vocabulary knowledge. (For more information on incorporating English vocabulary into orientation sessions, see p. 23.)

Activity Plans

With some variation, the activity plans follow the same basic format:

Introduction for the Trainer. Each activity plan begins with a short summary of the plan's key content and the main messages to convey.

Time. At the beginning of each activity plan is an estimate (in minutes) of the time it should take to conduct the activity. The estimate takes into account the use of an interpreter.

Knowledge, Skills, and Attitudes. Below the approximate time, three icons indicate whether the session covers knowledge (a head with gears working), skills (string tied into a knot), and/or attitudes (a thumbs-up sign). (For more information on the roles of knowledge, skills, and attitudes in an orientation program, see p. 19 of this User's Guide.)

Objectives. A checklist of objectives specifies the purpose of the activity plan and what participants should know and be able to do by the end of the session.

Materials. Required and optional materials are listed in a checklist format, allowing the trainer to track what has been assembled.

Key English Vocabulary. As a way to promote English language learning, this section provides three key English vocabulary words and a key phrase or sentence (either a statement or a question) that relate to the topic at hand. Brief instructions on how to incorporate the key English vocabulary into the activity are included.

Session Preparation. Here trainers learn what they need to do in advance to prepare for the session.

Trainer's Introduction of Session to Participants. This provides an introduction to the topic in simple and straightforward English. Trainers can read the introduction to participants word-for-word or paraphrase it for them.

Introductory Exercise. The purpose of this section is to introduce the activity to participants, by getting them to begin interacting with one another and to think about the activity's topic.

Activity. The main section of the plan, the activity provides learner-centered activities and/or discussion topics for the group.

Debriefing Questions. These reflection questions allow for discussion and clarification, enhance understanding, and enable the trainer to begin an informal assessment of what participants have learned.

Working With Individuals or Very Small Groups. Each activity plan suggests ways to adapt the activity to the needs of an individual or a small group of participants. This allows trainers to conduct sessions that engage participants, while conveying essential information.

Variations and Considerations. Included in most activity plans, this section suggests additional activities on the topic, alternatives for parts of the activity plan, and additional resources on the topic.

Activity Plan Materials. Each activity plan ends with pictures, lists, cards, or other materials needed to conduct the activity.

The following page shows a visual representation of the activity plan.

Orientation Topic Being Addressed

Title of Activity Plan

Introduction for the Trainer

Each activity plan begins with a box explaining the Key Content conveyed in the activity plan, and the Main Messages for trainers to convey.



Time (in minutes)

Objectives

- ▶ This checklist of objectives specifies the purpose of the activity plan and what participants should know and be able to do by the end of the session.

Key English Vocabulary

- ▶ *three*
- ▶ *key*
- ▶ *words*
- ▶ *One key phrase or sentence*

Materials

- Required and optional materials are listed in a checklist format, allowing the trainer to track what has been assembled.

Session Preparation

This section tells the trainer what s/he needs to do in advance to prepare for the session.

Trainer's Introduction of Session to Participants

This section introduces the topic to participants in simple and straightforward English. Trainers can read it word-for-word to participants or paraphrase it for them.

Introductory Exercise

This section provides an introduction to the topic or an activity to get participants moving, interacting, and thinking about the topic or information about to be discussed.

Activity

This is the main section of the plan, providing learner-centered activities and/or discussion topics for the group.

Debriefing Questions

- ▶ Allow for discussion and clarification
- ▶ Enhance understanding
- ▶ Enable the trainer to begin an informal assessment of what participants have learned

Working With Individuals or Very Small Groups

Each activity plan suggests ways to adapt the activity to the needs of an individual or a small group of participants. This allows trainers to conduct sessions that engage participants, while conveying essential information.

Variations or Considerations

Included in most activity plans, this section suggests additional activities on the topic, alternatives for parts of the activity plan, and additional resources on the topic.

Activity Plan Materials

Each activity plan ends with any pictures, lists, cards, or other materials needed to conduct the activity.

Recurring Themes

Four main orientation themes recur in the curriculum: self-sufficiency, cultural adjustment, realistic expectations, and learning English. The need for refugees to gain self-sufficiency is incorporated in various activity plans, as is the need for refugees to understand that *cultural adjustment* is a normal part of the resettlement process, posing challenges that differ from person to person. The need for refugees to have *realistic expectations* is directly addressed in "Cultural Adjustment," but also surfaces in other units, such as "Housing" and "Education." Lastly, the message that *learning English* is important to a successful adjustment is repeated throughout the curriculum.

Review and Repetition

Throughout the unit plans, key concepts (such as safety awareness) are discussed multiple times. The repetition is intentional, building in review. An adult learner may need to hear information many times before understanding and retaining it. (For more information, download *Adult Learning and Retention: Factors and Strategies* from the COR Center's *Training for the Non-Trainer: Tips and Tools* here: <http://goo.gl/9xTxBl>.)

Curriculum Flexibility

Resettlement agencies vary widely in how they provide orientation. With that in mind, the curriculum is designed to be flexible, accommodating different program capacities, preferences, and needs. Here we look at some of the ways the curriculum takes into account program variations.

Time

Activity plans vary in length. Some are short; others are quite long. Most include suggestions on how to shorten or lengthen the sessions. In some plans, variations direct trainers to additional material not included in the curriculum.

We recognize that many orientation programs will not have the time, nor their participants the need, for all the activity plans. For this reason, "The Basics" activity plans have been developed, one per unit. As already noted, these plans encompass the Prioritized R&P Orientation Objectives and Indicators. If a trainer needs to cover the most important elements of a topic in a short amount of time, "The Basics" plan is recommended.

Regardless of its length, an orientation session should start with a needs assessment to identify what participants already know and are able to do; orientation should build on that knowledge. The introduction to a topic might start with "The Basics" plan, and then, if there is time, interest, and need, incorporate additional activity plans. Some activity plans also include recommendations for sessions that naturally proceed or follow a certain topic.

Group Size

R&P orientation can be delivered in different ways: to individuals in a one-on-one setting with a trainer (or case worker/manager); in small groups of two to eight people; and in large groups of up to

50 participants or more. Each activity includes instructions on how to easily adjust the session to the size of the group.

Trainer Experience

This curriculum was designed for the experienced trainer, the trainer who is just starting out, and anyone in between. Activity plans include clear, concise instructions providing all the information that a trainer needs, while leaving room for the more experienced trainer to tailor sessions.

For more information on training techniques and developing an orientation program, download the COR Center's *Training for the Non-Trainer: Tips and Tools* here: <http://goo.gl/8Nu2BK>. Designed for the less-experienced trainer, it also includes valuable information for more experienced trainers.

Different Levels of Education

Refugees arrive in the United States—and in orientation programs—with widely different backgrounds and experiences. One challenge for orientation providers is the wide range in formal education, familiarity with modern urban life, and English language proficiency often found in participants. How does one meet the needs of a preliterate (coming from a culture with no written language) farmer without offending a highly educated urban professional or vice versa? With this challenge in mind, each activity in this curriculum has been developed for use with groups of mixed educational levels, different degrees of previous exposure to modern amenities, and varied English language proficiency. Most activity plans include pictures, which can be used with a variety of educational levels in an inoffensive way.

The material in this curriculum covers topics and tasks that are considered to be the most important ones for refugees to know and do, regardless of their backgrounds. However, assessing participants' prior knowledge is essential, because it enables the trainer to tailor orientation sessions to the needs of participants. For example, some refugees may already be very familiar with common bathroom and kitchen appliances found in the United States, while others may need more information and instruction on the safe use of these appliances. Three activity plans in this curriculum help trainers assess participant needs.

For more information about needs assessment, see p. 24.

Additional Resources and Variations

Trainers will often find that participants would like to know more about a specific topic. Most activity plans include the section *Variations and Considerations*, providing additional resources, activity plans, or ideas for changes to the activity plan. A change might shorten the session, lengthen it, adjust it for groups of different educational levels, or convey the same information in a different way.

Definition of Key Terms

Several terms are used throughout the curriculum. The following lists the terms and explains what we mean by them.

