

# Refugee Resettlement in Louisville

FY2024 Q4

Quarterly Community Consultation

September 4, 2024



# Please Sign-In

## In-Person

Use the sign-in sheets at your table, please fill out full name, job title, and organization

## Zoom

Use the Zoom chat to sign-in with your full name, job title, and organization

**NOTE:** *This information is collected as part of a requirement from both the Office of Refugee Resettlement and the Bureau of Population, Refugees, and Migration.*

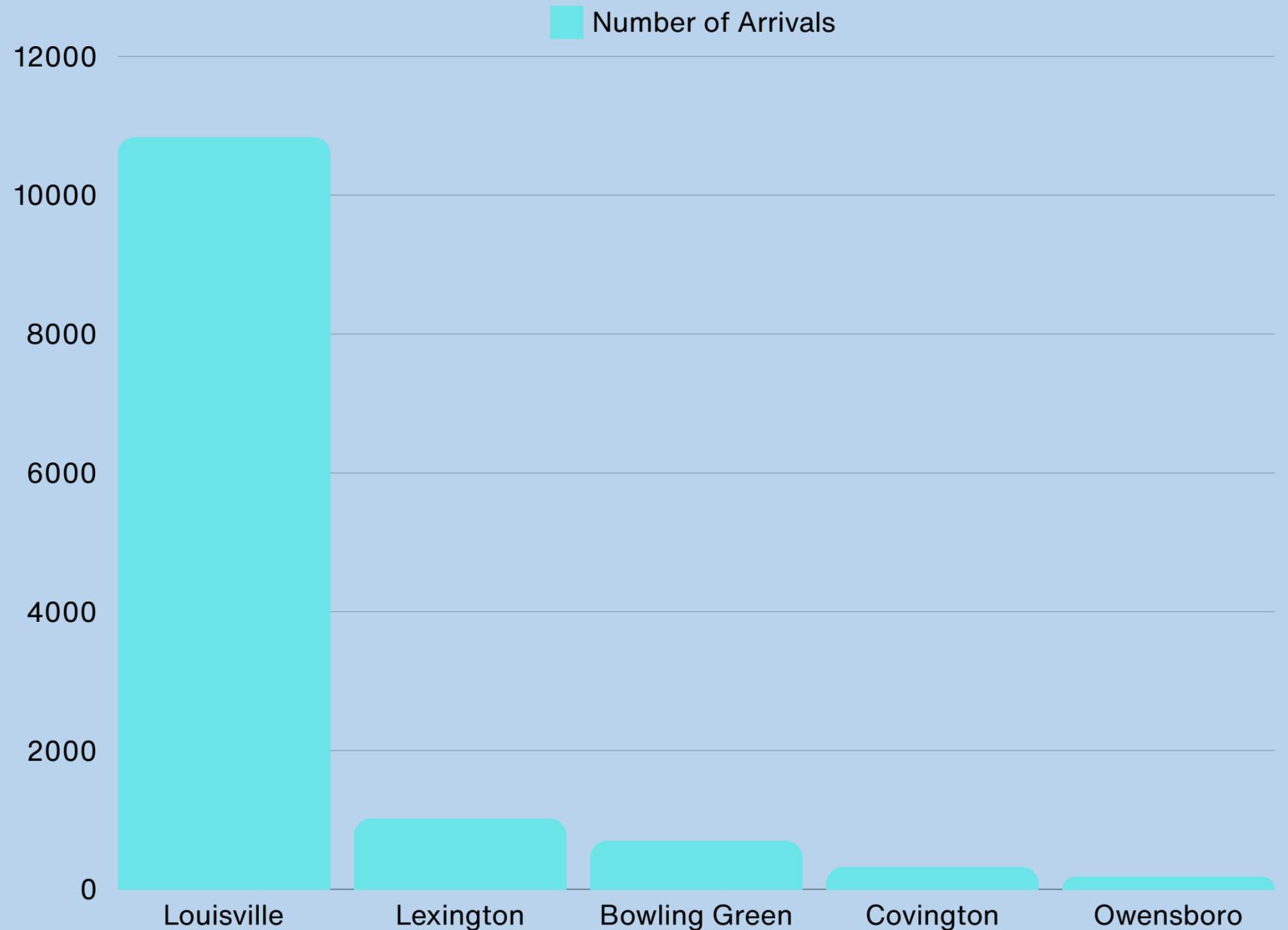
# Meeting Agenda

- Refugee Arrival Data (Lauren Goldener, Kentucky Office for Refugees)
  - Year-to-Date (10/1/2023-8/15/2024)
- Special Presentation - Back to School w/ Jefferson County Public Schools
- Refugee Resettlement Program Updates
  - Kentucky Refugee Ministries (KRM)
  - Migration and Refugee Services (MRS)
  - International Rescue Committee (IRC)
- Partner Announcements/Updates
- Survey Request (Sarah Boutselis, Kentucky Office for Refugees)

