



Reception and Placement Orientation Assessment

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Webinar Overview

- ▶ Introduction
- ▶ Building blocks leading to the development of the R&P CO Assessment
- ▶ Assessment components
- ▶ Next steps
- ▶ Q&A



Context: The CO Continuum



Building Block 1: CO Objectives and Indicators (O&I)

- ▶ Goal: To strengthen orientation throughout the CO continuum
- ▶ Key question: What do refugees need to know to successfully resettle?
 - ▶ Knowledge, skills, attitudes
 - ▶ Before resettlement and during the R&P period
- ▶ Two documents:
 - ~ Overseas CO O&I
 - ~ Domestic CO O&I

Why were CO O&I documents developed?

- ▶ Establish clarity regarding CO messages
- ▶ Facilitate continuum between overseas and domestic CO
- ▶ Guide development of resources (curricular, assessment, staff training)



Cultural Adjustment

The Basics: Cultural Adjustment

Introduction for the Trainer

Key content

During this session, participants will learn about cultural adjustment, some ways to cope with the stresses involved with adjustment, and the importance of self-sufficiency in the adjustment process. Participants will also learn about sources of support when they are feeling sad or overwhelmed during the adjustment process.

Main messages

Adjusting to a new country and way of life takes time. There are four common phases of cultural adjustment that refugees may recognize as they continue through their adjustment process: honeymoon, culture shock, adjustment, and mastery.

Refugees often feel sad or overwhelmed as they adjust to their new surroundings and culture. Encourage participants to consider some coping mechanisms to deal with the stresses of adjustment. Emphasize the importance of finding a job and learning English to a smooth adjustment. Trainers should let participants know that if they or a family member ever feel unable to cope with the stress of their new life in the United States, they should seek professional help right away.

35 minutes

Objectives

Participants will be able to do the following:

- Identify and describe the four common phases of cultural adjustment
- Explain how the phases of cultural adjustment relate to their own personal adjustment process
- Discuss why seeking help when feeling sad or overwhelmed is important
- Describe how to find sources of support if feeling sad or overwhelmed

Materials

- U-Curve of Cultural Adjustment Descriptions (included)
- The U-Curve of Cultural Adjustment (included)
- Ball of yarn or string
- Balloon
- Optional: Scissors
- Optional: Flipchart paper, markers, and tape

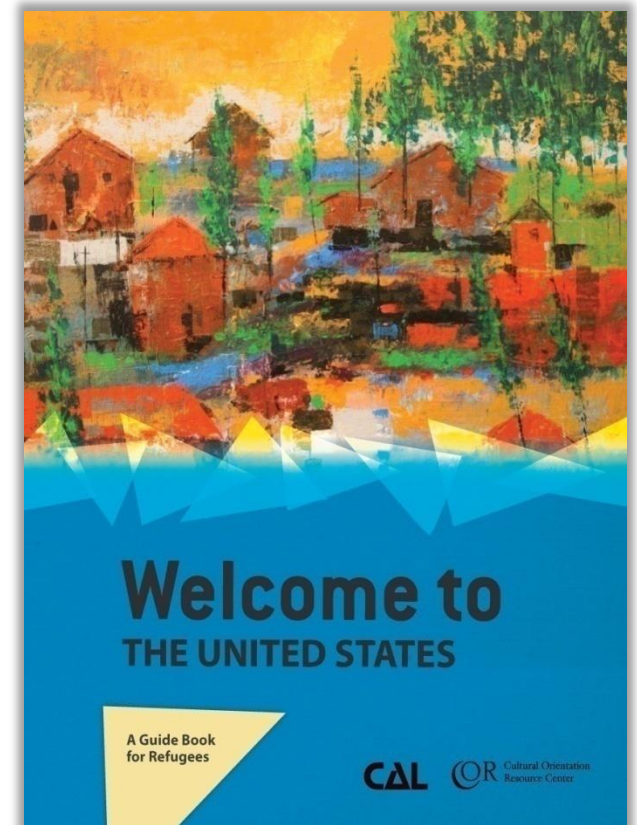
Key English Vocabulary

- culture
- culture shock
- support
- I feel _____ (excited, sad, tired) today.

