

International Rescue Committee

Sacramento, California



Refugees Empowering Peers (REP) Program

Developed in collaboration by:
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Contents

Executive Summary	3
Project Description	3
Key Stakeholders	4
Conceptual Framework / Logic Model Overview	4
REP Program Outreach	7
For Schools	7
For Students	9
For Donors	10
For Parents	12
For Colleges	13
Learning Objectives	14
Curriculum	16
Mentor Facilitation Guidebook	27
Youth Leadership Strategies - One-pager	58
REP Program Evaluation	59

Executive Summary

This document contains program materials for the Refugee Empowering Peers Program (REP), which has been developed for the International Rescue Committee (IRC) in Sacramento, California. The collective program design and evaluation materials in this report were developed by Katriya Burkdoll, as a Youth Program volunteer for the organization as well as to fulfill practicum and graduation requirements as a dual-degree candidate for a Master of Arts in International Education Management and a Master of Public Administration. Materials were developed in collaboration with and under the supervision of IRC Sacramento's Senior Youth Workforce Specialist, Ashley Crandall.

The materials within this report are intended for use by IRC as an organization, particularly for youth program staff, interns, and volunteers. Additionally, the materials were designed for use by Elk Grove Unified School District faculty and staff as well as program participants.

Project Description

The Refugee Empowering Peers Program (REP) program is intended to be implemented within the Elk Grove Unified School District. REP aims to support refugee youth in their U.S. resettlement and integration, specifically by promoting and fostering academic success and community engagement.

Key Stakeholders

The key stakeholders include students, parents, Elk Grove Unified School District High School staff and faculty, local colleges and universities, and donors. Stakeholder engagement is essential to its implementation.

High Schools

IRC would like to eventually implement this program at all nine high schools within the Elk Grove Unified School District to improve overall youth programming in the Sacramento area for refugees/immigrants. To do so, it is vital to have support from administration, staff, and faculty at each of the schools at which the program becomes implemented. This ensures that the program can be scaled effectively by adapting the program as needed to meet the context of each individual high school and has on-site school staff present to help support the program.

Students

The program, designed for refugee youth, needs to recruit ideal participants which include refugee and immigrant students, particularly Special Immigrant Visa (SIV) holders, who would benefit from additional support for their transition to the U.S.

education system. The IRC hopes to attract student participants to the program by providing a fun environment for students to engage with their peers and develop their skills and knowledge to be successful in their education and in the U.S. In the program, students can expect to develop a sense of belonging as they build community as well as personal growth.

Donors

Largely dependent on grant funding, this flyer will be used for outreach to potential donors to secure additional financial support for the program to cover the costs of materials and staff. Communicating the impact is important in fundraising and in attracting financial support.

Parents

Parental and mentor support is key to students' success and with the support of parents, IRC anticipates that students will be more likely to participate in the program with regular engagement in this after-school program. If parents are supportive of students' participation in this program which falls outside of regular school hours, then we anticipate increased attendance.

Local Colleges

As the program intends to ready students for high school graduation and to pursue higher education, the support of the high schools and prospective colleges is also desired to collaborate on fostering students' college and career readiness and preparing them to become successful self-sufficient adults. By partnering with local colleges, students can gain more familiarity with options, resources, and the processes for pursuing higher education.

Conceptual Framework / Logic Model Overview

The following program logic model and theory of change were developed to guide the program design and planning for the REP program and should be referred to throughout the program implementation as a reference for the intended impact, objectives, and outcomes of the REP.

Theory of Change

The [theory of change](#) outlines components of the REP program plan, strategies and intended results, assumptions, and underlying frameworks.

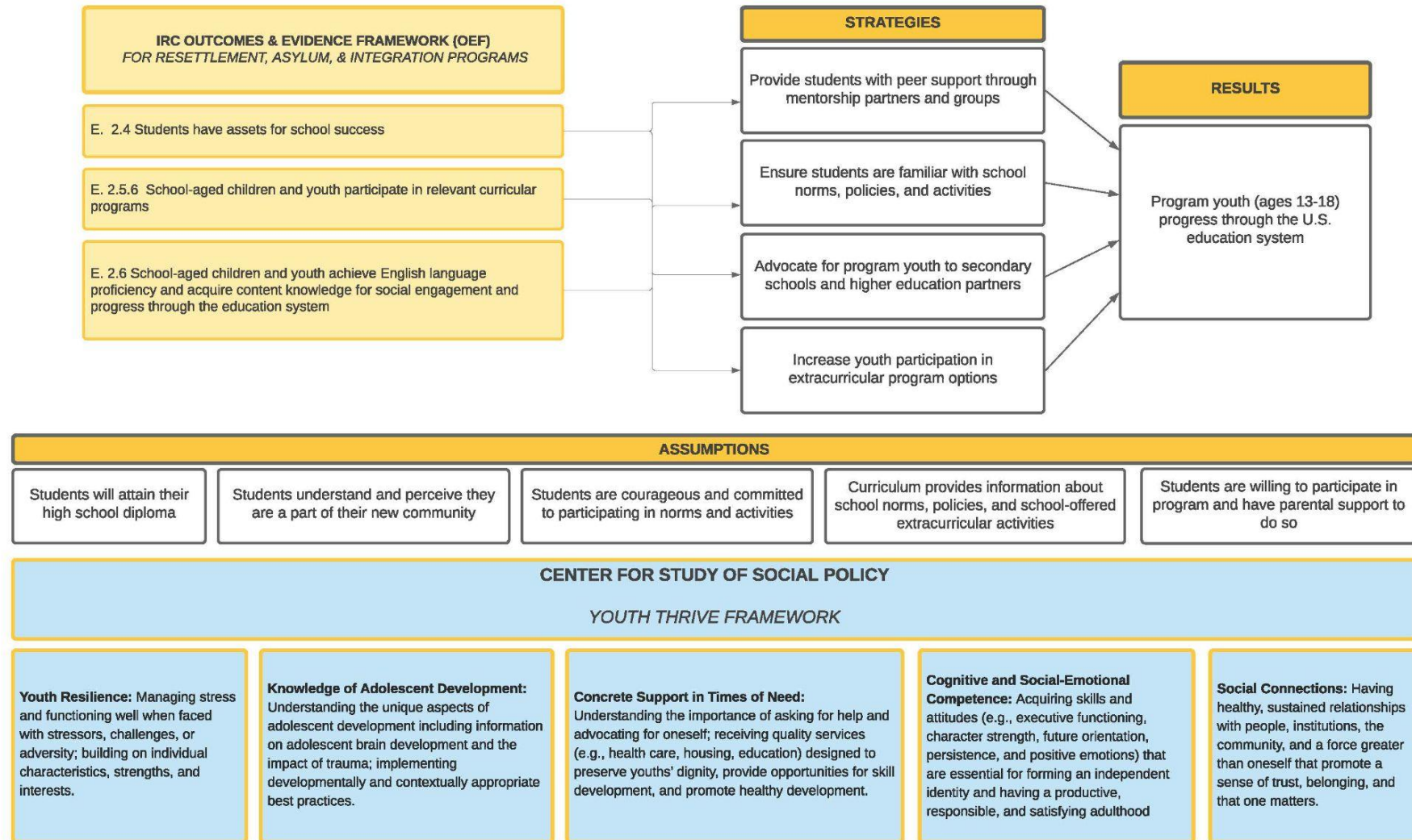
Program Logic Model

The [program logic model](#) represents a conceptualization of the relationships between the resources, activities, and outputs with the expected outcomes and impact of the program.

THEORY OF CHANGE

Refugees Empowering Peers (REP) Program

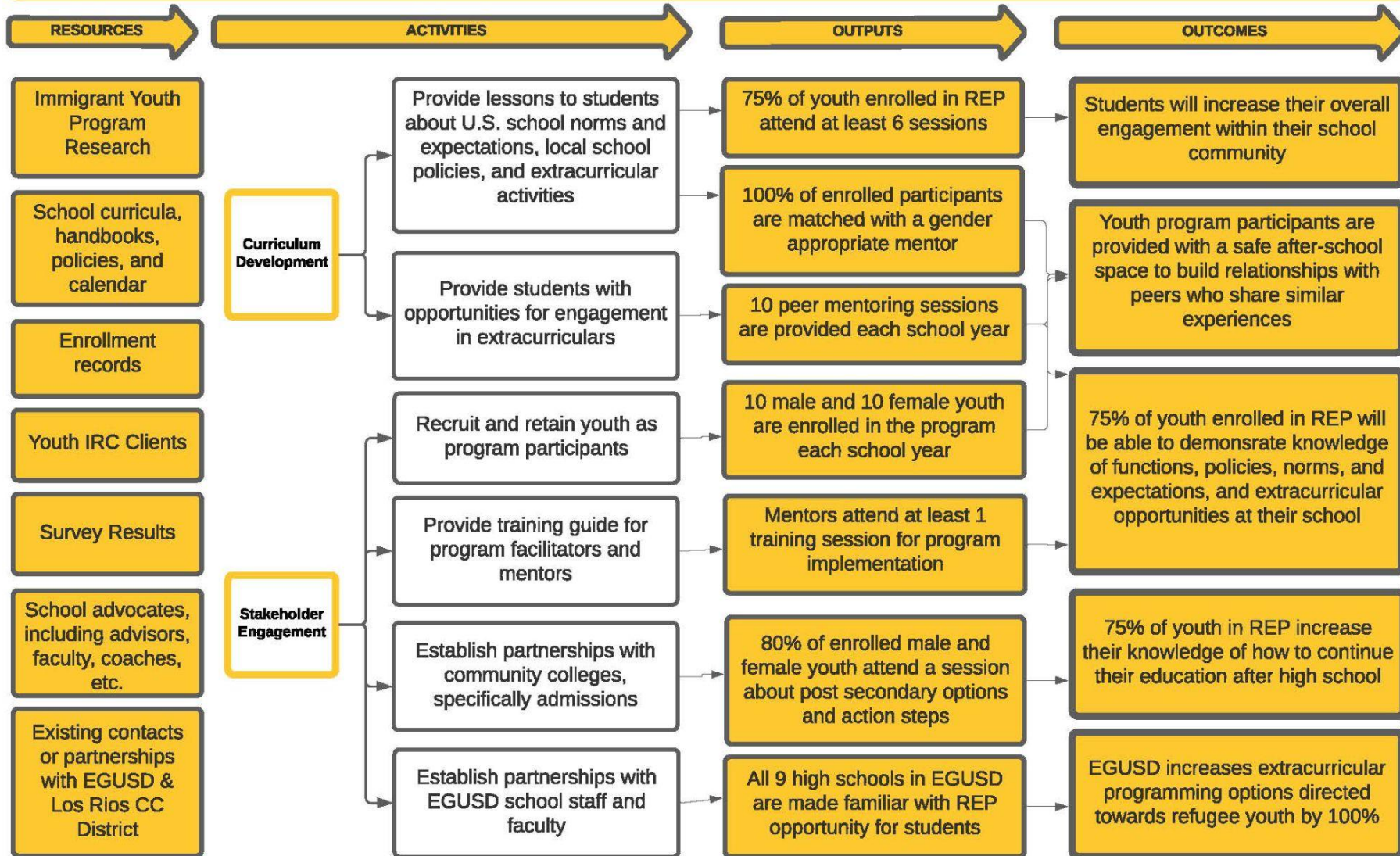
International Rescue Committee, Sacramento



PROGRAM LOGIC MODEL: Refugees Empowering Peers (REP) Program

International Rescue Committee | Sacramento, CA

Impact: In a safe community environment, SIV, refugee, and immigrant high school youth will acquire the tools, skills, and knowledge they need to progress through the education system and become self-sufficient adults.





REFUGEES EMPOWERING PEERS

R.E.P.

An After-School Peer Mentorship Program



INTEGRATION



ENGAGEMENT



DIALOGUE



LEARNING



WELLBEING



Foster academic success and a sense of belonging for students

Partner with IRC and the REP Program to serve eligible EGUSD high school students.

Build inclusive learning environments and support refugee students'

- Transition into U.S. schools
- Critical engagement
- Multicultural education
- Linguistic development
- School participation and progress



Visit rescue.org/page/our-goals-education to learn more about IRC's goals for education

Currently accepting referrals for student enrollment

Eligibility:

High school students, ages 13-18 who meet any of the following options qualify.

- Special Immigrant Visa holders
- Immigrants
- Refugees



Unified School District

Program Curriculum

Students in the REP program will engage with their peers to learn about topics such as:

- U.S. school norms and expectations
- Communication skills
- Cultural awareness and diversity
- Higher education
- Civic engagement
- Career exploration
- Leadership development
- ...and more!

“

Education empowers by giving refugees the knowledge and skills to live productive, fulfilling and independent lives.

- U.N. Refugee Agency

For more information or questions contact IRC Sacramento's Senior Youth Workforce Specialist, Ashley Crandall | Email: Ashley.Crandall@rescue.org | Phone: (916) 508-0925

International Rescue Committee in Sacramento | 2020 Hurley Way, Suite 420 | Sacramento, CA 95825



YOU'RE INVITED!

Join the REP Program



What is REP?

REP, or "Refugees Empowering Peers" is a **FREE** after-school program for students like you to become your best in your new school community.