Orientation

The term *orientation* is used throughout this curriculum to mean both cultural orientation and community orientation. *Cultural orientation* usually refers to the orientation that refugees receive overseas before departing for the United States, while *community orientation* has generally referred to orientation efforts provided within the United States. However, both refer to the R&P orientation period. In this manual, we have used the term *orientation* to mean both cultural and community orientation. Our use of *orientation* underscores a philosophy emphasized in this manual: that domestic orientation builds upon orientation that refugees have received overseas.

Although the terms *orientation* and *training* are often used interchangeably, orientation differs from training. Training tends to focus on the one-way transmission of information and skills from trainer to participant. Orientation seeks to provide participants with a deeper understanding of the material. Through learner-centered activities, participants experience in a safe and supportive environment some of the challenges they will face in their new communities. Through discussion and reflection, they discover for themselves many of the solutions they will need to negotiate their new society successfully.

Trainer

We have used the term *trainer* to refer to all orientation providers. Although some staff may not view themselves as trainers, we use the term for the sake of simplicity and to underscore the educational significance of the services they provide.

Participant

The term *participant* is used to describe any refugee who is receiving and participating in orientation.

Staff Preparation

Effective orientation depends on effective trainers: A program cannot have the first without the second. Here we look at some basic issues surrounding the preparation and training of staff who deliver orientation.

Attributes of an Effective Trainer

What makes an effective trainer? There are many attributes of a good trainer. Some, such as empathy, may not be easily taught. But there are basic skills and areas of knowledge that good trainers have that *can* be taught and learned. Here are three things that all good trainers do:

- ▶ *Identify the needs and interests of participants.* Effective trainers identify participant needs in order to tailor programs to those needs. Trainers should continue to evaluate what participants have learned or already know and assess their needs continuously throughout orientation sessions or programs.
- ▶ *Understand and respect cultural differences.* Awareness of and respect for cultural differences are key to delivering successful orientation to refugees. Trainers can familiarize themselves with the cultures

represented in their classroom by reading materials on different refugee groups, such as the COR Center's Refugee Backgrounders and Culture Profiles, available for automatic download here: <http://goo.gl/LXK3Qe>.

- ▶ *Make orientation learner centered.* While it may seem more efficient to provide orientation by providing the information verbally—through either a lecture or a discussion—participants actually learn more when orientation sessions are interactive and learner centered. Less information may be conveyed, but more of it is absorbed when learners are actively involved in their own learning. The activity plans throughout this curriculum guide trainers in the use of a variety of methods.

(To read more about the importance of interactive orientation sessions, see the COR Center's *Training for the Non-Trainer: Tips and Tools*, available here for automatic download here: <http://goo.gl/8Nu2BK>.)

Improving Training Skills

Time for staff training can be limited, and even with enough time it can be difficult for trainers to develop the skills needed to deliver effective orientation. It is recommended that trainers, both new and experienced, read through the contents of this User's Guide to learn more about orientation delivery. Trainers also benefit from regular training reviews and updates, and brief, periodic chats with others, be it a supervisor, a colleague, or another trainer. And just as assessing the knowledge and needs of participants is key to effective orientation, so too is conducting regular assessments of a trainer's abilities and needs critical to effective training.

Training in orientation provision need not be limited only to those who do it. Cross-training between orientation providers and other agency staff members can serve to reinforce key messages to clients. Some programs have found that when case workers/managers who are not formally providing orientation learn key orientation messages, they are able to underscore those messages to clients. This cross-training can be extended beyond case workers/managers to other agency staff members as well, so that they too can stress key messages in their interactions with clients.

Trainer Backgrounds

Delivering orientation to refugees is often the responsibility of case workers/managers. Their critical role in the resettlement process, their work in case management, and, in some instances, their language capacity often make them effective orientation providers. Some orientation providers may be former refugees themselves, hired to provide orientation; such trainers bring a valuable first-hand perspective to their work. However, it is extremely important that all orientation providers, including those who have worked closely with refugees for many years or who are former refugees themselves, take orientation seriously as a field of endeavor with its own standards of excellence. Toward this end, they should prepare carefully for a session, familiarize themselves with the *R&P Orientation Objectives and Indicators*, know the services available in their community, provide orientation in an interactive and engaging manner, and adjust orientation to their participants' needs.

One important step that is sometimes overlooked by even experienced trainers is the first of the three attributes of a good trainer previously noted: identifying the needs of the participants.

Case workers/managers and former refugees may consider themselves aware of the needs of their participants, based on their professional and personal experiences, and in many cases they are. It is important, however, for the trainer to remember that each person comes with a unique background, set of experiences, and needs and interests. This is why conducting an ongoing needs assessment is important and will contribute to an effective cultural orientation program. (For more information on needs assessments, see p. 24.)

Some orientation trainers have backgrounds in teaching or have received teacher training. Their classroom experience may provide them with valuable teaching tools and techniques. They need, however, to be aware of the difference between orientation and teaching, and to adjust their methods appropriately. Teaching is often considered to be the transmission of information or knowledge, often for its own sake. Orientation, however, is designed to do more than that. Trainers must not only convey information but, through learner-centered activities, also help participants develop the real-life knowledge, attitude, and skills needed to negotiate the world outside the classroom.

Resources for Staff Training

In addition to the information in this publication, a wealth of materials relevant to staff training is available on the COR Center's website, from backgrounders on various refugee groups (for automatic download: <http://goo.gl/LXK3Qe>) and information about refugees (for automatic download: <http://goo.gl/sFqGvT>) to frequently asked questions about orientation (for automatic download: <http://goo.gl/t8VFrD>). These materials are valuable resources not only for trainers, but for other program staff as well.

The COR Center offers resources specifically for staff training available for automatic download here: <http://goo.gl/A5JVRv>. There are various plans that can be delivered to a group of trainers, as well as important case studies and critical incidents that trainers can use for self-training. These materials give trainers the opportunity to look at different aspects of resettlement from a refugee's perspective.

A resource that contains basic summaries of key training considerations is the COR Center's *Training for the Non-Trainer: Tips and Tools* digest, available for automatic download here: <http://goo.gl/ygwEwR>.

Tools for Trainers and Orientation Development

Instructional Approach

The instructional approach in this curriculum assumes that participants learn best when they are actively engaged and when instruction takes into account their backgrounds, needs, interests, and learning preferences. Orientation is viewed as a form of cross-cultural learning in which new attitudes and behaviors are built on and compared with familiar ones. And because participants bring different educational backgrounds and learning preferences to orientation, trainers are encouraged to use a variety of methods and visual aids. (To learn more about training methods, see "Methods in Training"

in the COR Center's *Training for the Non-Trainer: Tips and Tools* digest, available for automatic download here: <http://goo.gl/QczPIr>.

The curriculum is guided by two basic principles. The first is that effective orientation deals with knowledge, skills, and attitudes. The second is that orientation is most effective when it takes into account the specific needs of different groups.

Knowledge, Skills, and Attitudes

Orientation is not just about the delivery of information. Specialists view orientation as a form of cross-cultural learning made up of three components: knowledge, skills, and attitudes (Costello & Bebic, 2006).



For the purpose of this curriculum, *knowledge* is a body of information usually of a factual nature; it is something concrete that a participant can learn during orientation. Participants will gain knowledge as they learn basic information about resettlement in the United States.



Skills refer to the mental, manual, or verbal ability needed to do something. Skills allow someone to perform a task. During orientation, participants may develop the skill of finding a balance between their home culture and U.S. culture, or keeping a bathroom clean by U.S. standards.



Attitudes are thoughts and beliefs and are often unexamined feelings. Addressing attitudes may allow a participant to consider or adopt new values or perspectives. Participants who at first show no interest in getting a job might change their attitudes when they learn about ways a job can help their family meet its goals.

In this curriculum, three icons, found in the left-hand column of the activity plan, represent the components (knowledge, skills, and attitudes) addressed in that particular session plan. The trainer can decide which of the three are most important for participants to learn and choose activities accordingly. It is important, however, to remember that participants usually do not learn in discrete categories; there is often a blending of the three components, even though one might dominate. For example, when participants are learning about cultural differences in the United States, they are adding to their knowledge on that topic. At the same time, they are also enhancing skills, such as showing tolerance toward members of other cultures, and developing new attitudes about cultural differences.