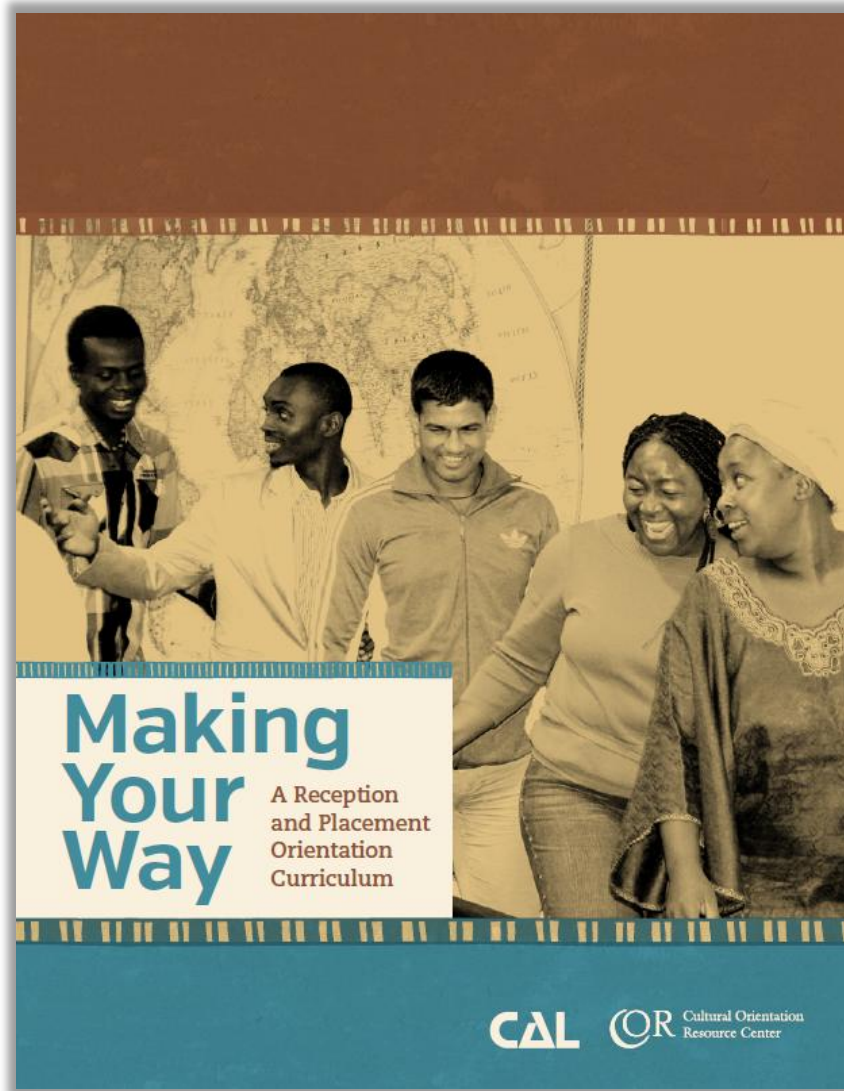
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How are CO O&I to be used?

- ▶ Full document: Knowledge, skills, and attitudes (KSA) of O&I to be conveyed to refugees during orientation (overseas and R&P period)
- ▶ Alignment with Welcome book and R&P CO Curriculum
- ▶ Reflects what should be taught, not what should/can be assessed



Building Block 2: R&P CO Curriculum



R&P CO Curriculum

Contents

Making Your Way: A Reception and Placement Orientation Curriculum

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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

Assessment Toolkit

- ▶ Model CO assessment
- ▶ Instructions for the model assessment
- ▶ General how-to (frequently-asked questions)

Model Assessment

- ▶ 11 questions
- ▶ Assesses understanding of CO concepts
- ▶ Will be translated into major languages
- ▶ Is one tool that may be used by agencies to evaluate the effectiveness of CO