FRIENDSHIPS



ACTIVITIES



LEADERSHIP



CONVERSATION



BELONGING



When & Where?

Students must be able to meet once a week for 2 hours after school

Meetings will take place at school in the ESL classroom

Why should you join?

- Build friendships
- Learn about the U.S. education system
- Explore your identity in a safe space
- Get to know your community
- Become more comfortable at your school
- Grow your confidence
- Have some fun!

Contact Ashley Crandall to learn how you can sign up today!

Email: Ashley.Crandall@rescue.org | Phone: (916) 508-0925



HELP SUSTAIN OUR MISSION.

REFUGEES EMPOWERING PEERS PROGRAM



HEALTH &
WELLBEING



CIVIC
ENGAGEMENT



COLLABORATIVE
COMMUNICATION



ACADEMIC
GROWTH



ACCESS &
INTEGRATION



“

Education enlightens refugees, enabling them to learn about themselves and the world around them, while striving to rebuild their lives and communities.

- UN Refugee Agency

The International Rescue Committee seeks to ensure that youth achieve high levels of livelihood, literacy, numeracy, and social-emotional skills.

**TRANSFORM LIVES BY
SUPPORTING THE R.E.P.
PROGRAM TODAY!**



United Nations SDG Goal No. 4:

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

REP Program Overview

REP, or "Refugees Empowering Peers" is an after-school program designed to support the social, emotional, and learning needs of newly resettled refugee students in the Sacramento area. By supporting students' integration, we can increase their likelihood of success in school and in their communities.

By supporting students' education and development, they are better equipped and prepared to be more successful in the U.S.

Invest to ensure quality learning opportunities for all.

Education is a fundamental human right and is indispensable for achieving sustainable development

- Help to develop a larger, more talented pool of future employees
- Address the mismatch of skills of the available workforce and job vacancies, a key issue in many markets
- Increase capacity development for the future workforce and build a more diverse employee pipeline
- Innovate and expand access to new markets by





REFUGEES EMPOWERING PEERS

Seeking High School Parent Support & Volunteers



REP PROGRAM OVERVIEW

REP or "Refugees Empowering Peers" is an after-school mentorship program for students to connect with one another once a week after school for two hours. In the program, students will gain skills, knowledge, and strategies to be more successful in their U.S. education.

The program also provides students with group learning activities in which they can develop friendships as well as resources for higher education and future employment.

SOCIAL DEVELOPMENT



SKILLS DEVELOPMENT



LANGUAGE DEVELOPMENT



EMOTIONAL WELLBEING



ACADEMIC SUCCESS



Did you know?

Students are more likely to be successful when they have parental support for their education.

Your child's participation in the REP Program can help them with:

- Increasing their comfort at school
- Adjusting to education in the U.S.
- Connecting with peers
- Language proficiency
- Preparing them for graduation
- Applying to college
- Developing a sense of belonging

For more information or questions contact IRC Sacramento's Senior Youth Workforce Specialist,

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International Rescue Committee in Sacramento | 2020 Hurley Way, Suite 420 | Sacramento, CA 95825



REFUGEES EMPOWERING PEERS

Partner with IRC and Elk Grove Unified School District to Support Refugee Youth

REP, or "Refugees Empowering Peers" is an after-school program designed to support refugee students in the Sacramento area by helping them to successfully navigate their education in the U.S.

**DIVERSITY &
INCLUSION**



**SKILLS
DEVELOPMENT**



**LANGUAGE
PROFICIENCY**



**SOCIO-EMOTIONAL
SKILLS**



**COLLEGE
READINESS**



Partner to support
refugee and
immigrant
students in their
future enrollment
within the Los
Rios Community
College District

Ways to support the REP Program:

- Provide admissions presentations for students during REP Program sessions at EGUSD schools
- Promote Advanced Education Courses for students
- Provide guidance on college success, tailored to first-generation immigrant students



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Summary of Learning Objectives

Welcome Week

- Be more comfortable with introducing themselves and engaging with others
- Organize themselves into pairs and into groups of three or more with limited instruction
- Articulate the program purpose and value

Team Building

- Collaborate to establish expectations and norms for the program cohort
- Work as a team to generate a completed assignment
- Identify strategies for working as a team to achieve a shared goal

Navigating High School in the U.S.

- Explain at least three different school policies
- Locate at least three different offices on campus that offer student services
- List at least three different student resources at school

Extracurricular Opportunities

- Identify at least five extracurricular activities available to them at or outside school
- Recall at least three benefits from participating in extracurricular activities
- Choose at least one extracurricular activity they would like to get involved in

Communication

- Identify examples of verbal and nonverbal communication
- Model different communication styles and techniques
- Respond to situations with advocacy for themselves and others
- Identify their personality type

Academic Year and Graduation Timeline

- Categorize courses by subject, and their classification as by electives or required courses
- Identify resources to help them plan out their high school courses
- Explain what is required for them to graduate from high school

Diversity & Cultural Awareness

- Demonstrate awareness of the demographic makeup of their community
- Examine their ethnic identities in various contexts and environments
- Analyze how cultural competence affects our learning and interactions with others

Mindfulness, Mental Health, & Wellbeing

- Identify at least two mental health resources available to them from school or within their community
- Explain at least two strategies for coping with or managing stress

U.S. Cultural Traditions & Holidays

- Summarize at least one U.S. holiday, its significance and one associated tradition
- Compare a U.S. tradition or cultural activity to one in their home country

College Preparation

- Summarize at least three options for obtaining towards higher education or job training

- Locate information on how to register for college prep tests such as ACT/SAT
- Identify at least two resources available for college test preparation
- Explore at least three college degree programs
- Compare at least two colleges in California

Financial Aid

- Examine available options for financial aid including FAFSA, the CA Dream Act, and scholarships
- Locate financial aid resources and the typical requirements for financial aid applications
- Generate a roadmap for at least one goal

Civic Engagement

- Identify at least three ways they can engage in their community
- Analyze the benefits of volunteer and service work
- Create a plan as a group for improving the community

Relationship Building

- Compare and contrast types of relationships
- Define what friendship means to them
- Explain what it means to be an ally

Resume Building

- Confidently create their own resume
- Identify their strengths, skills, and relevant experiences for their resume

Workforce Development

- Discover and research at least two new career paths in an area from their aptitude test results
- Improve their familiarity with labor laws, employment forms, and workers' rights in the U.S.

Final Session & Celebration

- Assess their overall progress throughout the program duration
- Recognize their achievements during the REP program and in their high school experience so far
- Form an outline of steps needed to achieve at least one future goal

International Rescue Committee

Sacramento, California



Refugees Empowering Peers (REP) Program Curriculum

Developed by:
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December 2021

Dual-Degree Candidate:
Master of Public Administration | Master of Arts in International Education Management



Middlebury Institute of
International Studies at Monterey

[Thrive Framework](#)

[IRC OEF Framework](#)

[Curriculum Outline & Lesson Plans](#)

[Welcome Week](#)

[Team Building](#)

[Navigating high school in the U.S.](#)

[Academic Year & Graduation Timeline](#)

[Communication](#)

[Diversity & Cultural Awareness](#)

[Mindfulness, Mental Health, and Wellbeing](#)

[U.S. Cultural Traditions and Holidays](#)

[Extracurricular Opportunities](#)

[College Preparation](#)

[Applying to College & Financial Aid](#)

[Relationship Building](#)

[Civic Engagement](#)

[Workforce Development](#)

[Final Session](#)

[Summary of Learning Objectives](#)

[References](#)

Thrive Framework

- **Youth Resilience:** Managing stress and functioning well when faced with stressors, challenges, or adversity; building on individual characteristics, strengths, and interests.
- **Social Connections:** Having healthy, sustained relationships with people, institutions, the community, and a force greater than oneself that promote a sense of trust, belonging, and that one matters.
- **Knowledge of Adolescent Development:** Understanding the unique aspects of adolescent development including information on adolescent brain development and the impact of trauma; implementing developmentally and contextually appropriate best practices.
- **Concrete Support in Times of Need:** Understanding the importance of asking for help and advocating for oneself; receiving quality services (e.g., health care, housing, education) designed to preserve youths' dignity, provide opportunities for skill development, and promote healthy development.
- **Cognitive and Social-Emotional Competence:** Acquiring skills and attitudes (e.g., executive functioning, character strength, future orientation, persistence, and positive emotions) that are essential for forming an independent identity and having a productive, responsible, and satisfying adulthood (Harper Browne, 2014, p. 3).

IRC OEF Framework

- E. 2.4 Students have assets for school success
- E. 2.5.6 School-aged children and youth participate in relevant curricular programs
- E. 2.6 School-aged children and youth achieve English language proficiency and acquire content knowledge for social engagement and progress through the education system

Curriculum Outline & Lesson Plans

Week	Unit Topic / Theme
1.	<u>Welcome Week</u> <ul style="list-style-type: none"> · Introductions · Icebreakers · Establish group expectations and norms
2.	<u>Team Building</u> <ul style="list-style-type: none"> · How to work effectively in groups · Communicating in groups · Combining our collective strengths to be successful
3.	<u>Navigating high school in the U.S.</u> <ul style="list-style-type: none"> · Overview of school policies · Attendance and participation · School departments, offices, and student resources
4.	<u>Academic Year & Graduation Timeline</u> <ul style="list-style-type: none"> · Overview process of high school (Freshman – Senior) · What is the semester system? Overview of calendar and breaks · Key steps and requirements for graduation
5.	<u>Communication</u> <ul style="list-style-type: none"> · Overview of verbal / Nonverbal Communication · Different communication styles · Developing effective communication skills · Advocacy for self and others
6.	<u>Diversity & Cultural Awareness</u> <ul style="list-style-type: none"> · Exploring individual identities – ethnic, cultural, national · Building awareness of demographics within the community · Ethnic identity vs. integrated identity – who are you in different contexts? How do we share and engage with others?
7.	<u>Mindfulness, Mental Health, and Wellbeing</u> <ul style="list-style-type: none"> · Identifying common challenges in high school · School resources and services · Activities, coping skills, and strategies for stress management

8.	<u>U.S. Cultural Traditions and Holidays</u> <ul style="list-style-type: none"> · Overview of U.S. Holidays · School traditions · Highlight of given holiday/tradition
9.	<u>Extracurricular Opportunities</u> <ul style="list-style-type: none"> · Value of getting involved in extracurriculars · Clubs & sports available on campus · Club presentations – highlight time commitment and benefits
10.	<u>College Preparation</u> <ul style="list-style-type: none"> · Pathways to higher ed – Community College, University, Vocational schools? · College Test Prep – ACT/SAT · Choosing a college and a degree program ·
11.	<u>Applying to College & Financial Aid</u> <ul style="list-style-type: none"> · Overview of college application process & requirements · Application deadlines · Costs of applying to college
12.	<u>Relationship Building</u> <ul style="list-style-type: none"> · Student – teacher/counselor/coach dynamics · Value of building relationships within our school community · What it means to be an ally
13.	<u>Civic Engagement</u> <ul style="list-style-type: none"> · Getting to know your community · Value and benefits of volunteer and service work · Opportunities for involvement
14.	<u>Workforce Development</u> <ul style="list-style-type: none"> · Career exploration & job shadowing · Personality and Career Aptitude Tests · How to find available jobs · Labor laws and rights, work permits, certifications

15.	<p><u>Resume Building</u></p> <ul style="list-style-type: none"> · Identifying our strengths and skills · Highlighting our experiences · Pursuing our goals <p>* Students will review resume samples and developing their own resumes</p>
16.	<p><u>Final Session</u></p> <ul style="list-style-type: none"> · Awards – Advocacy Award, Leadership Award, Attendance Award, etc. · Participation/Completion Certificates · Review growth and learning in the program <p>* Exit Survey</p>

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REFUGEES EMPOWERING PEERS

REP Program Mentoring & Implementation Guide

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December 2021

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Introduction

Overview of Program

Program Goals & Intended Outcomes

Mentoring as a Partnership

Mentor & Mentee Roles

Key Characteristics of Successful Peer Mentorships

Eight Important Features of Successful Mentors

Evaluation

Providing Feedback

Tips for Effective Feedback

Giving Feedback

Receiving Feedback

Active Listening

California State Law for Mandated Reporting

Mandated Reporters

Child Abuse and/or Child Neglect

Navigating Diversity & Exercising Sensitivity

Facilitation

The Role of the Facilitator

Essential Duties of a Facilitator:

Groups

Establishing Group Ground Rules and Agreements

Methods for Organizing Groups

Asking Questions

Questioning Techniques

Question Banks

Icebreakers

Icebreaker Questions

Icebreaker Games

Additional Resources

For Students and Mentors

For Parents

For Program Staff and School Personnel

Appendix

Appendix A: Core Cognitive Load & Memory Poster

Appendix B: Post-Training Survey for Program Leaders

Appendix C: Focus Group Questions for Implementation and Feedback

Appendix D: Questionnaire about Student Engagement

Appendix E: REP Participant Panel Interview Questions

Appendix F: Focus Group Questions for EGUSD Staff

Introduction

Welcome, and congratulations on being selected to be a leader within the REP Program! This guidebook is intended to provide you with tools and information to help you be a successful leader throughout the program by fostering community engagement and supporting the REP Program goals.