Working With Different Groups

Participants can be subdivided into different groups, each with its own set of needs and interests, based on their backgrounds. The following four groups are often found in an orientation session.

Participants With Little or No Formal Education

Participants with little or no formal education may face challenges adjusting to a classroom setting. Some may lack confidence in their ability to learn, and will need special encouragement. Many programs have found that activities and games are helpful in conveying key messages to these participants. Some groups may feel more comfortable sitting on the floor instead of in chairs.

In working with those who are preliterate or not literate in English, the trainer should use as many visuals and as much realia to get key messages across. This curriculum provides many visuals to address key topics.

Highly Educated Participants

The needs and interests of participants who are highly educated can differ greatly from those with little or no previous education. The trainer, however, should not make assumptions about participants' prior knowledge based on their levels of education. Instead, the trainer should determine their needs with the use of the unit "Needs Assessment."

Providing separate orientation sessions for participants who are highly educated can be helpful in addressing their specific needs. If this is not possible, the trainer should consider a peer-mentoring technique, pairing those who are more educated with those who are less educated. This allows the more educated participant to demonstrate—and put to use—their knowledge. However, trainers should ensure that the needs of the more educated participants are also being met. One way they can do this is to provide those who are interested with written materials to read outside of orientation.

Educated participants may at first express little or no interest in activities or games, feeling that the information is too basic and the activity unsuitable for an educated adult. However, even very educated participants usually learn more through such learner-centered methodologies and should be encouraged to participate. Activities can also be adjusted to make use of participants' greater literacy skills and familiarity with modern urban life.

Older Refugees

In recent years, older refugees have made up a greater percentage of new arrivals, and trainers should consider this population's special challenges and needs (Burt & Mahar-Piersma, 2011). Older refugees may face age-related problems in learning. Feeling that their needs or problems are less important than those of their younger family members, they may be reluctant to ask for help. It is important for trainers to find out older refugees' concerns and interests. If possible, place older refugees in the same group where they can learn at a pace similar to that of their peers. Using a slower pace, giving new information in smaller pieces, and encouraging small group discussions may be more effective with older refugees than presenting big chunks of information in a large group setting.

Trainers also need to know that older refugees may come with a cultural belief that people can be too old to learn new things. Trainers should explain to participants that they *can* learn and that Americans believe that learning is a lifelong endeavor. Trainers should assure older learners that although they may have a harder time remembering facts and figures, their life experiences may enable them to gain a deeper understanding of a concept.

Participants With Disabilities

Orientation sessions may include participants with physical or mental impairments. Each case will be different, making it hard to generalize about the needs of participants with disabilities. That said, there are ways a trainer can accommodate those with disabilities (National Institute of Adult

Continuing Education, 2009). Because the level of impairment and its effect on learning will differ for each person, the trainer should approach the participant as a resource for information about her or his needs and abilities. For those who may need help communicating their needs, attending orientation with their primary caregiver (often a close family member) can be helpful. In terms of classroom accommodations, trainers should consider special needs on a case-by-case basis and make arrangements accordingly. Such arrangements may involve repositioning the interpreter and the special use of visual, auditory, or tactile materials.

Trainers will need to understand that different cultures may view disabilities differently. It should be stressed to participants (both the participant with a disability as well as family members and friends) that the United States protects and helps people with disabilities, including refugees, as shown by the many programs that provide support and resources. Americans believe that people with disabilities can have a full life, working, going to school, traveling, and having friends, and this belief should be communicated clearly to participants.

Working With Groups of Different Sizes

R&P orientation is delivered in different ways depending on the program and the number of recent arrivals. Throughout this curriculum, suggestions are provided for working with individual participants, small groups (typically two to five people), and larger groups. With all groups, regardless of size, it is important to vary methods and minimize lecturing, assess needs frequently, and evaluate participant learning.

Working With Individuals

Many trainers delivering R&P orientation to refugees find themselves working with individuals or small groups of two or three people. Even in sessions of one or two individuals, it is important that content be delivered in interactive ways that meet the needs and interests of the participant(s). With one or two participants, it may feel troublesome to hang pictures on the wall of a training space, or awkward to walk around looking at the material. It may seem easier to simply provide the content verbally. However, interactive activities that involve participants in their own learning result in a deeper understanding of the material for individual participants as well as for groups.

The following tips can be particularly helpful when working with an individual participant:

- ▶ Connect needs assessments to learning assessments by creating a list of questions the participant has or things s/he does not know about the topic. (For more information on needs assessments, see p. 24; for more information on learning assessments, see p. 27.) When finished with a topic, review the list together. Ask the participant to respond to the questions. Provide information that the participant cannot supply.
- ▶ When working with an individual, it can be helpful to identify her or his learning styles and adjust sessions and plans accordingly. Bear in mind that most people learn through more than one learning style, so it is important to use different methodologies to keep the participant's interest and ensure that the participant is learning the information.

- ▶ When talking about a sequence of events, such as going to a doctor’s appointment or the process of adjusting status, have the participant lay pictures out in order while discussing each one.
- ▶ Whenever possible, incorporate images, question cards, or realia. These allow the participant to learn about the topic by focusing on an object that is representative of a concept. The trainer can have the participant choose an image at random and then proceed to provide the participant with the important information related to the image.
- ▶ To conduct a brainstorming session, take turns answering a question with the participant. To prepare for the session, gather responses to the question based on common issues that arise with refugees in the area.
- ▶ Encourage the participant to ask questions frequently, explaining to her or him that Americans like people to ask questions, seeing it as a sign of interest. Ask, “Do you have any questions?” or relate the question to the topic by asking, “Do you have any questions about cleaning your bathroom?” If the participant is particularly quiet, say, “Please ask me two questions about this before we move on to the next topic.”
- ▶ In place of a classroom-based session, opt for field trips to teach real-life information and skills such as using public transportation.
- ▶ When working with an educated participant, acknowledge and make use of her or his literacy skills—for example, by providing worksheets to complete or review.
- ▶ Provide the participant with a workbook to use during the orientation sessions. (This can be as simple as stapling eight to ten sheets of paper together.) If the workbook can be prepared in advance, put worksheets or other lists in it. If it can’t be prepared in advance, bring tape or glue for the participant to add worksheets or lists from the sessions to the workbook. Encourage the participant to add information to the workbook over the course of the orientation sessions.

Lastly, keep in mind that each activity plan in this curriculum provides trainers with ways to adapt the activity to the needs of individual participants.

Working With Small Groups

Small groups can vary in size from two to as many as five or six participants. Most of the activity plans in this curriculum can be used with groups of this size. The trainer should check the Working With Individuals or Very Small Groups section of each unit for suggested variations, and choose either the regular activity plan or the variations, depending on the group, the needs of participants, and the session plan. In some cases, a small group variation may be appropriate for as many as ten people.

There are many advantages to working with small groups:

- ▶ Small groups provide trainers with the opportunity to get to know the participants (and their interests and concerns) better.
- ▶ Instruction can be tailored to the needs of each participant.
- ▶ Many participants feel more comfortable voicing their questions and opinions in a small group, while also having the opportunity to hear what others have to say.

- ▶ With fewer participants, there is often more space for movement and activities.
- ▶ Participants are more likely to attend orientation sessions and complete assignments in small groups because nonparticipation is more obvious.
- ▶ There is time for participant and trainer feedback.
- ▶ A small group means less preparation time—fewer pages to copy, supplies to gather, and materials to put together.

Working With Large Groups

Working with large groups presents its own set of challenges. A large group can feel overwhelming and out of the trainer's control. As a result, many trainers find it helpful to divide participants into small groups frequently. Participants can be divided into groups, purposefully (e.g., by age, education level, or gender) or randomly. Common ways to group randomly include counting off, distributing small colored pieces of paper or pictures that match, and having participants take matching shapes or colors from a box.