Model Assessment

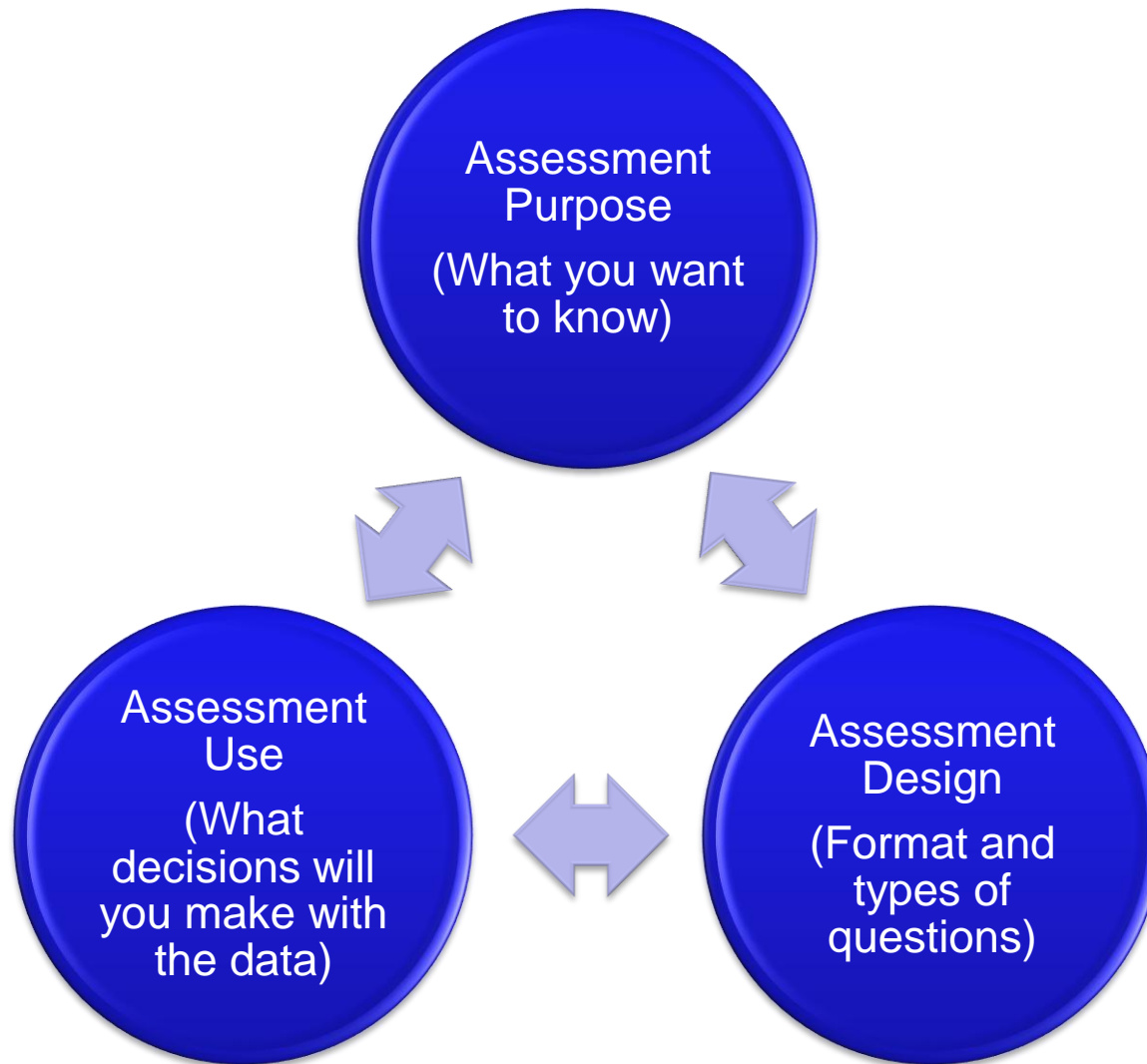
7	What are two things a refugee can do to become employed?			
<i>Response 1:</i>		Correct	Prompt	Incorrect
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Response 2:</i>		Correct	Prompt	Incorrect
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If needed, response 3:</i>		Correct	Incorrect	
		<input type="checkbox"/>	<input type="checkbox"/>	
<i>Give 0.5 point for each correct answer (maximum 1 point)</i>				

If refugee's response is too general (e.g., "go to the agency") or related but not directly tied to becoming employed (e.g., "learn English," "meet some American people"), prompt "Can you think of anything else?" Participant may indicate steps toward finding a job or becoming employable.