Overview of Program

The REP Program is designed to support refugee youth in their resettlement and integration in the U.S. by providing a safe environment to engage in dialogue, build relationships, and acquire knowledge, skills, and attitudes to progress in their education and become successful adults. Utilizing activity-based and social-emotional learning, mentorship, and facilitated discussions, students are expected to increase their social engagement, participation in school, and build resiliency.

Program Goals & Intended Outcomes

The REP Program is intended to help students progress through the U.S. education system by employing the following strategies:

- Providing students with peer support through partner and group mentorship
- Ensure students are familiar with school norms, policies, and activities
- Advocate for program youth to secondary schools and higher education partners
- Increase youth participation in extracurricular program options

Mentoring as a Partnership

Mentoring can best be viewed as a partnership between a mentee and a mentor, in which both have the opportunity to share talents, skills, perspectives, and experiences. Such a partnership requires that both mentors and mentees invest time, energy, and thought towards building a relationship to help achieve their established goals.

Mentor & Mentee Roles

Mentor Roles	The main role of the mentor is to provide guidance and support to a mentee to help them develop professional and personal skills. These mentor responsibilities can take place in many forms and may include providing encouragement and acting as a sounding board for ideas, and sharing experience, insights, feedback, and resources that may help the mentee, and helping to build confidence. It is also the mentor's responsibility to be a champion for the mentee and advocate for the mentee whenever possible. When appropriate, the mentor may also play devil's advocate by helping a mentee to think through important decisions and strategies.
Mentee Roles	The role of the mentee is to learn and absorb as much information as possible from their mentor. While this may seem secondary, the mentee has just as much responsibility to maintain a successful mentoring relationship as the mentor. The mentee is responsible for managing the mentoring relationship and because the mentoring partnership focuses on the mentee's needs it is essential for the mentee to be proactive in identifying their goals and acknowledging the strengths that contribute to their achievement as well as the development areas that may present challenges in achieving their goals.
Shared Roles	<ul style="list-style-type: none">• Confidentiality and trust are essential principles that must be shared between a mentor and a mentee and conversations between a mentee and mentor should remain confidential, unless otherwise specified• Mentors and mentees both have the opportunity to learn from one another and should both maintain an attitude that reciprocal learning and growth are possible• Provide one another with feedback and share resources or opportunities with one another for improvement• Establish and communicate expectations with one another

Key Characteristics of Successful Peer Mentorships

Acceptance regardless of opinions or background

Empathy and a willingness to be an active listener

Openness to new ideas and ways of thinking or doing

Enthusiasm and a motivating energy

Patience when things do not go as planned or when challenges arise

Humor to face the unexpected

Trustworthiness to maintain confidentiality and privacy

Eight Important Features of Successful Mentors

1. **Be a Friend** - mentors have a unique position to be a role model but can often be like an older brother or sister - someone who can provide support and gentle guidance. As peers, they can enjoy having fun together, lead by example.
 - Mentors should aim to develop friendships with their mentees by establishing bonds and maintaining a sense of equality.
2. **Have Realistic Goals and Expectations** - A reasonable expectation in mentorship is to eventually have positive changes occur. The changes that result from mentoring relationships develop gradually and indirectly as a result of close and trusting relationships. Keep in mind that the rewards of mentoring are often quiet and subtle.
 - Mentors should focus on the mentee's overall development not on specific performance or changes.
 - Early goals should be focused on relationship development.
 - Friendship > Performance in the relationship.
3. **Be Positive** - Helping your mentee to develop self-esteem and self-confidence is highly important in a mentorship. There will be numerous opportunities to provide encouragement throughout activities.
 - Offer expressions of direct support frequently.
 - Provide praise and encouragement to help build self-esteem.
 - Be encouraging and optimistic even when talking about challenging topics.
4. **Allow the Mentee Agency in Conversation** - allow the mentee to have a high degree of control in discussions. Respect the limits youth place on how much they choose to reveal about themselves. Developing mutual trust takes time and effort and while you may expect the mentee to trust you, recognize that trust has to be earned.
 - Don't push boundaries for sharing or participation.

- Be attentive to the mentee's cues.
 - Follow the mentee's lead in deciding what issues you discuss.
 - Understand that people vary in their communication styles and how much personal information they choose to share.
 - Be direct in letting the mentee know that they can confide in you with confidence and without fear of judgment.
- 5. Listen** - How you respond to someone opening up will either encourage or discourage how they do so moving forward. Listening is one of the most valuable things you can do.
- Allow mentees opportunities to vent. A good practice to ask is whether someone wants to be listened to or if they are seeking advice or solutions.
- 6. Respect Your Mentee's Trust** - Be supportive when a mentee discloses personal information. If responses express disapproval or are lecture-like, a mentee is likely to avoid sharing personal information again in the future.
- Respond by showing you are on the mentee's side.
 - Reassure the mentee that you are and will be there for them.
 - If providing advice, do so by identifying solutions.
- 7. Relationship Building Requires Effort** - Relationships may seem one-sided or forced at first, but with patience and persistence, meaningful friendships can be developed over time.
- Be proactive and take initiative in engaging in conversation or suggesting ideas or activities.
 - Asking open-ended questions can be a proactive way to encourage conversation. For example, asking "What's something interesting that you did today?" versus "how was your day?"
- 8. Be There** - Being consistently present can establish trust and let your mentee know they can rely on you when needed.
- Structure and consistency can help provide a sense of safety and support

Evaluation

Monitoring and evaluation of the REP program is vital for gathering input and data to ensure that the program is implemented as intended as well as to assist with making informed data-driven decisions for programmatic changes to REP such as improvements for future versions. An evaluation design has been developed for the REP program with survey instruments to assist with gathering feedback and data from program stakeholders. Please refer to the Appendix to reference survey instruments and their use throughout the REP program implementation.

Providing Feedback

Giving and receiving feedback is an important part of mentoring. The mentor should provide the mentee with ways to improve and grow to achieve their goals. The mentee should also provide the mentor with feedback so that they may also improve their mentorship skills.

Feedback should be consistent throughout the mentoring relationship and should be weaved into conversations to highlight progress. Space and time should be devoted towards larger discussions which should periodically take place to solicit mutual feedback.

Culture or gender-based norms may make exchanging feedback difficult but doing so is a valuable leadership skill that over time can be strengthened and developed.

Positive Feedback	Constructive Feedback
A mentor should be a motivator and feedback should be regularly provided to congratulate a mentee for their accomplishments. Highlighting what they did well in particular or recognizing improvements are ways to provide positive feedback.	“Negative” feedback should be avoided and if situations arise in which there is room for improvement, feedback should be given by providing specific guidance on what could be done better - not what was done wrong. Constructive feedback can also be combined with positive feedback to ensure a mentee does not feel demoralized but should not overshadow the constructive feedback to the extent that the advice is ignored.

Tips for Effective Feedback

Giving Feedback

- **Be Specific** - When giving positive and constructive feedback, provide specific feedback. Identify what aspects went well or what aspects could be improved and how.
- **Encourage Active Participation** - Ask the mentee how they think something could be improved when giving advice.
- **Reference Goals** - Refer back to the established goals so that there is an understanding of how the work or activity relates to the wider or long-term goals.
- **Simplify** - Consider cognitive load (see appendix A) when providing feedback and avoid overwhelming the mentee with a long list of improvements. Keep things simple by being specific and breaking up points and action items over time rather than all in one session.

- **Listen** - Listen and be alert to the possibility of hidden underlying factors that may contribute to a mentee's behavior, thoughts, or feelings. Listen attentively and empathetically.

Receiving Feedback

- **Listen** - Be open to what the other person has to say and avoid interrupting so they can finish their thought and communicate their ideas.
- **Paraphrase** - Repeating back a summary of what has been heard and understood can help to limit miscommunication.
- **Ask Questions** - If further clarification is needed, do not hesitate to ask for more information or context.
- **Express Gratitude** - Thanking one another for feedback can be a way to positively reinforce the challenge of providing feedback, increasing the likelihood for openness to feedback in the future.

Active Listening

Active listening is crucial for both a mentor and a mentee even when not receiving feedback. By listening and showing the other person that you are engaged and are giving them your attention, trust can be gained and respect can be earned. Active listening requires effort and can be difficult at times. Below are some tips on how to be an effective active listener.

- **Body Language** - Positioning your body towards the speaker and facing them can demonstrate that you are directing your attention to them.
- **Minimize distractions** - When facing each other, try to limit distractions such as phones or computers by putting away technology or silencing notifications.
- **Acknowledge** - Nodding "yes" or providing verbal cues can let the speaker know that you are engaged
- **Paraphrase or Ask Questions** - Clarify what the speaker has said to ensure understanding by summarizing or asking questions as needed to gain additional information. This can also indicate to the speaker that you were listening.
- **Summarize** - At the end of a conversation, summarizing a conclusion can help to ensure both people understand what was discussed.

California State Law for Mandated Reporting

Mandated Reporters

- Mandated reporters are any person who is required by law to report a particular type of abuse to the appropriate law enforcement or social service agency.¹
- All REP Program Facilitators are considered mandated reporters and are required by law to report any known or suspected cases of child abuse and neglect.
- Mandated reporters are required to give their names and are provided with unqualified immunity from civil liability.

Legal Requirements

- If you suspect that a child has been, or is in danger of abuse or neglect, contact the county Children's Protective Services 24-hour emergency response phone. You may also contact the police or county sheriff.
- Mandated reporters must report an incident or suspect of abuse themselves. They are not required to investigate any known or suspected case of abuse.
- A written report must be sent to a county welfare department, police or sheriff's department or to a county probation department within 36 hours of receiving the information regarding the incident.

Failure to Report is a Crime

- Everyone who has knowledge of abuse should report; however designated professionals that are considered mandated reporters are required by law to report.
- Failing to report any incidents or suspicions of abuse is punishable as a misdemeanor by up to six (6) months in jail and/or up to a \$1,000 fine.

Child Abuse and/or Child Neglect

- The California Penal Code (11164-11174) defines child abuse as a physical injury that is inflicted by other than accidental means on a child by another person.
- Child abuse may not always be visible by bruises, scarring, or broken bones. It is important that individuals working around children are able to know what constitutes child abuse or child neglect and how to identify potential signs.
- California law defines child abuse and/or child neglect as any of the following:
 - A child is physically injured by other than accidental means.
 - A child is subjected to willful cruelty or unjustifiable punishment.
 - A child is abused or exploited sexually.
 - A child is neglected by a parent or caretaker who fails to provide adequate food, clothing, shelter, medical care or supervision.

¹ Mandated Reporter Training can be accessed for free at <https://mandatedreporterca.com>

California mandated reporting easy steps...

What must be reported and how to report!

What Must be Reported

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

The mandated reporter must only have **reasonable suspicion** that a child has been mistreated; no evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

How To Report



By Phone

Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff's department.

1. Child Welfare Services Phone # _____
2. Police Department Phone # _____
3. Sheriff's Department Phone # _____



In Writing

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other Information

Safeguards for Mandated Reporters:

- The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
- Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.

Failure to report:

- Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

This document and Mandated Reporting information can be found at
www.mandatedreporter.ca.com

Navigating Diversity & Exercising Sensitivity

Similarities and differences within a mentorship are inevitable and it is important to be aware of them. Even when mentors and mentees share similarities, their backgrounds can still be very different. By acknowledging differences and avoiding assumptions, we can promote understanding and better avoid miscommunication and pitfalls. Differences should be viewed as an opportunity for both parties to learn from each other. Discrimination based on an individual's gender, race, ethnicity, religion, sexual orientation, disability, or other factors should be avoided at all times.

Culture

Mentors and mentees should be prepared to engage cross-culturally by acknowledging differences and discussing questions or assumptions with one another about cultural differences. Variations in age, language, ethnicity, country of origin, or regions can all contribute to different views or beliefs. When all parties maintain openness and honesty in communication, cultural misunderstandings can be minimized.

Gender

Gender in various cultures can present a variety of different identities, roles, and expectations. Acknowledging cultural norms and differences can improve understanding and improve mentoring relationships. Male and female participants may be resistant to working together or exchanging advice due to stereotypical roles of gender. By breaking down gender stereotypes and by acknowledging ways that gender varies across cultures, collaboration within mentorships can be improved. It is important to also be sensitive to what may cause discomfort for individuals because of gender expectations or stereotypes.

Race and Ethnicity

It is important to be mindful of differences and assumptions about race or ethnicity. By being conscious of our own biases and stereotypes we can approach with more openness for better understanding. Confronting and dismantling stereotypes directly can also help to minimize assumptions we may make about one another. Celebrating diversity by promoting the nurturing of racial and ethnic identities can also help individuals in advocating for themselves and developing a positive sense of self.

Facilitation

The Role of the Facilitator

Facilitators exercise their skills in communication and organizing to foster group participation and engagement.

Essential Duties of a Facilitator:

- Emphasize active listening and trusting communication amongst participants
- Encourage team behavior in planning, organizing, and monitoring group activities
- Organize events, prepare materials, handle details, and open/close events
- Maintain a warm, friendly, and open attitude with a motivation to serve others

Groups

Establishing Group Ground Rules and Agreements

Group agreements and establishing ground rules or expectations can help to create safe and caring team environments and enhance group activities. Reviewing ground rules before a certain activity can also encourage productivity, creativity, and help to maintain respect.