Here are some additional considerations when grouping participants:

- ▶ Some trainers like to place more dominant participants together in one group and quieter participants together in another, to break the pattern of a few people dominating the discussion and the quieter participants deferring to them.
- ▶ With some topics, groups divided by gender or age may facilitate a more open and cohesive discussion or learning environment.
- ▶ In some cultures, women may participate more freely and openly in a group of other women.
- ▶ Older refugees may be less inhibited and more likely to open up when their younger peers are not present.

However groups are formed, it is always a good idea to have the small groups report back to the full group. This allows each group to get the perspectives of others.

Most of the activity plans in this curriculum can accommodate large groups. Pay attention to the recommended group sizes and be sure that there are enough materials to accommodate everyone. Prepare for the possibility of a large number of questions by having participants write their questions on paper or asking them verbally before the session begins or during breaks.

Incorporating English Into Orientation

Refugees and service providers regularly identify learning English as key to successful resettlement. Learning a new language takes time and can be frustrating. *Making Your Way* provides a quick and simple way for trainers to help refugees learn relevant English words faster. Listed at the beginning of each activity plan are three key vocabulary words and a key phrase or sentence for trainers to review with participants and highlight during the session. Guidance on how to teach the words is provided within each activity plan. The trainer should omit words that participants already know.

Toward the end of each unit is a fuller unit vocabulary section that (time permitting) allows the trainer to incorporate more key English vocabulary into orientation sessions. The trainer should introduce a new term with its definition and then with the contextual sentence. A picture or gesture that illustrates the term can be provided. The trainer may also consider writing the term on an index card and posting it on a word wall that can be referred to during the session.

The unit vocabulary sections also include partner talks, which are meant to be brief exchanges in English, no longer than two minutes. Participants should be encouraged to converse and interact with each other, using what they already know about the term from the trainer's definition and explanations. Participants with intermediate and higher level English skills should be encouraged to use full sentences that include the target words or phrases. The presentation of these vocabulary terms should not take longer than six to eight minutes per session. The trainer may choose to ask only one or two of the partner talk questions depending on how much time is available.

Two unit vocabulary worksheets conclude each unit. Depending on the time available and the interest and abilities of the participants, the trainer may incorporate one or both of these worksheets into an orientation session or distribute them to participants as take-home handouts. Each Unit Vocabulary Worksheet 1 was developed for participants who know how to use a pen, pencil, or other writing implement and are starting to learn English, while each Unit Vocabulary Worksheet 2 was developed for participants who can read and write some English and are literate in their own language or another language other than English.

While trainers should take advantage of opportunities to incorporate English into activities, they should be sensitive to the needs of those with low levels of English and formal education. For the participant with lower literacy levels or who speaks little or no English, the use of visuals is extremely important. For participants who are literate in their own language, translated materials help get key messages across. The assistance of trained interpreters in orientation is always very helpful. (For more information and things to consider when working with preliterate participants, see p. 19).

Needs Assessment

As already noted, this curriculum begins with a need assessment. A needs assessment, which can be either a verbal or a written tool, seeks to identify both what participants already know and can do, and what they want to learn and be able to do. While some trainers may skip this step, feeling there is neither time nor need for it, specialists in the field have found that a needs assessment is critical to an effective and efficient orientation.

Reasons for a Needs Assessment

There are several reasons for a trainer to conduct needs assessments:

- ▶ To identify relevant content

A needs assessment helps the trainer find out the participants' pressing needs and goals. Adults are likely to be more motivated to learn if they perceive the content to be directly related to their needs and concerns (Beder,

Tomkins, Medina, Riccioni, & Deng, 2006; Miller, 2010). The information from a needs assessment can be very helpful in establishing goals for an orientation session or program, determining the sequence of orientation topics, and deciding the amount of time to be devoted to each (Rodriguez, Burt, Peyton, & Ueland, 2009).

- ▶ To identify ways to build upon participants' abilities and accomplishments

A needs assessment can validate the wealth of information and experiences that participants possess (Lambert, 2008) and allow trainers to build orientation sessions on participants' abilities and accomplishments. Being heard is empowering and eases the anxiety of having to learn everything from scratch (Coates, 2007).

- ▶ To identify present knowledge and needs

A needs assessment can help a trainer identify the information and skills that participants have regarding an orientation topic (Lambert, 2008). Trainers can identify misconceptions or misinformation participants may have about an orientation topic (National Center for Family Literacy & Center for Applied Linguistics, 2007).

Trainers can then focus on gaps in participants' understanding. When the information from a needs assessment has been collected, the trainer should have a better understanding of what participants already know, what participants do not know, and what participants are interested in learning more about. This information can then be used to plan upcoming orientation sessions or programs. For example, a trainer may learn that participants already know how to use public transportation and are interested in learning more about family roles. The trainer could then make adjustments accordingly. This information will serve to reduce the number of questions that participants ask the trainer and other staff members in the future.

Lastly, needs change over time. As participants spend more time in their community, they will learn different things and have different questions. Programs that conduct frequent needs assessments are likely to better understand their participants and, if time and resources allow, adjust future orientation sessions accordingly.

How a Needs Assessment Enriches Orientation

A needs assessment enriches orientation by building a partnership between trainer and participant. It does this by encouraging participants to do the following:

- ▶ Share learning goals and expectations

Participants who are given an opportunity to share their goals and expectations feel they have a say in what is covered. For example, if participants have pressing medical needs, one of their primary goals may be to better understand health insurance. In this case, a trainer might choose to discuss health care first.

- ▶ Raise questions or concerns they may have about any of the orientation topics or the orientation itself

As most trainers know, many hours of orientation could be devoted to one topic, so any information that can help trainers decide what issues to focus on within each topic is helpful. Soliciting participant questions and concerns at the beginning of an orientation session allows for a quick assessment of group interests.

Trainers can use feedback from participants about specific experiences to decide which issues merit more attention and which merit less. For example, finding out that participants have a lot of questions and concerns about family reunification will indicate to the trainer that more time should be spent on this issue.

Soliciting questions and concerns can also help maintain participant interest, as trainers can refer to the list of questions and let participants know when each will be addressed. In addition, trainers can refer back to the list of questions at the end of an orientation session and have participants answer some of the questions, to reinforce learning and to assess what participants have understood and retained.

- ▶ List successes or challenges they have experienced in any of the areas that will be discussed in orientation

Taking the time to acknowledge the richness of experiences that participants bring with them helps create a dialogue between the trainer and participants, instead of a one-way flow of information from the trainer to participants. For example, a good strategy for the employment topic is to have participants think about and list the many job-related skills they bring with them. This will create an encouraging atmosphere when discussing a topic that is often a source of concern and frustration to participants.

- ▶ Explore their opinions and attitudes about orientation and individual orientation topics

Communicating and supporting attitudes that foster successful resettlement are important goals for orientation. Therefore, identifying participants' opinions and attitudes about the content to be shared in orientation can serve as an early warning system to issues that may need to be examined. For example, a needs assessment may reveal that many participants are opposed to the idea of women working outside the home. This may lead the trainer to stress the need for two incomes to achieve self-sufficiency and the role of women in the U.S. workplace.

Types of Needs Assessments

Needs assessments can be lengthy or brief, and they can be ongoing or conducted only once. They can be timed to take place before, during, or after an orientation session. Needs assessments can also be developed for preliterate participants or for very literate participants, individually or in groups.

The focus of a needs assessment should identify what participants know and can do, and what they want to learn and be able to do. The assessment can take place through a discussion, an activity, a game, a written survey, or the use of pictures.

Throughout an orientation session or program, the trainer should check in with participants frequently to determine what is understood and what questions participants may still have. This can be as simple as encouraging participants to ask questions throughout the sessions, or debriefing them after a topic or a session. Through this process of continuous needs assessment, information is gathered that can feed into the next topic or session to ensure participant needs are being met.

Learning Assessments

The Importance of Learning Assessments

Whereas a needs assessment finds out what learners already know and want and need to know, a learning assessment looks at what they have learned. Effective instructors continually assess participants' comprehension and retention of new information. Knowing what information was understood and learned enables trainers to adjust the pace and content of orientation to accommodate the needs of participants. Assessment can provide feedback for refining ongoing orientation and future program planning (National Center for Family Literacy & Center for Applied Linguistics, 2007).