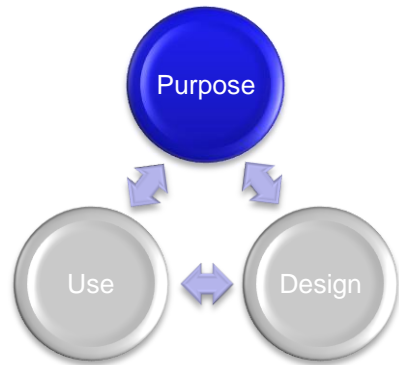
Model Assessment

- ▶ Questions based on indicators from the domestic (R&P) CO Objectives & Indicators
- ▶ Selection of questions
 - Critical to survival
 - Sampled a broad range of CO topics
 - Could create valid questions (meaningful, non-ambiguous, and closely related to the indicator of interest)

Assessment Purpose, Design & Use



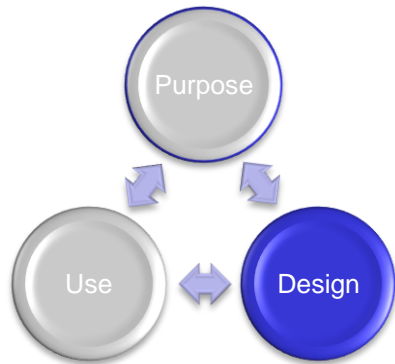
Assessment Purpose, Design & Use



The purpose of the model CO assessment is

- ▶ To ensure all refugees are able to demonstrate basic competencies and messages
- ▶ To be able to identify groups of refugees that are not able to demonstrate basic competencies (if any)

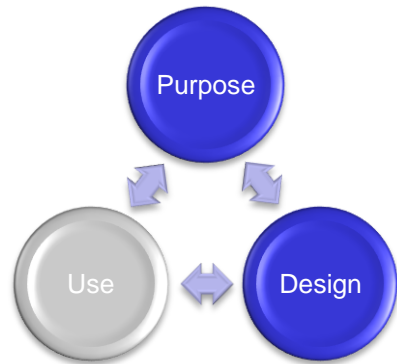
Assessment Purpose, Design & Use



The model CO assessment was designed to be administered

- ▶ To one participant at a time
- ▶ Orally (both questions and answers)
- ▶ Once per participant
- ▶ In one sitting
- ▶ At the completion of R&P CO

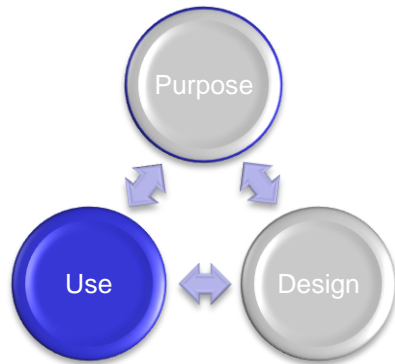
Assessment Purpose, Design & Use



The open-ended, oral interview format was chosen because

- ▶ It provides participants maximum opportunities to demonstrate what they know
- ▶ It elicits correct answers through prompts and partial credit
- ▶ It allows for a range of correct answers depending on individual or local circumstances
- ▶ It is an easy-to-understand format for participants who may be unfamiliar with Western testing practices

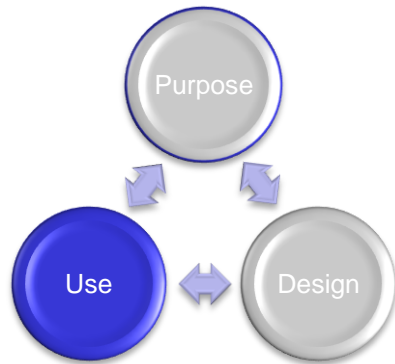
Assessment Purpose, Design & Use



The intended uses of the model CO assessment are

- ▶ To demonstrate the effectiveness of CO in the short-term (understanding and retention of concepts) or to indicate a need for overall program improvement
- ▶ To point to areas for further investigation (topics, populations, program implementation models)