The following ground rules in the grid below are common examples of ground rules might be established before an activity. It is a good idea to bring awareness to these early on. As students work in groups over time, many of these will become the default or students can choose to establish new ground rules as they form new groups and teams.

Reminding students to circle back to ground rules can be an effective way to redirect behavior when group work becomes challenging or issues are presented.

Common Ground Rules

Park Distractions Limit distractions and ask participants to be attentive to each other	Respect Time Ask that people show up consistently, be on time, and end on time	Listening Ask that only one person talks at a time while others listen to understand	Step Up, Step Back Everyone should participate equally so that each person has an opportunity to join
Be Kind Respect and treat each other with kindness	No Put-Downs Do not insult others	Attack ideas, not People Criticize ideas if you disagree with something but don't	Problems are Opportunities View challenges with optimism and a problem-solving

		criticize people	approach
There are no stupid questions All questions and ideas are welcomed and encourage us to consider other ways of thinking	Challenge Assumptions Be proactive with challenging assumptions, stereotypes, or bias	Honesty & Openness Have a willingness to be open and be honest with one another	Make Mistakes It's okay to make mistakes and take risks. We all can learn from failure.
I-Statements Each person should speak for themselves and their own experiences.	Keep Confidentiality What is shared in the group, stays in the group and is not repeated without permission	Give it a try Try out new experiences and activities that are new or uncomfortable in a safe environment	Right to Pass People who don't want to talk or participate in a discussion or activity have a right to pass without an explanation

Methods for Organizing Groups

Student Choice (Self-Selection)

Allowing students to select their groups after setting parameters such as what roles to fill or how many people in a group is a method that takes very little work from a facilitator. Students will usually default to choosing their friends, who they think will be a good teammate, or whoever is located closest to them.

This method can provide improved group dynamics and cohesion, but keep in mind that this type of grouping may result in some students feeling left out, group work may less focused, and diversity in perspectives can be lessened.

Interest-Based

Present a list of subjects or affinities and have students divide according to the one that interests them the most. To create a framework for this it can be useful to limit how many people may be in each interest group. One way to do this is by designating certain areas or sides of the room to match a certain interest. For example, if you prefer blue go to the right, if you prefer orange, go to the left side of the room, etc.

Random Grouping

Having students draw cards or popsicle sticks with names on them can be a quick way to randomly group students. This can be a great strategy to encourage students who may not yet have worked together to do so and can minimize the stress of group selection for students and

the facilitator. A standard deck of cards can also sort students according to suit, face, or number as well.

Counting off

Circle the room and assign each student a number, ensuring they repeat the number back to you to remember what number they've been given. 1, 2, 3, 4, etc. Then have students disperse according to their number. For example, all the 1's will be a group, all the 2's will be a group, etc.

Proximity Grouping

Group students based on who is closest to them by having students work with whoever is seated next to them. Establishing table groups or numbers for tables early on can be a way to quickly group students based on their seating.

Forming a Line

Prompt students to form a line based on a given rule and then divide students into pairs or groups once they are lined up.

Some examples:

Alphabetical Order, tallest to shortest, by birth month or birthdays, longest to shortest name, what time they went to bed last night, last two digits of their phone number

Team Captains

Choose two team captains and let each take turns choosing team members. This can also be done randomly by having the team captains draw name cards or name sticks.

Grouping by Skill Level

Varying Skill Levels

Grouping by varying skill levels, particularly for English Language (EL) level, can help students improve their English amongst their peers because they will hear and talk with more advanced students. Advanced students will also benefit by being able to teach other members (even if they don't realize it).

Same Skill Levels

Sometimes when grouping students with mixed levels, more advanced students can dominate the group, leaving beginners feeling lost or behind. When students are grouped based on similar levels, particularly for EL levels. For more advanced levels, students may have to work towards taking turns to speak because all may want to drive the conversation. For beginners, someone will have to speak up encouraging students who may be less outspoken to talk more in class.

Apps/Websites for Grouping

- [Team Shake](#)
- [Who's Next](#)

- [Wheel Decide](#)

Deception

Have students line up in two lines to face each other. Shift the line slightly to have everyone move to the right or left for a given number of spaces (people on the end may rotate to the back or the front). This is another method to get students moving and grouped in new unexpected pairs.

Half and Half

Each student picks a partner and then pairs are combined to form larger groups. This can also be done in odd numbers or groups larger than pairs. For example groups of 3 become groups of 6.

Asking Questions

Questioning Techniques

Questions are a powerful tool to learn, build relationships, avoid misunderstandings, defuse situations, persuade others, and more. When asking any type of question, be patient and allow some silence and space for the other person to answer. With any question technique, careful listening must also be exercised. Matching your body language and tone of voice can also impact the types of responses you may get from asking questions. The following question techniques may be used to develop conversation, help mentees draw their own conclusions or solutions, and support learning.

Open-Ended Questions - encourage longer and more detailed responses. They usually begin with “what”, “why”, or “how” to ask about someone’s knowledge, opinion, or feelings. “Tell me” and “describe” can also be used to prompt open-ended answers.

Open-ended questions are good for:

- Developing an open conversation
- Finding out more details
- Learning about another person’s opinion

Examples:

- *What was the result?*
- *How did that make you feel?*
- *What do you think?*
- *Can you tell me what you know about...?*
- *Could you describe the situation in more detail?*

Closed Questions - usually result in short factual answers such as “yes”, “no”, or a small detail.

Closed questions are good for:

- Confirming or clarifying understanding
- Concluding a discussion
- Making a decision
- Frame setting

Examples:

- *So, you just moved here?*
- *Do you agree or disagree?*
- *Are you okay?*

Funnel Questions - Funnel questions involve asking general questions and then gradually asking more specific questions. This typically involves starting with closed questions and then asking more open-ended questions, probing for more and more detail with each question.

Funnel questions are good for:

- Finding out more detail about a specific point
- Helping to increase someone’s confidence
- Guiding respondents to a target answer

Example:

- When did you move to California?
 - How old were you at the time?
 - How did you feel about moving here?
- Tell me more about your P.E. class

Probing Questions - probing is another strategy to gather more details to help you deepen your understanding. This can include asking for an example or by asking for additional information for clarification.

Probing questions are good for:

- Gaining clarification and thorough understanding
- Drawing information out of people who are vague

Examples:

- *What do you mean?*
- *Could you give me an example?*
- *How do you know?*

Leading Questions - Guide the respondent to your thinking or encourage further thinking of a topic. Leading questions tend to be closed and can be framed with assumptions, personal

appeals, providing a choice between options, or asking in a way that the easiest response is “yes”. *Note that leading questions should be exercised with care and not used in a self-serving way that harms another person with manipulation or dishonesty.*

Leading questions are good for:

- Getting a specific answer
- Concluding a discussion

Examples:

- *How much longer do you think it will take?*
- *That was funny, don't you agree?*
- *Do you want to play or not?*
- *Which do you prefer, A or B?*

Rhetorical Questions - Are not exactly questions because they don't expect an answer but are rather statements in the form of a question. When a string of rhetorical questions is used together, they can be more powerful.

Rhetorical questions are good for:

- Engaging the listener
- Getting people to agree with your point of view

Examples:

- *Doesn't that look wonderful? Don't you just love how colorful it is? It's really something, isn't it?*
- *What is the meaning of life?*

Question Banks

[List of Getting to Know You Questions](#)

[List of This or That Questions](#)

[250 Conversation Starter Questions](#)

Icebreakers

Icebreaker Questions

For most icebreaker question activities, a good practice is to provide an example first after giving a prompt, which allows participants time to think of responses.

Two Truths and a Lie

Have each person make three statements about him or herself: two true statements and one lie. For example: "I've never broken a bone. I have five sisters. I was born in Poland." The group tries to guess which statement is the lie.

Never Have I Ever...

Begin by letting everyone know they have 5-10 fingers to display (decide whether to use one or two hands depending on duration). Start by stating something you've never done that you think everyone else has done.

For example, you might say, "I've never had a birthday party," or some other true statement about yourself that you think everyone else has surely done. Then everyone who has had a birthday party lowers one finger.

Keep playing until everyone has a turn or until someone runs out of fingers from lowering them.

House on Fire

Ask the members of your group to imagine the following scenario: "Your house is on fire, and everyone is safe. You have 30 seconds to run through the house and collect three or four articles you want to save. What would you grab? Why?"

Make-believe

Ask the members of your group one of these questions: If you could...

- Go anywhere in the world right now, where would you go and why?
- Talk to anyone in the world (alive or dead), who would it be? Why?
- Wish one thing and have it come true this year, what would it be? Why?

Deserted Island

Ask the group: "You've been exiled to a deserted island for a year. You are told you may take three things you want, apart from the essentials. What would you take and why?"

This icebreaker is fun when people think of quirky answers. Encourage your group to think outside the box.

Heroes

Ask each group member to name three people, past or present, he or she admires. Why?

Or ask: "If you could interview anyone in history, who would you choose and why? What one or two questions would you ask?"

People will have interesting answers for these questions. It would be best to utilize this icebreaker for a small group that is focussed on bonding

M & M's challenge

Pass a bag of M&M's around (or another assorted color treat) and tell everyone to take a few but not to eat them.

Ask each person to share something for every M&M. For example, for every red M&M, share a TV show you like; for every blue M&M, share a place you would love to travel; and for every yellow M&M, share something you appreciate about a friend. Let people eat the M&M's as they share.

This icebreaker can become as creative as you want it to be. Come up with any question that works well with your group. If your group needs to bond more, come up with a few questions that bring deeper answers to the surface. If your group needs to laugh together, come up with funny questions.

Best / Worst

Ask each person to share their best and worst moments from the previous week. If people are not engaging with the question, you can prompt them with follow-up questions to help them remember what they did during the week.

Icebreaker Games

Personal Scavenger Hunts

Have group members take five minutes to find the following items in their wallets or purses: Something that...

- You've had a long time.
- You're proud of.
- Reveals a lot about you.
- Reminds you of a fun time.
- Concerns or worries you.

Have each person share the first item. Encourage people to expand on their item and why it fits the topic prompt. For example, if they have an item that reminds them of a fun time, have them share the memory. Go around again sharing the second item and so on until you have gone through each prompt.

My life in pictures

Bring a newspaper or magazine and have the group members tear out pictures, articles or anything they think communicates something about themselves. Each person should share his or her choice and the reason for it with the group.

You could use this activity as the basis for a journal collage that people bring to the small group each week.

Chart your life

Give your group members pens and paper. Ask them to draw a line representing the movement of their lives between high times and low ones.

Invite people to think back as far as they can and mark significant moments along the line they have drawn. Ask them to consider the high points and low points, moments of inspiration, moments of despair, leveling-off times, and where they are now.

The charts will probably be a mixture of straight, slanted, jagged and curved lines. At the different points of their lines, have people either draw something or write a phrase to represent that season of their life. Ask people to make at least five different points on their chart to represent significant moments in their lives.

After everyone has drawn their lines, have people share what they've drawn and what it means with the group.

Human Knot

Have everyone in your group stand in a circle. Each person in the group must hold the hands of two different people who are not immediately standing next to them on their left/right. This creates a human knot. From here, let the group untangle the knot into a circle again. The icebreaker ends when there is no longer a knot.

Line Up

This game requires your group to line up in any type of determined order without speaking to one another. For example, ask your group to line up in order of their birthdays, starting with the earliest in the year. Or have them line up in descending birth order, from oldest to youngest. The prompt could be anything, as long as there is something they can order themselves by. The game is engaging because they have to figure out how to line up correctly without talking.

I Have Never

Set up chairs in a wide circle. Count the number of people at your study and ensure you have one chair less than the total of people. The game is played by having one person stand in the middle of the circle of chairs. This person states something true about themselves. The statement always starts with "I have never," and then the person states something they have never done. For example, if the person in the middle says, "I have

never been to Hawaii,” everyone in a chair who has been to Hawaii must get up and find another seat at least two seats from their own. The person who ends up without a seat must then go in the middle.

Jenga Questions

You will need a Jenga game. Cut out small pieces of paper that fit the length of each Jenga block and tape them to each Jenga piece. Then have each group member take a few blocks and write a question on each slip of paper. These questions can vary between light-hearted and deep, but let each person decide what question they want to use. (Examples: How many siblings do you have? If you could see any singer in concert, who would you see? What is your middle name?) Assemble the Jenga game.

Split your small group into two teams and have each person take a turn removing pieces from the Jenga game. Each time a block is moved, the person must answer the question on the slip of paper. Continue playing until one team wins the game.

Pick a Song

At the beginning of the meeting, ask participants to think of a new song they’ve heard recently and write responses in a list. After everyone has offered a song in the chat, pull up an animated randomizer like the [Wheel of Names](#) and input the song titles. Spin the wheel and see which song the group will listen to. Then play the song for everyone to listen to.