- ▶ Refinement of ongoing orientation

Learning assessments provide valuable information that can inform and improve an orientation session or program currently being conducted. Ongoing feedback on what has or has not been learned helps trainers know what learning activities were effective and what topics need to be retaught or presented in a different way.

- ▶ Program planning

Learning assessments also provide results that can inform future orientation sessions and programs. By examining what information was not retained by past participants, trainers can then consider how to adjust future orientation. For example, trainers might use different learning activities or think about whether particular topics might be more applicable to participants at a different point in the resettlement process. The information learned from the evaluation of student learning keeps trainers informed and helps them think strategically about any modifications they might want to make—in what to teach (and what to emphasize), when to teach it, and how.

Types of Learning Assessments

Learning assessments can be done formally or informally. Most people are familiar with formal learning assessments, such as written tests and oral interviews, which provide a score or a grade. But there are other less formal ways to conduct a learning assessment, too.

Perhaps the best assessment methods for orientation are those that are informal, quick, easy, and stress-free for both trainers and participants. Trainers may find that it is more effective to use oral or pictorial assessments rather than written ones, especially with less literate participants. Assessments can take place during and after a learning activity.

Here are some ways to conduct an informal learning assessment:

- ▶ Check for comprehension by orally asking open-ended questions about the topic. Asking, "Do you understand?" does not usually provide useful information. Instead, have a participants ask a partner to say something specific about a topic (e.g., "Describe how to get on and off the bus") or ask a specific question (e.g., "What are two things about owning a car that make it expensive?") to ensure that participants understand the information.

- ▶ Ask participants to repeat the new information back to the trainer in their own words. For example, the trainer may ask participants to describe how to clean a kitchen floor.
- ▶ Ask participants to explain what they have learned to another participant or staff person. For instance, the trainer may say, “Tell a partner where you can buy rice.”
- ▶ Have participants tell a story, draw a picture, or create a role play to demonstrate their new knowledge. This method might take more time, but it will be well worth the effort. It will give participants the opportunity to review and actively practice the skills and knowledge they have learned. A group of participants could role play requesting an interpreter, or talking to their child’s teacher or school administrator about a problem their child is having at school.
- ▶ Review questions and concerns raised during the initial needs assessment or discussion. If participants were asked to pose questions at the beginning of the orientation session or program, review the questions and ask participants to answer them. Participants should be able to answer their own questions. If they cannot, this provides the trainer with an opportunity to review key points and provide accurate answers to misinformation.
- ▶ Observe participants completing a task. Often this type of learning assessment takes place outside of the classroom and in the community. Different from an immediate learning assessment, it might occur at a later time and over a longer period. A participant might become comfortable accomplishing a task on her/his own, such as attending a doctor’s appointment or taking the bus to go grocery shopping. Or the learning assessment could be a less formal observation, such as seeing a participant who had expressed discomfort interacting with people from other cultures talking comfortably with someone from a different ethnic background in the community.

Each of these assessment methods allows trainers to check comprehension and retention, as well as to listen for misunderstandings or misinformation and to gauge how much learning is taking place and at what pace. Trainers should continue to revisit the new material until they feel that it has been retained.

Two forms of learning assessments are provided in *Making Your Way*:

- ▶ Debriefing questions at the end of each activity plan

Questions have been developed to help trainers review the main objectives of the activity plan. Often these help highlight basic knowledge of the *R&P Orientation Objectives and Indicators*.

- ▶ Wrap-up activity plans at the end of the orientation sessions

These activity plans have been designed as games to help trainers review the information covered throughout an orientation program. They require more preparation, but will allow trainers to review in a relaxed, enjoyable way information that participants have learned, while also allowing participants to demonstrate some of the knowledge they have gained.

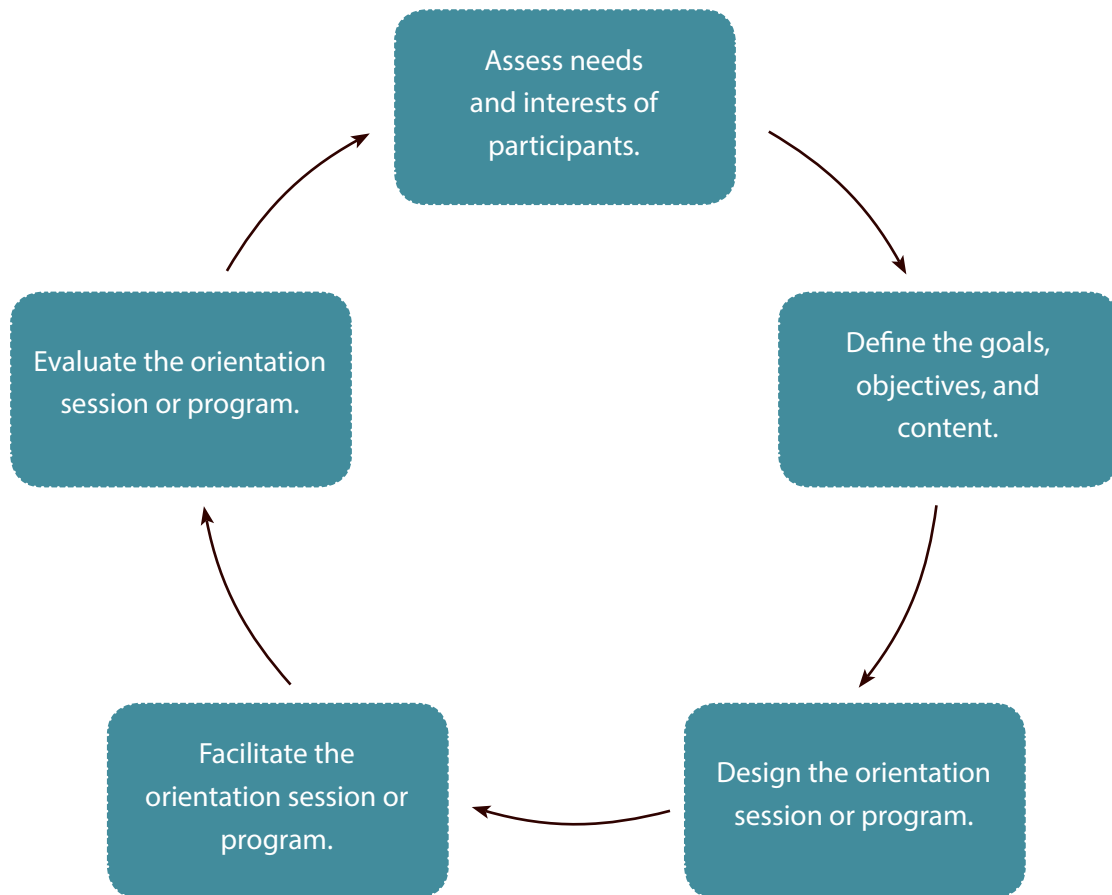
The Relationship Between a Needs Assessment and a Learning Assessment

A needs assessment and a learning assessment may utilize the same tool in different ways: A needs assessment tells us what participants want and need to learn, while a learning assessment tells us what they have learned. But there is a close relationship between the two. A learning assessment can provide feedback that can be used when gathering information for a needs assessment. For example, if participants from one orientation session or program did not understand when they should call their landlord, this can inform a future session, either with the same group of participants or with a new group of participants. A trainer may decide to convey the information in a different way (by using pictures, playing a game, or conducting small group discussions) or plan to spend more time on that topic with a future group (using the same method of delivery, or adding new methods to convey the information).

Used together, a needs assessment and a learning assessment can also measure the knowledge and skills participants have gained through orientation. Needs assessments illustrate what participants knew before the orientation and learning assessments illustrate what they learned as a result of the orientation. This allows the trainer to track a participant's progress according to her or his individual needs. For example, for a participant who is very familiar with modern appliances, knowing how to use an oven at the end of orientation may not be an achievement. However, for a participant who has limited previous exposure to modern appliances, learning how to safely use an oven at the end of orientation may be an immense achievement and a critical skill that s/he has gained through orientation.

The following cycle from Abrams and Mahar-Piersma (2010) demonstrates the five common steps of successful trainers and the relationship between a needs assessment and a learning assessment.