Assessment Purpose, Design & Use

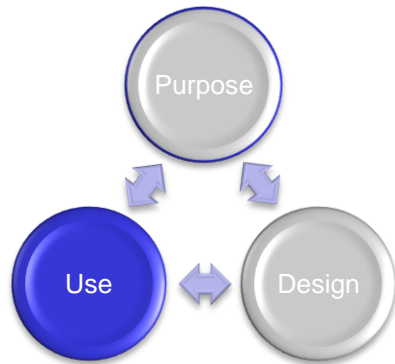


The intended uses of the model CO assessment are

- ▶ **To demonstrate the effectiveness of CO in the short-term (understanding and retention of concepts) or to indicate a need for overall program improvement**

“XX% of participants score at Y level or above”
(Benchmarks to be determined)

Assessment Purpose, Design & Use



The intended uses of the model CO assessment are

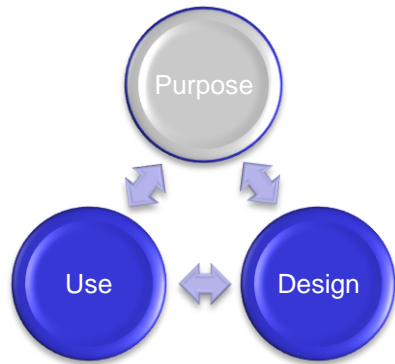
- ▶ **To point to areas for further investigation (topics, populations, program implementation models)**

“90% of participants get question X incorrect.”

“Participants from X ethnic group have an average score of 6.8 compared to an overall average of 9.5.”

“Participants who participated in the [XYZ] program outscored those who participated in the [ABC] program by 2 to 1.”

Assessment Purpose, Design & Use



Some things to be aware of regarding use and design

- ▶ The test must be administered in roughly the same way at the same point in time for each participant if you want to average the scores of multiple participants and compare average scores across participant groups and over time
- ▶ The easier the test is, the less useful the test data is for comparisons (but it may still be useful for demonstrating basic competencies)

Assessment Purpose, Design & Use

Some things that the model CO assessment was not designed to do

- ▶ Show which participants exceed basic competencies and develop high levels of understanding of CO concepts
- ▶ Indicate which broad CO topics (e.g., education, health) should undergo curricular revision, however
 - Results may point to areas for further investigation
 - Instructors may want to reteach the specific concept covered in the question
- ▶ Label individuals as passing or failing
 - May be used to flag individuals who require additional support
- ▶ Demonstrate long-term impact of CO

Adaptability of the Assessment

- ▶ Locally-relevant terms (subway/metro/BART)
- ▶ Administered in English or other languages
- ▶ Questions should be read verbatim (with substitutions only as indicated, such as names of local institutions), but prompts do not need to be read verbatim (instructions allow for unlimited rephrasing/defining of vocabulary to ensure comprehension)
- ▶ Use
 - Who is assessed?
 - Who conducts the assessment?
 - How many people are assessed?
 - When are participants assessed?
 - How are data stored, analyzed, and shared?
 - What additional data are collected to contextualize findings?

Prompts and Right/Wrong Answers

- ▶ Correct/incorrect/prompt guidelines are general and do not include all possible scenarios
- ▶ Partial credit should only be awarded where indicated. Credit should not be awarded for answers that are “close,” although in many cases there are prompts that can be asked to allow respondents to be more specific or to try again
- ▶ Prompts are used if
 - Participant misunderstood the question
 - Response is too vague
 - Participant indicates the question is not applicable

Prompts and Right/Wrong Answers

- ▶ **Overall instruction:** Participants may be given a prompt in any situation where their initial response is that the question is not applicable to them
 - Provided already for some questions
 - Example where not provided: What is one reason why it is important to learn English? (Worded in the abstract but if participant says s/he already speaks English, may offer a second chance.)