Additional Resources

For Students and Mentors

- [Adjusting to Life and Work in the U.S. - Perspectives from Refugee Youth](#)
- [Growth Mindset Toolkit for Mentors](#)
 - [Implementation Guide](#)
- [Peer Mentoring Guide](#)

For Parents

- [High School Parent Workshop from the IRC in San Diego](#) (Presentation Slides)
- [The Benefits of Being Bilingual](#)
- [The Gift of Language](#)
- [Language at Home and in the Community](#)

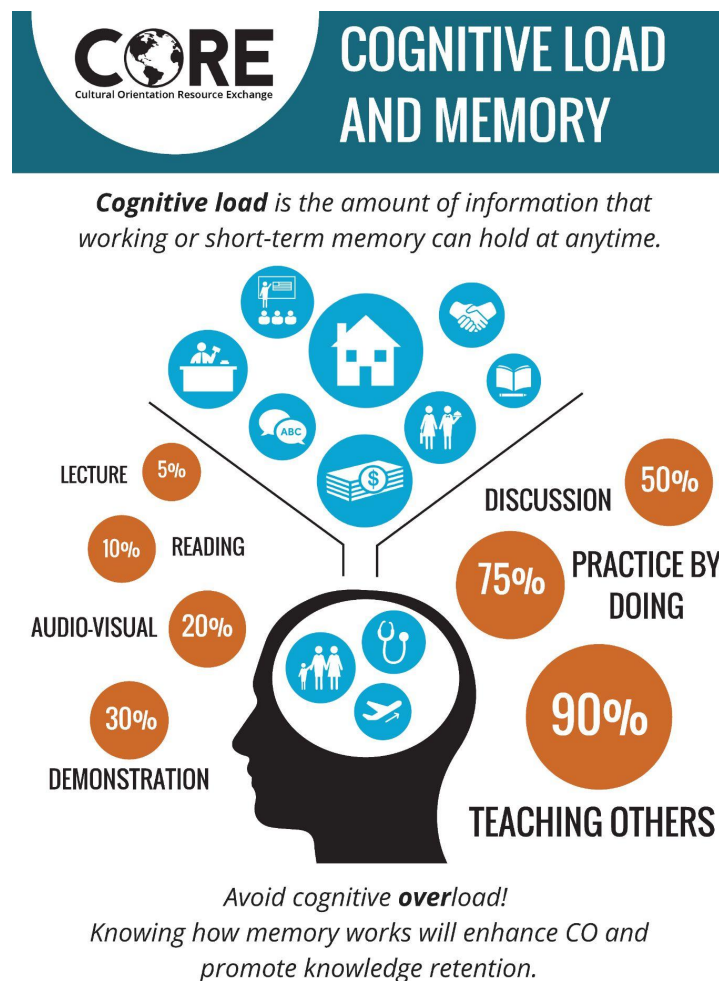
For Program Staff and School Personnel

- [Elements of Effective Practice for Mentoring](#)

- [Partnering with School Districts during COVID-19: Tips for Refugee Service Providers](#) (Blog Post)
- [10 Tips for Building Rapport with Children and Youth](#)
- [Race Equity and Inclusion Action Guide](#)
- [Building Relationships: A Guide for New Mentors](#)
- [Group Mentoring Guide](#)
- [Guide for Mentoring Boys and Young Men of Color](#)
- [Conversations about Masculinity](#)
 - [One-Pager](#)
- [Reference Guide for Planning and Operating Afterschool Programs](#)
- [Wisconsin Department of Health Services Youth Engagement Toolkit](#)

Appendix

Appendix A: Core Cognitive Load & Memory Poster



The contents of this poster 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. This material is in the public domain and may be reproduced.

Appendix B: Post-Training Survey for Program Leaders

REP Post-Training Survey

Please complete the following survey about your REP Program training experience. Your responses will be kept confidential and will be used to guide future versions of the REP program. Your feedback is valuable and will help inform decisions to change and improve the program as well as support future program leaders.

Training Facilitator: _____

Survey Completion Date: _____

1. Did you complete the entire REP Training for program leaders? YES / NO (circle one)

For the following statements, please select one option:

[1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree]

1. The training was relevant to the REP program.
1 2 3 4 5
2. The training included quality materials.
1 2 3 4 5
3. The training was useful to my role within the REP program.
1 2 3 4 5
4. I learned valuable tools and information in the training.
1 2 3 4 5
5. The training content was easy to understand.
1 2 3 4 5
6. The training was interactive and engaging.
1 2 3 4 5
7. The training helped prepare me for mentoring refugee youth.
1 2 3 4 5
8. The training helped me feel prepared to facilitate program sessions.
1 2 3 4 5
9. The duration and length of the training was appropriate.
1 2 3 4 5
10. The training provided opportunities for collaboration.
1 2 3 4 5

Questions 1-2 provide responses to choose from below. Please circle the response that best applies to you for each question:

1. *How many years of experience in program leadership do you have?*
0-1 years 1-3 years 3-5 years 5-7 years 7+years
2. *How many years of experience in youth program support do you have?*
0-1 years 1-3 years 3-5 years 5-7 years 7+years

Please provide responses to the following questions:

3. *Were the training goals and objectives clearly stated?* YES / NO (circle one)
4. *Did you have clear expectations for the course?* YES / NO (circle one)
5. *If 'YES', what were your expectations of the course?*

6. *Did the course meet your expectations?* (Please circle an option below)
YES SOMEWHAT NO

7. *What did you like most about the training?*

8. *What else would you like to have had included in the training?*

9. *Do you have any suggestions that can help us improve the REP training for program leaders? If so, please share below.*

Please assign a number between 1 and 5 as a rating to answer the following question (with 1 being the lowest and 5 being the highest).

10. *How would you rate your overall experience in the REP program training?*

1 2 3 4 5

Appendix C: Focus Group Questions for Implementation and Feedback

2.1 Focus Group Questions

The following questions are to be used within focus group discussions following REP program sessions to gather feedback from program leaders, volunteers, and student participants about the implementation of the REP Program.

Focus group discussions should seek to foster thinking within the group and should be focused on communication and sharing of ideas.

For Program Leaders:

1. To what extent were the goals for the session achieved?
2. What were the strengths and weaknesses of today's session?
3. Were there any unexpected challenges? If so, what approach was taken?
4. Were there sufficient resources to conduct today's session?
 - a. What was least/most useful, what additional resources may have been useful?
5. Was adequate time allotted to complete all planned parts of the session?
 - a. How could time have been used more efficiently?
6. Do you believe the purposes and benefits of the session were clear to everyone?
7. How would you describe the overall environment of this session?
8. Would you have changed anything about this session? Please explain.

For Students:

1. In your own words, what were the goals of today's session?
 - a. Were they achieved? Why or why not?
2. How did the pace and timing of today's session feel?
3. What were your most/least favorite parts of today's session?
4. What tools or resources were useful in today's session? Please explain.
5. How would you describe today's session?
6. Was there anything from today's session that you would like to have changed?
7. Was there anything that was especially confusing or unclear in today's session?
8. Are there any outstanding questions you have from anything in today's session?

2.2 Quarterly Feedback Discussion Form

This following document may also be used to gather data about program implementation and should be utilized at each quarter mark for reflection and to share feedback about the program. Program leaders and students may gather in groups to openly discuss their input for successes, challenges, and suggestions for improvements to the program. Each group should record responses in one document.

REP Program Quarterly Review Form

Quarter: *(circle one)* 1st 2nd 3rd 4th **Date:** _____

What can we celebrate?

- 1.
- 2.
- 3.
- 4.
- 5.

<i>What has been challenging?</i>	<i>What can we do about it?</i>	<i>Who can do this?</i>	<i>What might be needed?</i>
1.			
2.			
3.			
4.			
5.			

Appendix D: Questionnaire about Student Engagement

Student Engagement Questionnaire

This questionnaire is intended for student participants in the Refugees Empowering Peers program and is intended to gather feedback about experiences in the program. The information collected in this questionnaire will be used to help shape future versions of the REP program and other refugee youth. Please answer the following questions to the best of your ability. All responses will be kept anonymous.

1. *What made you interested in joining the REP Program?*

2. *Please list which program activities were most interesting to you.*

3. *Please check which topics were most useful for you to learn about in the REP program?*

- | | |
|--|--|
| <input type="checkbox"/> Team Building | <input type="checkbox"/> Extracurricular Opportunities |
| <input type="checkbox"/> Navigating U.S. High School | <input type="checkbox"/> College Preparation |
| <input type="checkbox"/> Academic Year & Graduation | <input type="checkbox"/> Applying to College & Financial Aid |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Relationship Building |
| <input type="checkbox"/> Diversity & Cultural Awareness | <input type="checkbox"/> Civic Engagement |
| <input type="checkbox"/> Mindfulness/Mental Health/Wellbeing | <input type="checkbox"/> Workforce Development |
| <input type="checkbox"/> U.S. Cultural Traditions and Holidays | <input type="checkbox"/> Other: _____ |

4. *What tools or resources were most useful to you in the REP Program?*

5. *I attended the REP program... (please select the option that best fits your experience).*

- Always Almost Always Sometimes Rarely
6. *What contributed to your wanting to attend or not attend REP program sessions?*

7. *Is there anything that would have made your experience in the REP program better? Please explain.*

8. *Is there anything you would add or remove from the REP program?*

For the following statements, please select the option that best applies to you:

[1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree]

9. *The REP Program helped me to increase my overall confidence.*

1 2 3 4 5

10. *I was able to develop positive relationships with others in the REP program.*

1 2 3 4 5

11. *Since participating in the REP program, I am familiar with academic support resources.*

1 2 3 4 5

12. *I feel knowledgeable about where I can go for academic support.*

1 2 3 4 5

13. *Since participating in the REP program, I am familiar with options for pursuing higher education.*

1 2 3 4 5

14. *I feel confident in my ability to complete my high school education.*

1 2 3 4 5

15. *I feel like I belong within my school community.*

1 2 3 4 5

16. *I have mentors I can turn to for support.*

1 2 3 4 5

17. *I am aware of extracurricular opportunities I can get involved in.*

1 2 3 4 5

18. *I can identify my personal qualities and strengths.*

1 2 3 4 5

19. *I am familiar with resources for managing my stress and mental health.*

1 2 3 4 5

20. *I feel comfortable discussing diversity and culture about the U.S. and my country of origin.*

1 2 3 4 5

21. *I can identify ways to be involved in improving my community.*

1 2 3 4 5

22. *I developed my communication skills in the REP program.*

1 2 3 4 5

23. *I feel prepared to explore future career options.*

1 2 3 4 5

24. *I feel that I can work successfully in groups and teams.*

1 2 3 4 5

25. *I developed my leadership skills in the REP program.*

1 2 3 4 5

Appendix E: REP Participant Panel Interview Questions

Interview Questions

The following questions may be used to conduct panel interviews with student participants about their experience in the REP program. With permission, responses may be used to market the REP program to others in the future. It is up to the discretion of participants if they wish to allow interviews to be video or audio recorded.

1. *How did you hear about the REP program and what made you decide to join?*
2. *What were your goals and expectations of the REP program?*
3. *What are some highlights of the REP program that you found most enjoyable?*
4. *Looking back on your experience, is there anything you would have done differently in the REP program?*
5. *In what ways do you think you grew the most throughout the REP program?*
6. *Are there any resources that you think would be especially helpful for*
7. *Do you have any advice for future REP program participants to get the most out of the program?*
8. *Do you have any advice for other immigrant/refugee students to be successful in high school or in their transitions to the U.S.?*

Appendix F: Focus Group Questions for EGUSD Staff

Focus Group Questions

The following questions are to be used within focus group discussions following the complete implementation of the Refugees Empowering Peers program to gather feedback from Elk Grove Unified School District school staff involved with implementing the REP Program on their campus.

Focus group discussions should seek to foster thinking within the group and should be focused on communication and sharing of ideas. Responses should be recorded

1. What are some of the challenges and needs that are unique to refugee high school youth?
2. In your own view, what are the perceived benefits of the REP program?
3. In what ways might the REP program best support refugee high school youth?
4. What opportunities may exist for collaboration to support students enrolled in the REP program?
5. What strategies or approaches might the REP program take to more effectively use resources?
6. How might [name of high school] and the REP program strengthen its partnership to support refugee youth?
7. What opportunities may exist to collaborate with other high schools within the EGUSD to increase the reach of the REP program?
8. How can the REP program better integrate with [name of high school] to increase community building for student participants?
9. How can the REP program better integrate with [name of high school] to increase program participation for student participants?
10. What other opportunities at [name of high school] exist or may be explored for potential mentorship relationships for students enrolled in REP?



YOUTH LEADERSHIP

WORKING TOGETHER TO DRIVE
POSITIVE CHANGE IN THE WORLD



WHAT DOES "LEADERSHIP" MEAN?

Leadership is the act of motivating and guiding others towards achieving a goal

WHAT ARE THE ROLES OF A LEADER?

