

K-12 Education: Identified Issues and Recommendations

Issue 1

Parents of refugee students have a difficult time navigating Supplemental Education Services.

Recommendations:

- Brochures promoting SES are translated into multiple languages, but there is uncertainty into what languages they are translated
 - Contact Maria Homez to find out what languages they are translated into (678-676-1200)
- Make clear who is allowed to talk with school SES liaison about helping to choose an SES provider
 - GA does have guidelines for this
- Be aware that parents may place varying priority on education

Issue 2

There is concern that SES providers are unaware of the needs of refugee students.

Recommendations:

- Because SES providers are required to have training on working with low-income and diverse students, people within the refugee community may be able to assist in this training
- Evaluations of SES providers (that are posted online) may include information on how the provider worked with a refugee student

Issue 3

SES tutoring does not begin until the end of October, although school starts in August.

Recommendation:

- Applying for SES tutoring could be done earlier in the year, for example, during registration.

Issues without specific recommendations

- Students face specific challenges when transitioning to the American school system that may have to do more than with just not understanding the material presented to them.
 - These challenges include language barriers, shock to a new education system, and knowing how to interact with other students.
- Not all students who are eligible for SES receive SES services
- Prioritizing students for acceptance into SES is done strictly on test scores
 - Should decision criteria include more than test scores, such as LEP status?
- Conflict exists between services that are said to be offered and perceptions about the services actually being offered