Piloting and Feedback

- ▶ CAL will ask a select number of agencies to be pilot sites for the assessment in the spring of 2014
- ▶ CAL will collect general feedback about the assessment in the coming months
- ▶ The assessment may be modified in the summer of 2014 based on piloting and other feedback



Ongoing Resource Development and Next Steps

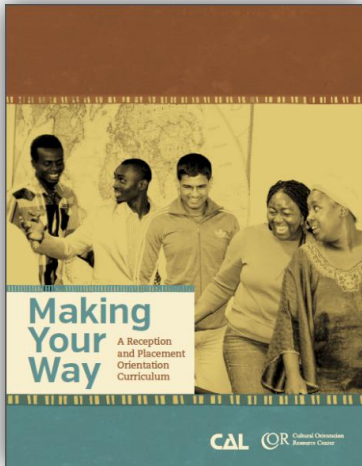
- ▶ Rollout of R&P Curriculum
- ▶ Rollout of the CO Assessment tools
- ▶ Staff Training
- ▶ Supporting Materials



Question and answer



CAL Resources



Refugees from the DEMOCRATIC REPUBLIC OF THE CONGO

Over the next 5 years, the United States expects to resettle tens of thousands of refugees from the Democratic Republic of the Congo. The scene of some of the world's worst violence and human rights abuses in recent years, the refugees are part of a population of more than 1 million Congolese refugees and internally displaced persons forced by war and unrest to flee their homes. The refugees, mostly ethnic minorities from eastern DRC, will be resettled out of neighboring first-cousin countries, where conditions are difficult and often unsafe. In the United States, the refugees will be joining more than 70,000 Congolese who have been resettled since 2001.

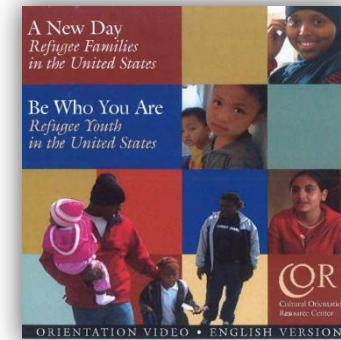
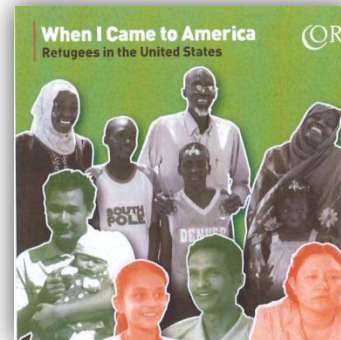
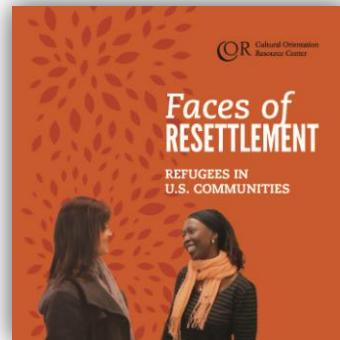
This background provides U.S. resettlement communities with basic information about the new refugees arriving. It looks at the causes of the refugee crisis in the DRC and countries of first asylum, the basic background characteristics of the refugees, and their resettlement experiences in the United States. The background also notes the strengths incoming Congolese refugees bring and the challenges they may face upon resettlement.

Causes of the Refugee Crisis
The recent Congolese refugee crisis is the product of nearly 16 years of armed conflict and unrest in the DRC, with the eastern provinces of North Kivu and South Kivu bearing the brunt of the violence. By the end of 2002, more than 2.4 million Congolese were internally displaced and more than 140,000 had sought asylum in host neighboring countries. The major conflict, which at times has focused the armies of nine countries and dozens of other armed groups, was launched in 1996 when Rwanda invaded the DRC in pursuit of the perpetrators, the perpetrators of the 1994 genocide who had taken refuge in eastern DRC, and were attempting to enter into stable political negotiations in Rwanda. These forces of conflict, including the first and second Congo wars, in 1996 and 1998, the 1998 war is sometimes called "Africa's world war" because of the number of countries involved in the conflict.

CONTENTS

- 1 CAUSES OF THE REFUGEE CRISIS
- 2 ETHNIC COMPOSITION OF THE CONGOLESE
- 2 THE DRC, THE LAD AND THE PEOPLE
- 2 CONDITIONS IN HOST-ASYLUM COUNTRIES
- 3 THE CONGOLESE CAMPAIGN
- 6 CULTURAL ORIENTATION
- 7 RESETTLEMENT
- 7 SOURCES
- 12 AT A GLANCE

Photo from: The United Nations Global Refugee Camps Website



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