- Set positive examples for others
- Motivate and encourage others
- Advocate for others
- Recognize the strengths of others


HOW TO IMPROVE YOUR LEADERSHIP SKILLS

- Practice discipline in your everyday life
- Learn from other leaders or mentors
- Volunteer and take initiative
- Set goals and execute them
- Don't be afraid to fail
- Take on new responsibilities
- Serve your community

QUALITIES EVERY LEADER SHOULD HAVE

- Confidence
- Selflessness
- Is a Team Player
- Empathy
- Trustworthiness
- Courage

SKILLS EVERY LEADER SHOULD HAVE

- Communication
 - Team Building
 - Problem-Solving
 - Listening
 - Know your strengths
+ weaknesses
- 



Program Evaluation Design

Refugees Empowering Peers (REP) Program

International Rescue Committee | Sacramento, CA



Developed in collaboration with Ashley Crandall,
IRC Sacramento, Senior Youth Workforce Specialist

Under the faculty supervision of Dr. Scott Pulizzi

By: Katriya Burkdoll
Dual-Degree Candidate
Master of Public Administration
Master of Arts in International Education Management



Middlebury Institute of
International Studies at Monterey

REP Program Evaluation

Overview of Contents:

INTRODUCTION

Statement of Purpose

SECTION I: BACKGROUND

Project Overview

Project Stages & Activities

Logic Models

Evaluation and Intended Use

Assumptions

Key Stakeholders

SECTION II: EVALUATION APPROACH

Evaluation Matrix

Limitations

Timeline

Instrumentation Prototypes

Stakeholder Engagement

Engagement of Program Participants

Engendering Evaluation

Evaluation Quality Standards

Ethical Considerations & Challenges

Utilization of Findings

SECTION III. RECOMMENDATIONS

ANNEX

Annex I: Post-Training Survey for Program Leaders

Annex II: Focus Group Questions for Implementation and Feedback

Annex III: Questionnaire about Student Engagement

Annex IV: REP Participant Panel Interview Questions

Annex V: Focus Group Questions for EGUSD Staff

INTRODUCTION

Statement of Purpose

The purpose of this evaluation design is to assist the International Rescue Committee, Sacramento with assessing the impact and effectiveness of *Refugees Empowering Peers (REP)*, an after-school program for refugee high school students within the Elk Grove Unified School District (EGUSD). This evaluation design is intended to be used for the first implementation of the REP Program to identify areas of improvement for future program iterations. This report contains background information about the International Rescue Committee's *Refugees Empowering Peers (REP)* Program, details on the evaluation approach and methodology as well as final recommendations for the program.

SECTION I: BACKGROUND

Project Overview

The International Rescue Committee (IRC) is one of nine resettlement agencies that partners with the United States government to resettle refugees and other immigrant populations. Resettlement efforts involve providing opportunities, services, and support for refugees, asylees, and immigrants to rebuild their lives in the United States.

The IRC in Sacramento currently offers programs that focus on supporting children in school, assisting adults with self-reliance through employment or business, or providing families with medical care to recover from trauma or illness.

Across the U.S., the IRC offers youth programs and services that focus on extracurricular support, family support, and school coordination to assist refugee youth with educational and developmental opportunities that build academic, personal, and social skills that are essential to their success.

The IRC in Sacramento is seeking to expand youth programming. Currently, programming directed at youth involves the Young Adult Refugee and Immigrant Student Empowerment (RISE) Program which provides clients 16-24 years of

age with education, training, and support that results in enrollment in post-secondary education and or employment. RISE program participants often include students that have exited high school or dropped out and are in need of completing their high school education. As nearly 50% of all refugees and SIVs are school-aged, many newcomers enter school in the middle of their education and struggle to learn English, accrue credits, and complete high school.

The Refugees Empowering Peers (REP) Program aims to support students who are newly or currently enrolled in high school in the Elk Grove Unified School District (EGUSD). A large percentage of refugees and SIVs in the U.S. are school-age students, many of which arrive and enter school in the middle of their education. This presents students with increased challenges as they struggle to learn English, accrue credits, and complete high school before aging out of the U.S. K-12 education system. The REP Program is designed to support refugee youth in their resettlement and integration in the U.S. by providing a safe environment to engage in dialogue, build relationships, and acquire knowledge, skills, and attitudes to progress in their high school education and prepare them to become successful adults in their pursuit of higher education and/or future employment. Utilizing activity-based and social-emotional learning, mentorships, and facilitated discussions, students are expected to increase their social engagement, participation in school, and build resiliency.

Opportunity Statement

Frequently having experienced conflict, displacement, and trauma, newly arrived refugee youth face a unique set of barriers, which places them at a disadvantage for academic success. High school-aged students, in particular, would benefit from additional support to succeed in their education and integration into the U.S.

Target Group

Refugees are often placed in a city where they have relatives or friends or where there's an established community with their shared culture or language. Sacramento, California has become one of the largest resettlement areas for families who have fled Afghanistan. Many of which have arrived through the

Special Immigrant Visa (SIV) process. Due to the most recent crisis in Afghanistan which has led to the displacement of hundreds of thousands, the number of Afghan refugees resettling in the U.S., particularly in Sacramento, CA is growing and expected to increase in the near future.

The REP Program will be open to newly arrived refugees or immigrant students of any origin, however, the majority of REP Program participants are expected to be refugees or SIV holders of Afghan origin.

REP Program Eligibility includes the following:

- Currently enrolled and new arrival refugee youth (ages 13-18) who are/will be attending high school within EGUSD.
- Immigrant students enrolled in English Language Learner (ELL) courses or those already participating in tutoring programs or IRC-sponsored programs for refugee youth.

Intervention

To support high school-aged refugee/immigrant youth, the IRC will implement the REP program curriculum, which involves the facilitation of activities, dialogue, and reflection for refugee youth to help them attain knowledge, skills, and attitudes for integration and academic success.

Goal

The primary goal of the REP program is to foster social engagement, school participation, and academic success amongst high-school-aged refugee youth, to support them in their progression within the U.S. education system, and prepare them to become self-sufficient adults.

Project Stages & Activities

This evaluation design is being written prior to the first implementation of the REP program. The following stages outline the current state of the REP program and upcoming plans at the time this evaluation model is written.

1. Program Design

The REP program design involved establishing a theory of change and program logic model as well as developing the [program curriculum](#). The program curriculum design involved the establishment of research-informed learning objectives as well as sixteen lesson plans for the after-school program sessions. The curriculum design is primarily rooted in two frameworks - [IRC's Outcomes and Evidence Framework \(OEF\)](#), and the [Center for the Study of Social Policy's Youth Thrive Framework](#). The OEF framework was used to align the program with IRC's organizational values and goals and the Youth Thrive Framework is incorporated as the program will utilize the [Youth Thrive Survey](#) to measure promotive and protective factors for students' throughout the program. Program staff will facilitate the program in which participants are expected to attend once a week. Lessons will build upon one another to provide students with learning and engagement opportunities that will support their integration and progression in school and in the U.S.

2. Program Funding

The REP program has secured financial support for the program for resources such as program staff and materials for participant activities by way of the Community Services Block Grant (CSBG) which is facilitated through the Sacramento Employment and Training Agency (SETA). Funding for this grant comes from the U.S. Department of Health and Human Services in the Administration for Children and Families. Partnering schools that implement the REP program may also contribute to the program financially with funds allocated for refugee/immigrant student support.

3. Partnership

School partnership involves identifying school staff such as faculty or administrators to collaborate with and establishing an agreement to implement the REP program after school at the high school campus. IRC currently has established one partnership with one of nine high schools within the Elk Grove Unified School District (EGUSD). Laguna Creek High School (LCHS) has agreed to implement the REP program on its campus. The IRC will work to successfully implement the entire program at LCHS and improve the program over time. Ideally, the program will eventually be scaled and expanded to serve students at all nine high schools within EGUSD. The IRC anticipates having adequate data and evidence to

share with other schools that may be interested in implementing the REP program following the first implementation of the program.

The IRC also may partner with local community colleges and universities or other community organizations that may provide students with information or opportunities to increase their academic development and/or career readiness.

4. Staff Coordination and Training

IRC Sacramento's Senior Youth Workforce Specialist is the primary contact who initially proposed and is overseeing the REP Program as supervisor. One staff member will be hired by IRC to implement the program and work in collaboration with the program supervisor as well as school staff and administration. IRC youth program interns may also be assigned to serve within the REP program and provide additional programming support once the program has been launched and implemented.

The REP program will rely on program staff to facilitate the pilot launch of the program but also hopes to rely more on youth mentors to develop a peer mentorship structure within the program as the program timeline progresses. Program leaders such as staff and student mentors will undergo training prior to the program launch as preparation for leading participating youth in the program to engage and thrive within the REP program and will also be expected to engage in discussion and feedback to monitor the progress of the program on a weekly basis.

5. Participant Recruitment

Partnering school staff will primarily be responsible for connecting with and recruiting participants for the REP program due to the accessibility of reaching students by their direct work in school. The IRC anticipates that the program will largely recruit students by referral from their English Language Learner (ELL) classes and teachers.

The IRC may also recruit student participants through other avenues such as connections by referral from existing IRC clients or participants of other IRC programs and services.

6. Implementation

Having completed the program design, secured funding, and established a partnership with an EGUSD high school, and pending the hire of a primary staff to implement the program, the IRC hopes to launch the program for implementation in 2022.

7. Discussion and Feedback

Program leaders will engage in regular weekly discussions to share feedback and input for the program. Utilization of the Youth Thrive Survey early on in the program (within the first three sessions) and at the end of the program will also provide feedback for program leaders to guide and support participants in targeting their efforts for growth and development according to identified strengths and areas for improvement.

Logic Models

Logic model frameworks were developed to guide the program design and planning for the REP program.

Theory of Change

The [theory of change](#) outlines components of the REP program plan, strategies and intended results, assumptions, and underlying frameworks.

Program Logic Model

The [program logic model](#) represents a conceptualization of the relationships between the resources, activities, and outputs with the expected outcomes and impact of the program.

Evaluation and Intended Use

The REP Program is in its early stages and expects to launch the pilot implementation in 2022. The program is in the early implementation stages and this evaluation is intended to be utilized following the full implementation as a developmental evaluation which will help to monitor how the program meets the needs of its stakeholders throughout the program implementation. In summary, this evaluation was designed with the intention of strengthening the IRC in Sacramento's understanding of how the REP program is implemented and how it impacts program stakeholders.

The expected evaluation users are IRC Sacramento staff, including the Senior Youth Workforce Specialist, Community Engagement Manager, the REP program manager (or title assigned to the primary program leader for the program), and other Resettlement, Asylum, and Integration (RAI) staff associated with the REP program. Program partners and participants will also participate in the evaluation process by sharing perspectives and should also be given the opportunity to view evaluation findings.

This program evaluation will in part contribute to a program report as there are obligations to report progress and outcomes of the REP program to the issuer of funds for the program, the Sacramento Employment and Training Agency (SETA).

REP, as a newly developed program still has many questions regarding its effectiveness and scalability and this evaluation may be used to gather data and input to help inform future versions of the program and shape revisions accordingly.

Assumptions

The following are assumptions about the nature, uses, and challenges of this evaluation. If assumptions are proven false, it is possible that redesigning the evaluation would be necessary.

The evaluation assumes:

- That IRC is open to changing future versions of the REP program based on the evaluation results.
- Adequate time and resources are made available to conduct this evaluation.
- That stakeholders participate throughout the entire REP program cycle and evaluation.
- That there is an interest among stakeholders in community improvement.
- That there is an interest among participants to develop their skills and make academic progress.
- That there is an interest among stakeholders in ensuring equitable gender representation of participants in the REP program.
- That sufficient training will be provided for the individuals carrying out the evaluation.

Key Stakeholders

Approaching and designing this evaluation involved multiple conversations with IRC Sacramento's Senior Youth Workforce Specialist who initially proposed the program after recognizing a gap and need for support for high school-aged youth after overseeing the Youth RISE program. The Senior Youth Workforce Specialist will be overseeing the REP program implementation and has served as the main communication liaison between school partners, donors, and other IRC Sacramento staff who will assist with the program.

Key evaluation stakeholders from the IRC include the IRC Northern California's Resettlement Executive Director, the Workforce Development Manager, the Senior Youth Workforce Specialist, and REP program staff. The Senior Youth Workforce Specialist and REP Program Manager will be the primary stakeholders to oversee the evaluation implementation. REP program staff will be vital for this evaluation as they will provide direct input from the REP program environment and implementation. As the program is intended to encourage leadership for youth participants, youth participants will also influence the evaluation by providing feedback and perspectives about their experiences as primary program stakeholders. School staff, including administration and faculty (particularly ELL teachers) involved with the REP program and refugee student support, will also play a key role in the evaluation as they will collaborate with the IRC to implement the program and provide participating students with support in the program and within their school community.

IRC partners include the Elk Grove Unified School District, the Office of Community Services within the Administration for Families and Children from the Department of Health and Human Services.

SECTION II: EVALUATION APPROACH

Guiding question:

How can IRC effectively develop the REP program and future iterations of REP to support refugee youth in fostering academic success and integration within their community?

Meta-Questions:

What are the most effective means for...

1. Preparing REP program leaders to implement and facilitate the program?
2. Engaging student participants within the REP program?
3. Partnering with school staff to implement the REP program at EGUSD high schools?

Evaluation Matrix

The following matrices and accompanying narrative sections provide a detailed description of data collection methods, indicators, and considerations for each Meta-question. The format for this type of evaluation matrix was established by Dr. Beryl Levinger.

