



Supporting Unaccompanied Immigrant Students

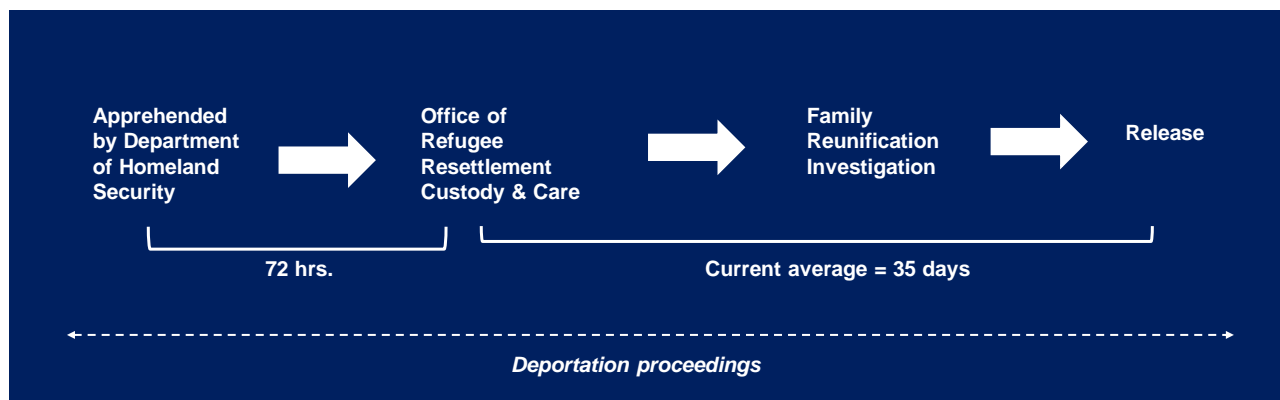
The Immigrant Learning Center
July 7, 2021
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#1: The time to prepare is now.



Processing Unaccompanied Children



You can read about the types of ORR facilities [here](#) and more about the process and criteria for family reunification [here](#).



#2: The Office of Refugee Resettlement's (ORR) definition of "unaccompanied minor" is NOT the same as McKinney Vento's but there is overlap in the two populations.



Definition of “Unaccompanied Alien Child”

A child who:

- Has no lawful immigration status in the United States,
- Has not attained 18 years of age, and
- Without a parent or legal guardian in the United States at the time of apprehension by U.S. immigration authorities

Click here
for a graphic
explainer



WHAT'S THE DIFFERENCE?

Just Unaccompanied per ORR: Child who crosses the border without parent or guardian, but gets released to a parent in U.S.

Unaccompanied under both laws: Child who crosses the border w/o parent and gets released to sponsor who does not have guardianship

Just unaccompanied per MV: Child crosses border (with a parent or guardian or isn't apprehended by DHS) and then lives alone or with someone other than parent or guardian

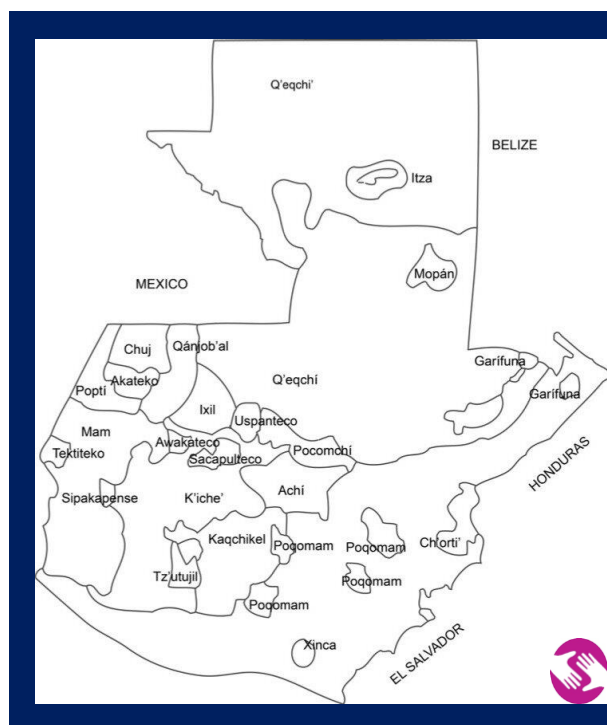


#3: Youth from Guatemala make up the largest percentage of unaccompanied minors (almost half) and many of these youth have indigenous/Maya roots.