The Training Cycle



List of Units and Activity Plans

Needs Assessment	
	Topical Signs and Pictures
	Movement and Pictures
	Topic Headers and Interests
Role of the Local Resettlement Agency	
	The Basics: Role of the Local Resettlement Agency
	Initial Resettlement Assistance and Services Provided
	Attending Orientation Classes
	A New Partnership
	Overcoming Challenges
Community Services and Public Assistance	
	The Basics: Community Services and Public Assistance
	Types of Services
	Social Involvement in Your Community
Housing	
	The Basics: Housing
	Housing Rights and Responsibilities
	Being a Good Neighbor
Transportation	
	The Basics: Transportation
	Getting Around Your New Community
	Owning and Driving a Car

Employment	
	The Basics: Employment
	Working in the United States
	Finding a Job
Learning English	
	The Basics: Learning English
	Ways to Learn English
	Benefits of Learning English
Education	
	The Basics: Education
	Getting Involved in Your Child's School
	Dealing With Issues at School
	Employment Versus Education for Adults
Health and Hygiene	
	The Basics: Health and Hygiene
	A Doctor's Visit: What to Expect
	Personal Hygiene
	Addressing Emotional Health Challenges
Budgeting and Personal Finance	
	The Basics: Budgeting and Personal Finance
	Banks and Paychecks
	Budgeting and Prioritizing

Cultural Adjustment

	The Basics: Cultural Adjustment
	Diverse Communities
	Punctuality
	Family Roles
	Parenting Practices
	Adjusting to Changes and Challenges

U.S. Laws and Refugee Status

	The Basics: U.S. Laws and Refugee Status
	Using Emergency Services
	Practicing Safety Procedures
	Common Safety Practices
	Your Rights and Your Responsibilities
	Adjusting Your Status
	Learning Local Laws

Orientation Wrap-Up

	Answer Cards
	Choose-Your-Topic Game

Unit Overviews Combined

Each of the 13 units addressed in this curriculum begins with a unit overview for the trainer that provides basic information on the topic and the activity plans included in that unit. It is recommended that the trainer begin by reading the unit overviews first to gain a fuller understanding of how each activity plan addresses the issues facing refugees. To make that task easier, we provide here, in one place, all 13 unit overviews. Keep in mind that identical information is provided at the beginning of each unit.

Needs Assessment Unit Overview

This unit enables a trainer to begin the orientation course with a needs assessment that gives the trainer an idea of participants' interests and needs. Based on information from participants, trainers can learn what participants already know about the resettlement process and what they want and need to know more about.

Trainers have a choice of three activity plans: "Topical Signs and Pictures," "Movement and Pictures," and "Topic Headers and Interests." Through each plan, participants will be able to do the following:

- ▶ Identify areas of interest they would like to learn more about
- ▶ Play a role in decisions about their learning
- ▶ Describe what they already know about the resettlement process ("Movement and Pictures" *only*)

Since the three activity plans cover the same material, trainers should conduct only one needs assessment, choosing the one that seems most appropriate for their participants. "Topical Signs and Pictures" works well with all class sizes: an individual, a small group, or a large group. "Movement and Pictures" is most effective with a small or large group that enjoys learning through physical movement. "Topic Headers and Interests" is ideal for a group of ten or more participants who can communicate in a common language.

Each activity plan in this unit begins with an introduction for the trainer, which highlights the plan's key concepts and main messages.

Role of the Local Resettlement Agency Unit Overview

This unit provides participants with an overview of the role of the local resettlement agency. It focuses on the following key points:

- ▶ The local resettlement agency ensures that refugees are provided with assistance and basic services after they first arrive in the United States. This assistance is limited and may vary from person to person, depending on many things, such as family size and situation, age, the agency, and the resettlement site.

- ▶ The resettlement agency is the new arrival's first point of contact for accessing services and getting information on topics that refugees need to know. Resettlement agencies and other service providers conduct orientation, which refugees are encouraged to attend in order to learn about their new U.S. community.
- ▶ For resettlement to succeed, refugees need to work together with resettlement agency staff. Good communication is central to the partnership between refugee and the resettlement agency. Refugees who take responsibility and learn to do things for themselves will adjust more quickly to their new communities.

Each refugee entering the United States is assigned a resettlement agency that is responsible for ensuring that s/he receives certain basic services. Resettlement agency workers are refugees' main guides to their new communities and are most effective when refugees work in partnership with them. The activities in this section will help participants learn more about what the resettlement agency does and what refugees should do to work with the agency.

This unit includes five activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in reception and placement (R&P) orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The five plans are as follows:

- ▶ *The Basics: Role of the Local Resettlement Agency.* In this session, participants learn that they will need to work closely with their resettlement agency, and that the services they receive will be provided for a limited time.
- ▶ *Initial Resettlement Assistance and Services Provided.* In this session, participants will learn about the R&P process and the support they can expect to receive from their resettlement agency. Participants will then identify the areas of orientation and resettlement that interest them most.
- ▶ *Attending Orientation Classes.* This session looks at orientation offered by the resettlement agency and other service providers in the area. Participants will discuss the importance of attending orientation in order to learn about the aspects of resettlement that interest them and are important to their successful resettlement.
- ▶ *A New Partnership.* This session highlights the partnership between refugees and resettlement agency staff. The success of the partnership depends on respect and good communication between the partners. Participants learn about common ways to communicate in the United States, and how to work with resettlement agency staff to ease their adjustment process.
- ▶ *Overcoming Challenges.* During this session, participants will learn about challenges that may occur when working with their resettlement agency and how to overcome them.

Community Services and Public Assistance Unit Overview

This unit provides participants with an overview of the services and assistance available to refugees in their new communities.

By *community services*, we mean the services, assistance, goods, and resources available to people in their communities. These services may be provided free of charge or at a very low cost by the government (also called the *public sector*), by religious organizations, or by community-based organizations (CBOs). Goods and services are also provided at a cost by businesses (also called the *private sector*).

Some community services, such as libraries and parks, are available to everyone in the community. Others, such as public assistance, are available only to certain residents. Some services are available only to refugees. Communities vary greatly in the type and amount of the services they provide to their residents.

The unit focuses on the following key points:

- ▶ Many different services (including assistance to eligible low-income families) are available to residents. Local resettlement agencies help refugees access some of these services. But refugees will also need to learn about community services and public assistance programs on their own.
- ▶ Getting involved in the local community, whether one's ethnic or religious community or the community at large, is a good way to meet other people, learn more about the community and what it has to offer, and ease the stress of adjusting to a new country and culture.

This unit includes three activity plans. The first plan provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The second and third activity plans may be covered if there is a need for them and enough time.

Each activity plan in this unit begins with an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Community Services and Public Assistance.* In this session, participants will learn about different community services, including government public assistance programs for eligible low-income families.
- ▶ *Types of Services.* In this session, participants will learn more about the services available in their community. They will learn that although the resettlement agency will help them access the services, they will need to explore their community on their own as well.
- ▶ *Social Involvement in Your Community.* This session concerns the importance of getting involved in the local community to make friends, learn more about the community, and ease the adjustment process. Participants will explore some of the ways they can get involved.

Housing Unit Overview

This unit provides participants with an overview of housing. It focuses on the following key points:

- ▶ In the United States, tenants (people who rent an apartment or a house) have both rights and responsibilities. The responsibilities include paying rent and utilities on time, keeping the place clean and in good condition, and being a good neighbor.
- ▶ It is important to understand how to use basic household products and appliances properly and safely.

Housing in the United States is often expensive for those earning a limited income. For refugees, finding a place to live that is affordable and in a safe neighborhood can be a challenge. In the beginning, refugees will have limited income, so their first home may not be their ideal choice. Though the resettlement agency will take care of refugees' housing needs during their first month in the United States, there are many things about renting a house or apartment that refugees will need to learn.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Housing.* This session looks at housing in the United States and includes a discussion of the rights and responsibilities of tenants and the rights and responsibilities of landlords/landladies.
- ▶ *Housing Rights and Responsibilities.* During this session, participants will learn about the rights and responsibilities that come with renting a home in the United States.
- ▶ *Being a Good Neighbor.* In this session, participants will learn what it means to be a considerate neighbor in the United States.