Meta-Question # 1	What are the most effective means for preparing REP program leaders to implement and facilitate the REP program curriculum?
Terms to be Operationally Defined	<p><i>Most effective means:</i> Good practices or strategies</p> <p><i>Preparing:</i> Training, tools, and information provided in advance of the program implementation</p> <p><i>Program leaders:</i> IRC staff/volunteers and youth mentors leading the REP program</p> <p><i>Implement and facilitate:</i> Provide instruction and lead students in activities and discussion for each after-school session, assisting with guidance and mentorship throughout</p> <p><i>REP Curriculum:</i> 16 once/week after-school sessions involving activities with opportunities for learning, discussion, and relationship-building.</p>
Key Indicators	<p># of training sessions attended</p> <p>Training and program implementation resources and guidance provided</p> <p># of opportunities to share and collect feedback regarding implementation and facilitation</p>
Data Collection Instruments	<p>Post-Training Survey for program leaders</p> <p>Focus group guides for sharing feedback about implementation and facilitation</p>
Data Collection Details	<p><i>Participants:</i> REP program leaders/volunteers</p> <p>The evaluator should distribute the survey to program leaders following the pre-implementation training.</p>

	Focus group discussions should be periodically conducted after each session to discuss facilitation and implementation.
Data Analysis Approach	Quantitative analysis of survey responses Qualitative analysis of feedback from focus group
Utilization of Findings	Improvement of training and implementation resources for REP Program leaders to provide guidance on supporting and mentoring youth participants in the program
Other	<i>Participants:</i> REP Program Leaders/Volunteers IRC should also consider how collaboration between program leaders affects facilitation and implementation.

Meta-Question #2	What are the most effective means for engaging student participants within the REP program?
Terms to be Operationally Defined	<i>Most effective means:</i> Good practices or strategies <i>Engaging:</i> Recruitment of youth to enroll in REP and maintaining regular attendance and participation <i>Student participants:</i> Youth ages 13-18 enrolled in the REP program <i>REP Program:</i> Refugees Empowering Peers Program
Key Indicators	Attendance records from each session throughout the REP Program - 75% of youth enrolled in REP attend at least 6 sessions Students' feelings about participating in the REP program Student perceptions about the benefits of the REP program
Data Collection Instruments	Questionnaire Participant Panel Interview Questions
Data Collection Details	Evaluator will distribute the questionnaire to students who participated in the REP program

	Participants will be asked to volunteer to be part of a panel to be interviewed about their experiences in the program
Data Analysis Approach	Mixed-methods analysis from the questionnaire Qualitative analysis from interview panel responses
Utilization of Findings	To identify areas of improvement for the program and identify program components that were attractive to participants. To provide feedback on what went well throughout the program, or what areas student participants would have liked to change. To utilize student responses for recruitment materials for future implementations of REP.
Other	IRC may also use responses to inform curriculum changes or adaptations.

Meta-Question #3	What are the most effective means for collaborating with school staff to implement the REP program at EGUSD high schools?
Terms to be Operationally Defined	<p><i>Most effective means:</i> Good practices or strategies</p> <p><i>Collaborating:</i> Establishing a partnership agreement and connecting people and resources to support the program</p> <p><i>Implement:</i> Provide instruction and lead students in activities and discussion for each after-school session, assisting with guidance and mentorship throughout</p> <p><i>REP Program:</i> Refugees Empowering Peers Program</p> <p><i>EGUSD High Schools</i> Any of the nine high schools within the Elk Grove Unified School District at which the REP Program is implemented</p>
Key Indicators	<p># of high schools in EGUSD made familiar with the REP program opportunity for students</p> <p>EGUSD high school staff's perceptions regarding the educational needs and challenges for refugee students in relation to the REP Program benefits and intended impact</p>
Data Collection	Focus Group Questions

Instruments	
Data Collection Details	Focus group will assess refugee student needs and program support through focus group discussions
Data Analysis Approach	Qualitative analysis of feedback from focus group to explore familiarity of the REP program
Utilization of Findings	Findings will be used to inform how school partners are familiarized with the REP program and the roles of school staff in supporting students throughout the REP program
Other	Findings can also be compiled to share input regarding refugee student support beyond the REP program to bolster overall refugee education within EGUSD.

Limitations

Below are limitations that may present challenges to the implementation of this evaluation.

- *Time and Capacity of Program Stakeholders* - Inconsistent engagement of program participants will likely affect the likelihood of participants engaging in program evaluation throughout or following the program implementation. Scheduling conflicts and available work hours for IRC or EGUSD staff may also present challenges within the evaluation process.
- *Early Implementation Stage* - Due to the program having not yet been launched, implementation of the program may alter from its original plan. There are also no existing data or control groups to work from with this evaluation design.
- *English Language Proficiency* - varied and limited levels of English language proficiency may also present challenges in providing feedback and responses during the evaluation process. The absence of additional translation or interpretation support may affect the depth of responses and feedback with English language learners.
- *Cultural & Power* - Cultural differences and power dynamics associated with providing positive or constructive feedback may vary and impact the nature of responses provided during the evaluation process. For example, participants may be unwilling to be forthright in some responses.

Timeline

This is a basic timeline for implementing the major phases of this evaluation. It is important that sufficient time is devoted not only to administering the evaluation tools but also to analyzing the findings so they can be used to inform or guide future changes to the program if appropriate.

When	What	Who
Pre-Program Launch	<ul style="list-style-type: none"> Designate program staff and leaders and program evaluator Identify school staff or contacts who will support IRC with REP Develop training plans and materials to guide program staff and leaders in the facilitation and implementation of REP Administer training Administer training survey Establish a system to monitor participant attendance Emphasize the importance of gathering data and feedback for the program to program leaders and participants 	<p>IRC Sacramento</p> <p>EGUSD High School</p> <p>IRC Sacramento</p> <p>IRC Sacramento</p> <p>Program Evaluator</p> <p>REP Program Manager</p> <p>REP Program Manager</p>
Implementation Phase	<ul style="list-style-type: none"> Establish plan and schedule for collecting implementation and facilitation feedback program leaders and participants <ul style="list-style-type: none"> Following each session for program leaders At each quarter mark of the program for program participants Evaluate students' perceived benefits of the program at start of program Conduct focus groups for EGUSD staff to gauge familiarity of REP program and discuss Refugee student needs 	<p>Program Evaluator</p> <p>Program Evaluator</p> <p>Program Evaluator</p>

Post-Implementation	<ul style="list-style-type: none"> • Administer questionnaire to students regarding perceived benefits of REP following program completion • Analyze findings from the evaluation and provide recommendations to the REP Program supervisor and IRC stakeholders • Determine proposed changes to the REP Program and revise REP program materials and program design accordingly 	<p>Program Evaluator / REP Program Manager</p> <p>Program Evaluator</p> <p>IRC Sacramento Staff</p>
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Instrumentation Prototypes

For the purposes of this evaluation, [several tools](#) have been designed to solicit data that may be used to inform future changes or improvements to the REP Program.

1. Post-Training Survey for Program Leaders to correspond with [meta-question 1](#) and is intended for program leaders, volunteers, and mentors who have undergone training to lead and manage the REP program.
2. Focus Group Guidelines for Implementation and Feedback to correspond with [meta-question 1](#) and is intended for all program participants and program leaders who were present for the implementation of the REP program.
3. Questionnaire about Student Engagement to correspond with [meta-question 2](#) and is intended for student participants or volunteers to share perspectives from their experience within the REP program.
4. REP Participant Panel Interview Questions to correspond with [meta-question 2](#) and is intended for student participants and of the REP program
5. Focus Group Questions for EGUSD Staff to correspond with [meta-question 3](#) and is intended for REP program leaders and EGUSD staff involved with the REP program.

Stakeholder Engagement

To effectively evaluate the REP Program, the establishment of trust must be at the forefront of all evaluation processes. This is necessary to promote participation. Failure

to engage stakeholders throughout the evaluation process could lead to the failure of the evaluation in part or whole. Stakeholder engagement in the evaluation design is intended to increase collaboration throughout the REP program and encourage collective support and advocacy for refugee students.

Engagement of Program Participants

Throughout the evaluation, REP program leaders, student participants, and school staff will be engaged because these will be those directly engaged with the REP Program curriculum and its implementation. They will be interviewed to gather perceptions about the REP program and their experiences throughout.

Program participants including leaders, students, and school staff will be provided with evaluation results to provide guidance on how they can collectively work to guide future versions of the REP program or explore opportunities for improvement.

Engendering Evaluation

IRC prioritizes gender equality as an organization and subsequently within the REP Program as it strives to promote equitable access to opportunities and services. Special attention must be paid to ensuring equitable gender participation amongst youth and adults in interviews or surveys throughout the evaluation process.

Despite gender norms commonly being categorized as male or female, IRC, and this evaluation design recognizes that many different gender identities exist beyond these two categories and are experienced by individuals around the world. Gender identities may or may not correspond to a person's assigned sex at birth.

Inclusion is also necessary to examine throughout the evaluation process and attention must be given towards administering evaluation instruments in a format that is accessible for all, regardless of ability.

Evaluation Quality Standards

The following five values drawn from program evaluation standards from the American Evaluation Association have been identified as particularly relevant to the approach for this evaluation design.

1. Utility

This evaluation aims to ensure quality attention to stakeholders with the following:

- Engage evaluators who are appropriately responsive to stakeholders, particularly in issues of gender, language, and

cultural differences because REP is implemented in a cross-cultural setting

- Engage evaluators whom the stakeholders trust and have established relationships with and psychological safety so a foundation for honest responses is established.
- Interview stakeholders to determine their different perspectives, it is necessary to solicit feedback from stakeholders about their participation with REP.
- Involving stakeholders throughout the entire evaluation will also contribute to stakeholder participation and incorporate their influence within the REP program
- The report has been developed to match the language of the evaluation stakeholders and includes familiar terms and verbiage for ease in understanding the evaluation and recommendations and to provide a meaningful outcome.

2. Feasibility

This evaluation aims to incorporate practical procedures use resources efficiently by the following:

- Appointing competent staff and training staff for the REP program.
- Making a realistic schedule that meets the needs and constraints of program stakeholders.
- As appropriate, makes evaluation procedures a part of routine events, particularly opportunities to gather feedback following each REP session.
- Choosing procedures in light of known restraints such as time, resources, and language capacity
- Help spread effective practices by sharing resources and strategies to support refugee youth
- Involving multiple stakeholders to foster program improvement and generate new insights about the REP program

3. Propriety

To ensure that the evaluation respects human rights and respect, the following will be done:

- Make clear to the stakeholders that the evaluation will respect and protect the rights of human subjects by explaining the purposes of the evaluation and how it will be used

- Honoring confidentiality and anonymity agreements by maintaining the confidentiality of responses. Because the REP program works with youth, mandated reporting requirements will also be reviewed with participants.
- Follow protocol by adhering to IRC's code of conduct as well as following that of EGUSD and the high school campus in which REP is implemented
- Clarify the intended uses of the evaluation by sharing how evaluation materials will be used and how they may inform future versions of the program.

4. Accuracy

To ensure consistent program and content descriptions, the following measures will be taken:

- Measure how the program met the needs of program participants
- Maintain records from program participants including students and staff which provide accounts for how the program operated
- Request assessments from program stakeholders regarding the accuracy of the original program plan and the actual program activities
- Utilize program descriptions from various written sources such as the logic model frameworks, the program proposal, and the grant proposal for the program.

5. Accountability

The following measures for meta-evaluation contribute to the accountability of the evaluation:

- All data must be fully recorded during the evaluation implementation to ensure that information is fairly collected and all stakeholder input is documented.
- IRC should share all findings with any stakeholders that participated in the evaluation
- The budget allocated for meta-evaluation should be appropriate and sufficient for conducting the evaluation as well as sharing findings

Ethical Considerations & Challenges

It is imperative all evaluation participants' confidentiality is protected and that perspectives and responses are shared voluntarily. Participants should not be obligated or required to participate in any way.

Because the evaluation will likely be conducted by IRC staff, there may be pressure to produce positive results to show that the program performance was efficient. Acknowledging this, evaluators must work with the objective of how the program benefits participants, not the organization, department or school. Evaluators must do no harm to the target population by failing to present areas or practices within the program that prove to be ineffectual.

Utilization of Findings

Early on in the beginning stages of the program design, the IRC supervisor overseeing the REP Program development expressed a desire to establish evaluation tools to measure student learning throughout the program. However, as student learning is already being measured through other assessment means throughout the curriculum, it was determined that a program evaluation for the REP program would be best directed towards the overall development of the program and focusing more on other implementation factors beyond student learning.

The goal of this evaluation is to assess areas of the program implementation that fall beyond the scope of the program designer. The findings from the program evaluation should be shared with other IRC staff to determine how this program may be adapted to best serve refugee youth. Furthermore, the findings may also be shared within IRC's Community of Practice for Youth Programs to gather additional input and outside perspectives from others not involved with the program but still dedicated to the same mission of supporting refugee youth to succeed.

SECTION III. RECOMMENDATIONS

Recommendation 1:

Provide translation and interpretation support

The majority of the student participants in the program are expected to have very low levels of English proficiency in addition to significant gaps in their education. English proficiency still proves to be one of the major barriers to academic success for high school-aged refugee youth and the availability of additional linguistic support in the form of translation or interpretation services would support the program implementation. Furthermore, this would reinforce students' retention and development of their native

language alongside their English language development and promote positive attitudes towards students' ethnic identities.

Recommendation 2:

Clear guidelines and descriptions for the roles and responsibilities of program staff and volunteers need to be established to ensure that resources are utilized efficiently and responsibilities are dispersed reasonably between those implementing the program. As the program currently stands, there is uncertainty regarding who will be implementing the program, rendering evaluation implementation to be difficult without knowing who may definitely participate in the evaluation process.