INDIGENOUS MAYA FROM GUATEMALA

- ❑ 22 Maya Nations / languages
- ❑ Many don't speak Spanish
- ❑ Native Americans – NOT Hispanic
- ❑ 36 year civil war devastated Maya communities
- ❑ Historical trauma and persecution
- ❑ History of surviving by hiding identity
- ❑ Currently many conflicts over land and natural resources and this is one of the main reasons they leave



#4: Teachers (not just school counselors, etc.) play an incredibly important role in the mental health and social-emotional support of unaccompanied minors.

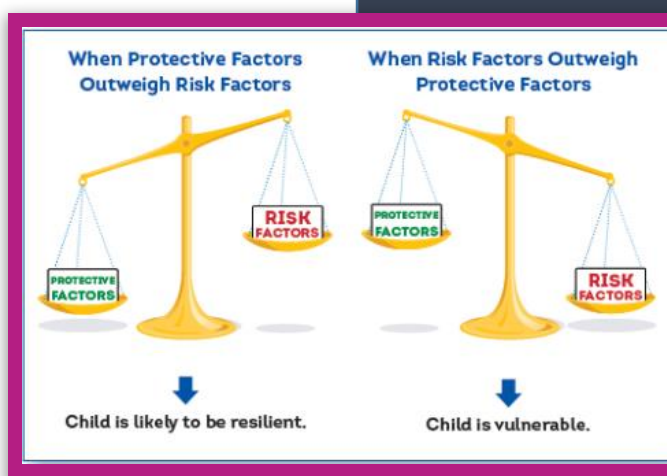


RISK & PROTECTIVE FACTORS

Most evidence-based protective factors:

- School connectedness
- Peer support
- Integrative acculturation style
- Family cohesion

Scharpf, F., Kalténbach, E., Nickerson, A., & Hecker, T. (2021). A systemic review of socio-ecological factors contributing to risk and protection of the mental health of refugee children and adolescents. *Clinical Psychology Review*, 83.



<https://centerforresilientchildren.org>



#5: Some of these students will receive “Post Release Services” and it’s important to partner with these providers.



Who provides Post Release Services?



- [U.S. Conference of Catholic Bishops and their network](#)
- [Lutheran Immigration and Refugee Services and their network](#)
- [U.S. Committee for Refugees and Immigrants and their network](#)
- [BCFS](#)
- [Bethany Christian Services](#)
- [Southwest Key Programs](#)
- About 10 organizations overall



How to determine if a student is receiving post-release services?

- **Ask the student / sponsor:**
 - o Is there any type of social worker helping you right now? What are they helping you with?
 - o Do you know their name and number?
 - o Is it ok if I call them so we can collaborate on services? (Sign paperwork to share information)
- **No overall database of providers (trafficking risk)**
 - o Some agencies post theirs (see resources)
- **Ask refugee resettlement agencies if they provide such services**
- **Google searches**



SYNCHRONOUS WORKSHOPS



Supporting
Unaccompanied
Immigrant Youth
in U.S. Schools



Two workshops:
July 20, 2021; 9am -12pm ET
July 27, 2021; 1pm - 4pm ET
www.immigrantsrefugeesandschools.org

<https://www.immigrantsrefugeesandschools.org/supportingunaccompaniedimmigranyouth>



ASYNCHRONOUS COURSE



**Supporting
Unaccompanied
Immigrant Youth
in U.S. Schools**

Five
HOUR
TRAINING

- **Module 1: Who are Unaccompanied Youth?**
 - Intro (1:00)
 - Lesson 1: Who is coming? (13:38)
 - Lesson 2: Why are they coming? (21:40)
 - Lesson 3: What are their journeys typically like? (9:10)
 - Review 2 resources and respond to questions in participant reflection guide (40 minutes)
- **Module 2: From the Border to Locating a Sponsor**
 - Intro (1:30)
 - Lesson 1: The Flores Agreement, Department of Homeland Security, and Office of Refugee Resettlement (23:50)
 - Lesson 2: Education Inside ORR Facilities (7:10)
 - Lesson 3: Locating a Sponsor (15:20)
 - Optional: Special Unit on COVID-19
 - Review 2 resources and respond to questions in participant reflection guide (40 minutes)
- **Module 3: Family Reunification and Community Integration**
 - Intro (1:30)
 - Lesson 1: Family reunification (25:34)
 - Lesson 2: Trauma and Social-Emotional Wellness (19:30)
 - Lesson 3: Education in Public Schools (31:05)
 - Lesson 4: Legal Issues (11:30)
 - Review 2 resources and respond to questions in participant reflection guide (40 minutes)



Next Section starts 9/20: <https://englnportal.samcart.com/products/unaccompanied/>



**IMMIGRANT
CONNECTIONS**
SUPPORTING EDUCATORS
AND ORGANIZATIONS

CONTACT US



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