Transportation Unit Overview

This unit provides participants with an overview of different types of transportation, and how to safely use them. The unit focuses on the following key points:

- ▶ Most communities have one or more forms of public transportation. Refugees will need to know how to use each type and how to do so safely.
- ▶ Owning and driving a car in the United States can be expensive. There are also laws regarding car insurance, driver's licenses, and safety that car owners need to understand and obey.

During their first months in the United States, most refugees will use public transportation to get around their new community. Some refugees may purchase a car after they have a job and can afford car expenses.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Transportation.* In this session, participants will learn about the types of transportation in their community and how to safely use them. They will also learn what they need to know to own and drive a car safely and legally.
- ▶ *Getting Around Your New Community.* In this session, participants learn about the many different services available in a refugee's community (e.g., banks, libraries, schools, health clinics) and how to get from one place to another.
- ▶ *Owning and Driving a Car.* During this session, participants will discuss some of the challenges and benefits to owning and driving a car, compared with the challenges and benefits of using public transportation.

Employment Unit Overview

This unit provides participants with an overview of employment. The unit focuses on the following key points:

- ▶ Getting and keeping a job is important for all adult refugees who are able to work. Employment is the fastest way to self-sufficiency and is necessary for success in the United States.
- ▶ Refugees play a central role in finding and keeping a job. An employment specialist will assist them in their search.
- ▶ Workers (or *employees*) in the United States have rights, such as the right to be paid for their work and to work in a safe environment. They also have responsibilities.

Finding and keeping a job is critical to a refugee's success in the United States. Government assistance is limited in duration and amount, so it is important for refugees to find a job as soon as possible after they arrive in the United States. An employment specialist at the resettlement agency or at another agency will help refugees in the job search, and refugees must work closely with the employment specialist to find a job. It will be up to the refugee to keep the job.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived

refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Employment.* During this session, participants will discuss the importance of getting and keeping a job in the United States, even if the job pays only minimum wage and is not in the refugee's field of work. Participants will also learn that while they will receive help from an employment specialist, they play a central role in finding and keeping a job. Finally, the session will discuss employment rights in the United States and how workers have the right to be paid and to work in an environment that is safe and free from discrimination and harassment.
- ▶ *Working in the United States.* In this session, participants will discuss why having a job is important to them and their families. The reasons for working may be different for different families, depending on their situation, needs, and goals.
- ▶ *Finding a Job.* This session focuses on the three things to consider when looking for a job: ways to find a job, types of jobs, and ways to prepare for a job interview.

Learning English Unit Overview

This unit provides participants with an overview of learning English. It focuses on the following key points:

- ▶ Learning English is important for a refugee's successful adjustment in the United States. Refugees who know English are more able to take care of their own needs and find employment.
- ▶ Refugees who are able to work must find a job as soon as possible after they arrive in the United States. They will not be able to study English for a period of time before finding a job. They will need to do both—study and work—at the same time.
- ▶ Studying English in a classroom with an experienced teacher is a good way to learn English, but there are many other ways that refugees can learn English.
- ▶ Interpreter services are available at places like hospitals and courts for those who need them.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Learning English.* This session discusses the importance of learning English to a refugee's adjustment in the United States. Participants will learn that they should look for a job and do all of the things they need to do (such as apply for public assistance) while learning English. Participants will also learn that they have the right to interpreter services at places like hospitals and courts, and that their resettlement agency can help them access these services.
- ▶ *Ways to Learn English.* This session highlights some of the many ways to learn English. Participants will learn that they should try different methods, as available, to find what works best for them.
- ▶ *Benefits of Learning English.* During this session, participants will learn about the benefits of learning English and of attending English language classes.

Education Unit Overview

This unit provides participants with an overview of education for both children and adults. It focuses on the following key points:

- ▶ There are laws and customs regarding public schooling in the United States. Children must attend school, and schools expect that parents will be involved in their children's education. Americans believe that when parents are involved, their children do better in school.
- ▶ In the United States, there are also educational opportunities for adults. Adult and young adult refugees need to look at the pros and cons of studying versus working. Studying may lead to better job opportunities in the future, but refugees need to work right away to support themselves and their family, and education in the United States can be expensive. For many refugees, the best option is to work full-time while going to school part-time.

In the United States public education is free, and all children from the ages of 7 to 16 must go to school. Public education is usually available for children ages 5 to 18. Americans believe that a person is never too old or too young to learn new things. There are many educational opportunities for adults. These include English classes, high school diploma preparation classes, job skills training programs, community college, college, and university. Because they have to earn an income, American adults who go to school usually attend classes part-time, at night, or on the weekends, while working full-time.

This unit includes four activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities may be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The four plans are as follows:

- ▶ *The Basics: Education.* In this session, participants will learn some of the basic information they should know about education in the United States, such as what schools expect from children and educational opportunities for adults.
- ▶ *Getting Involved in Your Child's School.* During this session, participants will learn about the importance of getting involved in their children's education. They will identify some of the ways to get involved in U.S. schools and consider the ways that may work best for them and their families.
- ▶ *Dealing With Issues at School.* In this session, participants will learn about some of the challenges their children may face in school and what they can do about them.
- ▶ *Employment Versus Education for Adults.* This session looks at the challenge that adults who want to further their education face: How can they study while earning enough money to support themselves and their families? Participants will learn that they will need to weigh all their options and decide what is best for them and their families.

Health and Hygiene Unit Overview

This unit provides participants with an overview of health, hygiene, and ways to stay healthy in the United States. It focuses on the following key points:

- ▶ There are different health care services in the United States, and refugees should know where to go for which services.
- ▶ Urgent and routine health care services are different from one another and are found in different places. Refugees need to know when to use urgent care and when to use routine care.
- ▶ The local resettlement agency will schedule initial health screenings and immunizations and assist with obtaining other health care services as needed.
- ▶ There are customs and laws in the United States regarding personal and public hygiene. People who don't follow these customs and laws may offend other people in the community or at work, and may even get into trouble with the law.
- ▶ It is normal for refugees to sometimes feel sad or worried, but for those who are often feeling upset, anxious, or sad, there are special health services available.

The health care system in the United States is complex, and there are many places to go for health care in a refugee's new community. At first it may be hard for refugees to understand the U.S. health care system, but with time and patience they will learn. It is important for them to learn how to use each resource. They also need to know that there are services available for refugees who are having trouble adjusting emotionally to their new surroundings.

This unit includes four activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees

in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The four plans are as follows:

- ▶ *The Basics: Health and Hygiene.* During this session, participants will learn about the different health care resources available in their communities and when to use each. They will also learn about the difference between urgent and routine health care.
- ▶ *A Doctor's Visit: What to Expect.* In this session, participants will learn what to expect during a visit to a doctor.
- ▶ *Personal Hygiene.* During this session, participants will learn about hygiene practices in the United States, and the importance of these practices to one's health and in the work place. Participants will learn that some practices that are common in other countries, such as spitting or urinating in public, are against the law in many communities in the United States.
- ▶ *Addressing Emotional Health Challenges.* In this session, participants will learn about the importance of emotional health and about the many resources available to refugees if they find themselves feeling upset, depressed, or anxious much of the time. They will learn how to recognize these feelings in themselves so they can manage them in a healthy way.

Budgeting and Personal Finance Unit Overview

This unit provides participants with an overview of budgeting and personal finances. It focuses on the following key points:

- ▶ It is important for refugees to identify sources of income and support they can depend on after initial assistance ends.
- ▶ A bank is the safest place to keep money.
- ▶ Refugees are responsible for managing their own personal finances. Learning how to budget is an important skill for refugees to learn.

The cost of living in the United States varies greatly from place to place, but in many places it can be high or very high. This is why finding a job as soon as possible is very important for all adults who can work. Refugees will have to be careful with their money so that they do not spend more than they can afford. One way to keep from spending too much is to create a budget. A budget helps people know how much money they have, how much they can spend, and how much they can save.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Budgeting and Personal Finance.* During this session, participants will gain information about the different sources of income and support available to them, and will learn that they are responsible for their personal finances.
- ▶ *Banks and Paychecks.* In this session, participants will learn why they should keep their money in a bank, what they need to know about their paycheck, and how to write and mail a check to pay bills.
- ▶ *Budgeting and Prioritizing.* This session highlights the importance of managing money in the United States. Participants will learn how to budget and prioritize, and learn the difference between wants and needs.