Recommendation 3:

A plan to market the program should be established to support the recruitment, enrollment, and retention of program participants. A clear plan could identify avenues and opportunities for recruitment and enrollment strategies that are not currently being utilized. As the REP program has yet to recruit participants for the first launch of the program, it is suggested that the IRC and any REP program managers follow an established recruitment plan to ensure all eligible students have access to the program. Having a clear understanding of what attracts students to the program or how students are familiarized with the program can help to inform what factors may contribute to retention and engagement.

ANNEX

Annex I: Post-Training Survey for Program Leaders

REP Post-Training Survey

Please complete the following survey about your REP Program training experience. Your responses will be kept confidential and will be used to guide future versions of the REP program. Your feedback is valuable and will help inform decisions to change and improve the program as well as support future program leaders.

Training Facilitator: _____

Survey Completion Date: _____

1. *Did you complete the entire REP Training for program leaders?* YES / NO (circle one)

For the following statements, please select one option:

[1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree]

1. *The training was relevant to the REP program.*
1 2 3 4 5
2. *The training included quality materials.*
1 2 3 4 5
3. *The training was useful to my role within the REP program.*
1 2 3 4 5
4. *I learned valuable tools and information in the training.*
1 2 3 4 5
5. *The training content was easy to understand.*
1 2 3 4 5
6. *The training was interactive and engaging.*
1 2 3 4 5
7. *The training helped prepare me for mentoring refugee youth.*
1 2 3 4 5
8. *The training helped me feel prepared to facilitate program sessions.*
1 2 3 4 5
9. *The duration and length of the training was appropriate.*
1 2 3 4 5
10. *The training provided opportunities for collaboration.*
1 2 3 4 5

Questions 1-2 provide responses to choose from below. Please circle the response that best applies to you for each question:

1. *How many years of experience in program leadership do you have?*
0-1 years 1-3 years 3-5 years 5-7 years 7+years
2. *How many years of experience in youth program support do you have?*
0-1 years 1-3 years 3-5 years 5-7 years 7+years

Please provide responses to the following questions:

3. *Were the training goals and objectives clearly stated?* YES / NO (circle one)
4. *Did you have clear expectations for the course?* YES / NO (circle one)
5. *If 'YES', what were your expectations of the course?*

6. *Did the course meet your expectations?* (Please circle an option below)
YES SOMEWHAT NO

7. *What did you like most about the training?*

8. *What else would you like to have had included in the training?*

9. *Do you have any suggestions that can help us improve the REP training for program leaders? If so, please share below.*

Please assign a number between 1 and 5 as a rating to answer the following question (with 1 being the lowest and 5 being the highest).

10. *How would you rate your overall experience in the REP program training?*

1 2 3 4 5

Annex II: Focus Group Questions for Implementation and Feedback

2.1 Focus Group Questions

The following questions are to be used within focus group discussions following REP program sessions to gather feedback from program leaders, volunteers, and student participants about the implementation of the REP Program.

Focus group discussions should seek to foster thinking within the group and should be focused on communication and sharing of ideas.

For Program Leaders:

1. To what extent were the goals for the session achieved?
2. What were the strengths and weaknesses of today's session?
3. Were there any unexpected challenges? If so, what approach was taken?
4. Were there sufficient resources to conduct today's session?
 - a. What was least/most useful, what additional resources may have been useful?
5. Was adequate time allotted to complete all planned parts of the session?
 - a. How could time have been used more efficiently?
6. Do you believe the purposes and benefits of the session were clear to everyone?
7. How would you describe the overall environment of this session?
8. Would you have changed anything about this session? Please explain.

For Students:

1. In your own words, what were the goals of today's session?
 - a. Were they achieved? Why or why not?
2. How did the pace and timing of today's session feel?
3. What were your most/least favorite parts of today's session?
4. What tools or resources were useful in today's session? Please explain.
5. How would you describe today's session?
6. Was there anything from today's session that you would like to have changed?
7. Was there anything that was especially confusing or unclear in today's session?
8. Are there any outstanding questions you have from anything in today's session?

2.2 Quarterly Feedback Discussion Form

This following document may also be used to gather data about program implementation and should be utilized at each quarter mark for reflection and to share feedback about the program. Program leaders and students may gather in groups to openly discuss their input for successes, challenges, and suggestions for improvements to the program. Each group should record responses in one document.

REP Program Quarterly Review Form

Quarter: (*circle one*) 1st 2nd 3rd 4th **Date:** _____

What can we celebrate?

- 1.
- 2.
- 3.
- 4.
- 5.

<i>What has been challenging?</i>	<i>What can we do about it?</i>	<i>Who can do this?</i>	<i>What might be needed?</i>
1.			
2.			
3.			
4.			
5.			

Student Engagement Questionnaire

1. *What made you interested in joining the REP Program?*

<input type="checkbox"/> Team Building	<input type="checkbox"/> Extracurricular Opportunities
<input type="checkbox"/> Navigating U.S. High School	<input type="checkbox"/> College Preparation
<input type="checkbox"/> Academic Year & Graduation	<input type="checkbox"/> Applying to College & Financial Aid
<input type="checkbox"/> Communication	<input type="checkbox"/> Relationship Building
<input type="checkbox"/> Diversity & Cultural Awareness	<input type="checkbox"/> Civic Engagement
<input type="checkbox"/> Mindfulness/Mental Health/Wellbeing	<input type="checkbox"/> Workforce Development
<input type="checkbox"/> U.S. Cultural Traditions and Holidays	<input type="checkbox"/> Other: _____

Always Almost Always Sometimes Rarely

6. *What contributed to your wanting to attend or not attend REP program sessions?*

7. *Is there anything that would have made your experience in the REP program better? Please explain.*

8. *Is there anything you would add or remove from the REP program?*

For the following statements, please select the option that best applies to you:

[1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree]

9. *The REP Program helped me to increase my overall confidence.*

1 2 3 4 5

10. *I was able to develop positive relationships with others in the REP program.*

1 2 3 4 5

11. *Since participating in the REP program, I am familiar with academic support resources.*

1 2 3 4 5

12. *I feel knowledgeable about where I can go for academic support.*

1 2 3 4 5

13. *Since participating in the REP program, I am familiar with options for pursuing higher education.*

1 2 3 4 5

14. *I feel confident in my ability to complete my high school education.*

1 2 3 4 5

15. *I feel like I belong within my school community.*

1 2 3 4 5

16. *I have mentors I can turn to for support.*

1 2 3 4 5

17. *I am aware of extracurricular opportunities I can get involved in.*

1 2 3 4 5

18. *I can identify my personal qualities and strengths.*

1 2 3 4 5

19. *I am familiar with resources for managing my stress and mental health.*

1 2 3 4 5

20. *I feel comfortable discussing diversity and culture about the U.S. and my country of origin.*

1 2 3 4 5

21. *I can identify ways to be involved in improving my community.*

1 2 3 4 5

22. *I developed my communication skills in the REP program.*

1 2 3 4 5

23. *I feel prepared to explore future career options.*

1 2 3 4 5

24. *I feel that I can work successfully in groups and teams.*

1 2 3 4 5

25. *I developed my leadership skills in the REP program.*

1 2 3 4 5

Annex IV: REP Participant Panel Interview Questions

Interview Questions

The following questions may be used to conduct panel interviews with student participants about their experience in the REP program. With permission, responses may be used to market the REP program to others in the future. It is up to the discretion of participants if they wish to allow interviews to be video or audio recorded.

1. *How did you hear about the REP program and what made you decide to join?*
2. *What were your goals and expectations of the REP program?*
3. *What are some highlights of the REP program that you found most enjoyable?*
4. *Looking back on your experience, is there anything you would have done differently in the REP program?*
5. *In what ways do you think you grew the most throughout the REP program?*
6. *Are there any resources that you think would be especially helpful for*
7. *Do you have any advice for future REP program participants to get the most out of the program?*
8. *Do you have any advice for other immigrant/refugee students to be successful in high school or in their transitions to the U.S.?*

Annex V: Focus Group Questions for EGUSD Staff

Focus Group Questions

The following questions are to be used within focus group discussions following the complete implementation of the Refugees Empowering Peers program to gather feedback from Elk Grove Unified School District school staff involved with implementing the REP Program on their campus.

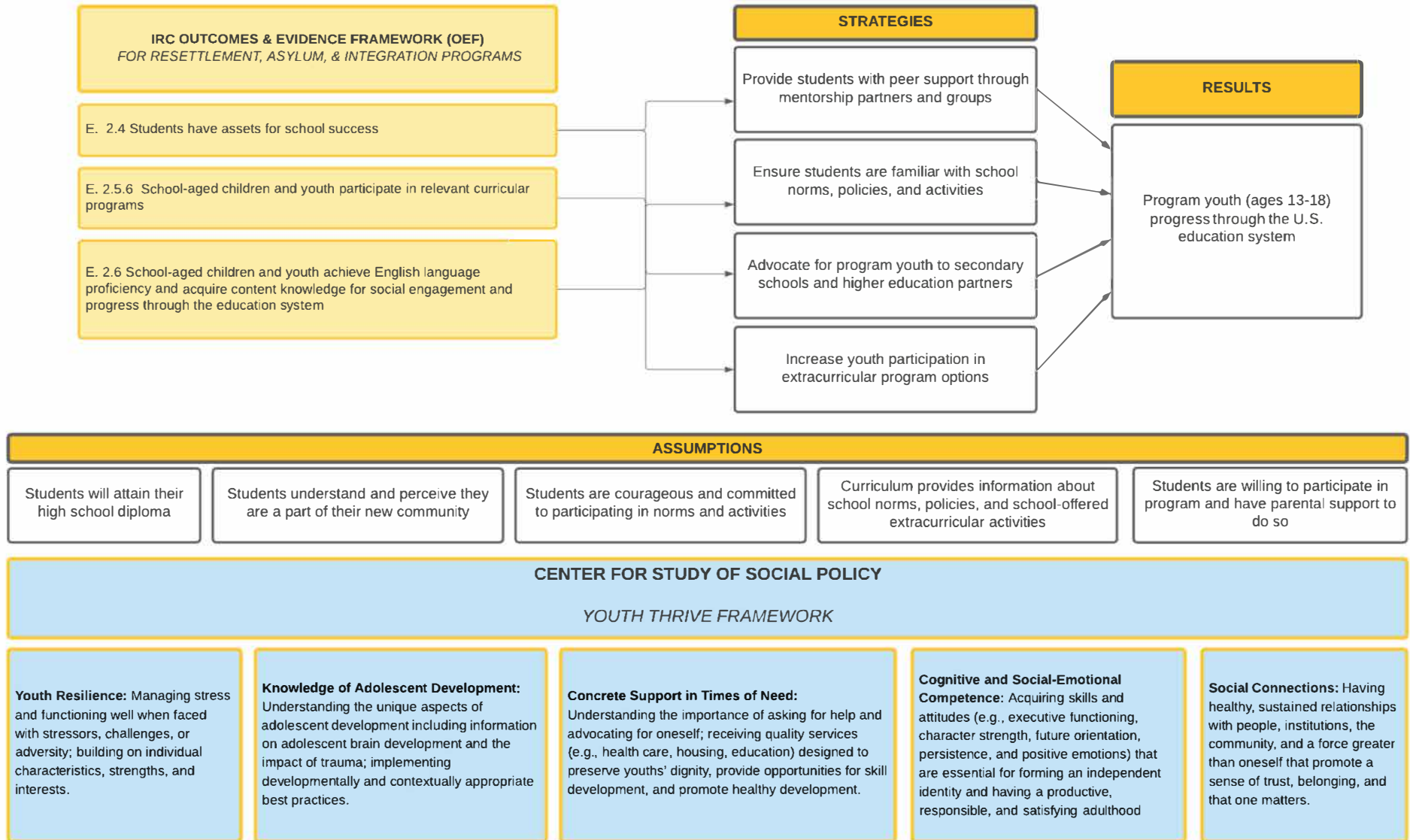
Focus group discussions should seek to foster thinking within the group and should be focused on communication and sharing of ideas. Responses should be recorded

1. What are some of the challenges and needs that are unique to refugee high school youth?
2. In your own view, what are the perceived benefits of the REP program?
3. In what ways might the REP program best support refugee high school youth?
4. What opportunities may exist for collaboration to support students enrolled in the REP program?
5. What strategies or approaches might the REP program take to more effectively use resources?
6. How might [name of high school] and the REP program strengthen its partnership to support refugee youth?
7. What opportunities may exist to collaborate with other high schools within the EGUSD to increase the reach of the REP program?
8. How can the REP program better integrate with [name of high school] to increase community building for student participants?
9. How can the REP program better integrate with [name of high school] to increase program participation for student participants?
10. What other opportunities at [name of high school] exist or may be explored for potential mentorship relationships for students enrolled in REP?

THEORY OF CHANGE

Refugees Empowering Peers (REP) Program

International Rescue Committee, Sacramento



PROGRAM LOGIC MODEL: Refugees Empowering Peers (REP) Program

International Rescue Committee | Sacramento, CA

Impact: In a safe community environment, SIV, refugee, and immigrant high school youth will acquire the tools, skills, and knowledge they need to progress through the education system and become self-sufficient adults.