Cultural Adjustment Unit Overview

This unit provides participants with an overview of cultural adjustment. It focuses on the following key points:

- ▶ Cultural adjustment is a process that happens over a long period of time. The process is different for different people, but there are certain stages to the process that most people go through as they adjust to a new culture.
- ▶ It is important for refugees to develop healthy ways to cope with the stresses and changes (such as changes in family roles) that occur as they adjust to life in the United States.
- ▶ Although Americans are open to other cultures and ways of doing things, there are certain basic values, beliefs, and practices that they expect residents of the United States to follow.

Some of the refugees' traditional practices may differ from those of most Americans. Some practices may be considered unacceptable and even illegal. Like others who have left their homes and resettled in a foreign land, refugees may feel worried and frustrated as they adjust to life in the United States. These feelings are normal and usually go away over time. The adjustment process can take from two to five years. Being patient, keeping an open mind, and learning healthy ways to cope with stress and culture shock can help ease the process. Finding a job and learning English will also help refugees adjust.

This unit includes seven activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The seven plans are as follows:

- ▶ *The Basics: Cultural Adjustment.* During this session, participants will learn about the stages of cultural adjustment and how they may go through the process. They will learn that the period of cultural adjustment varies from person to person and that becoming self-sufficient and taking care of one's self are very important during this period. Participants will then learn how to find support if they are experiencing emotional health challenges.
- ▶ *Diverse Communities.* In this session, participants will gain an understanding of the diversity of the U.S. population. Participants will learn about the importance of being tolerant and respectful of those different from them, while expecting tolerance and respect from others.
- ▶ *Punctuality.* This session looks at the importance of being on time for meetings and appointments in the United States. Participants learn that being late is considered disrespectful and may have negative consequences.
- ▶ *Family Roles.* In this session, participants will learn about the changes in family roles that refugee families often experience in the United States and explore ways to handle them.
- ▶ *Parenting Practices.* In this session, participants will look at parenting challenges that refugee families often face and consider culturally acceptable and legal ways to handle these situations in the United States.
- ▶ *Adjusting to Changes and Challenges.* During this session, participants will explore some of the feelings they may have and changes they might undergo as they adjust to life in their new communities. Then they will consider how they might cope with these feelings and changes.

U.S. Laws and Refugee Status Unit Overview

This unit provides participants with an overview of U.S. laws and of their legal status as refugees in the United States. It focuses on the following key points:

- ▶ The United States has laws regarding alcohol, tobacco, drugs, firearms, domestic violence, and child supervision and neglect, among many others. Refugees are responsible for knowing the laws and understanding what will happen to them if they break them.
- ▶ In the United States, refugees have rights and responsibilities. After refugees have lived in the United States for one year, they must apply to change their status from refugee to Lawful Permanent Resident.
- ▶ Refugees are responsible for their own safety and should know common safety procedures. They should also know how to access emergency services by dialing 9-1-1 and how to say their address and phone number in English.

Laws in the United States protect the rights of all people. Refugees should have a basic knowledge of their rights and responsibilities under U.S. law and of the process they will need to go through to adjust their legal status. They should also know common personal safety practices.

This unit includes seven activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

The seven plans are as follows:

- ▶ *The Basics: U.S. Laws and Refugee Status.* This session discusses safety, the legal status of refugees, and some U.S. laws that participants should know.
- ▶ *Using Emergency Services.* In this session, participants learn what to do in an emergency situation.
- ▶ *Practicing Safety Procedures.* In this session, participants will learn to identify and respond to unsafe situations.
- ▶ *Common Safety Practices.* During this session, participants will learn about things they and their families can do to prevent being in an unsafe situation.
- ▶ *Your Rights and Responsibilities.* During this session, participants will learn about their legal rights and responsibilities.
- ▶ *Adjusting Your Status.* This session deals with the process of adjusting status from refugee to Lawful Permanent Resident. It also includes information about the process of becoming a U.S. citizen.
- ▶ *Learning Local Laws.* The activity in this session highlights the importance of learning about and following local laws.

Orientation Wrap-Up Unit Overview

This unit reviews all the information participants have learned during the entire orientation course. The unit includes two wrap-up activity plans, Answer Cards and Choose-Your-Topic Game. Trainers need only conduct one of the two, choosing the activity they prefer. Through either activity plan, participants will be able to do the following:

- ▶ Review the information they learned throughout the orientation course
- ▶ Explain specific aspects of the orientation sessions they have attended
- ▶ Show knowledge and understanding of different aspects of their resettlement and adjustment process

Trainers can also use the wrap-up plans to assess what has been learned in an individual unit, choosing those questions that are specific to the unit.

Ideally, trainers will have time to ask one question from each session they conducted over the course of the orientation program. If there is not enough time to do this, we recommend that trainers at least ask questions from The Basics plans of each unit covered and add questions as time permits on topics that were discussed for longer periods of time and/or are especially important for refugees to remember. Questions do not need to be asked in the order they appear in this unit or the order in which orientation programs were conducted.

While conducting a wrap-up activity, trainers should correct any wrong responses from participants. Trainers should also note the gaps in participant understanding and consider these gaps when planning future orientation sessions and programs on similar topics. (For a further discussion of learner assessment, see p. 27 of the Introduction.)

At the beginning of each activity plan in this unit is an introduction for the trainer, which highlights the plan's key concepts and main messages.

References

- Abrams, D. M., & Mahar-Piersma, C. (2010). *Training for the non-trainer: Tips and tools*. Retrieved from the Cultural Orientation Resource (COR) Center website: <http://goo.gl/WWRzoc>.
- Beder, H., Tomkins, J., Medina, P., Riccioni, R., & Deng, W. (2006). *Learners' engagement in adult literacy education* (NCSALL Reports No. 28). Retrieved from the National Center for the Study of Adult Learning and Literacy website: <http://goo.gl/vbk4Kr>.
- Burt, M., & Mahar-Piersma, C. (2011). *Providing orientation to refugee seniors: Tips and strategies*. Retrieved from the COR Center website: <http://goo.gl/BWZlj7>.
- Coates, H. (2007). A model of online and general campus-based student engagement. *Assessment & Evaluation in Higher Education*, 32(2), 121-141.
- Costello, A., & Bebic, S. (2006). *Cultural orientation for refugees* (Online Digest). Retrieved from the COR Center website: <http://goo.gl/rtchrA>.
- Lambert, O. (2008). Who are our students? Measuring learner characteristics in adult immigrants studying English. *Adult Basic Education & Literacy Journal*, 2(3), 162-173.
- Miller, S. F. (2010). *Promoting learner engagement when working with adult English language learners* (CAELA Network Brief). Retrieved from the Center for Applied Linguistics (CAL) website: <http://goo.gl/FmklHg>.
- National Center for Family Literacy & Center for Applied Linguistics. (2007). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY, & Washington, DC: Authors. Retrieved from the CAL website: <http://goo.gl/lesmAu>.
- National Institute of Adult Continuing Education (NIACE). (2009, November). *Briefing sheet: Working with learners with physical disabilities or impairments*. Retrieved from the NIACE website: <http://goo.gl/g7zVH6>.
- Office of Victims of Crime's Technical Assistance Guide Series (OVCTA). (2010, January). *Guide to performance measurement and program evaluation*. Retrieved from the OVCTA website: <http://goo.gl/7536Fz>.
- Rodriguez, A. G., Burt, M., Peyton, J. K., & Ueland, M. (2009). *Managing programs for adults learning English* (CAELA Network Brief). Retrieved from the CAL website: <http://goo.gl/BCmgnm>.
- U.S. Committee for Refugees and Immigrants (USCRI). (n.d.). *Living with a disability in the United States for Refugees*. Retrieved from the USCRI website: <http://goo.gl/j5dPFU>.