# Kentucky Refugee Resettlement YTD

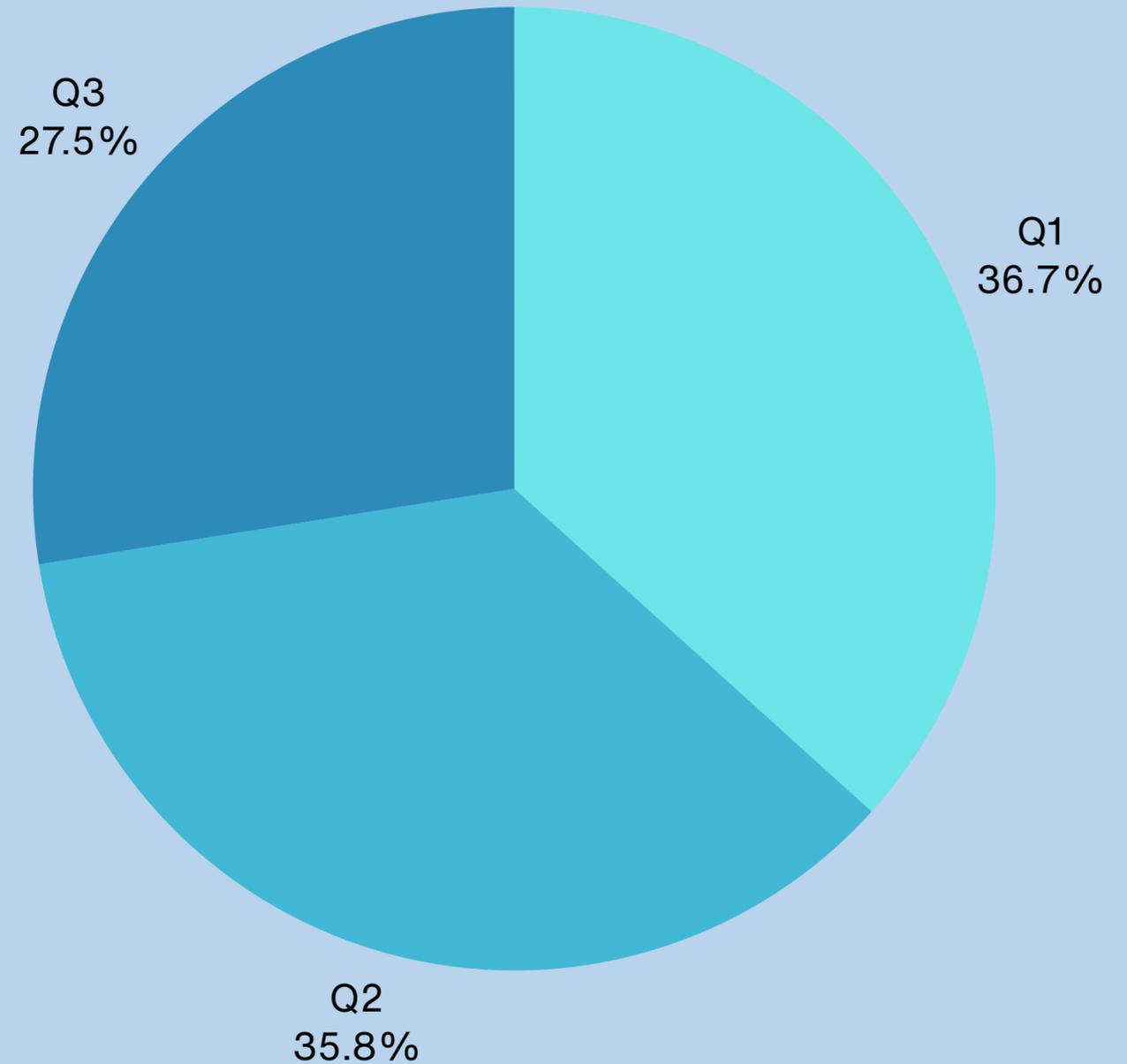
KY Arrivals by City: FY2024  
October 1, 2023-August 15, 2024

City	Number of Arrivals
Louisville	10,836
Lexington	1,019
Bowling Green	698
Covington	323
Owensboro	183
Total	13,059



# Louisville Refugee Resettlement by Quarter FY 2024

FY 2024 Quarter	Number of Arrivals
Quarter 1 (10/1/2023-12/31/2023)	3640
Quarter 2 (1/1/2024-3/31/2024)	3552
Quarter 3 (4/1/2024-6/30/2024)	2729
Total	9921

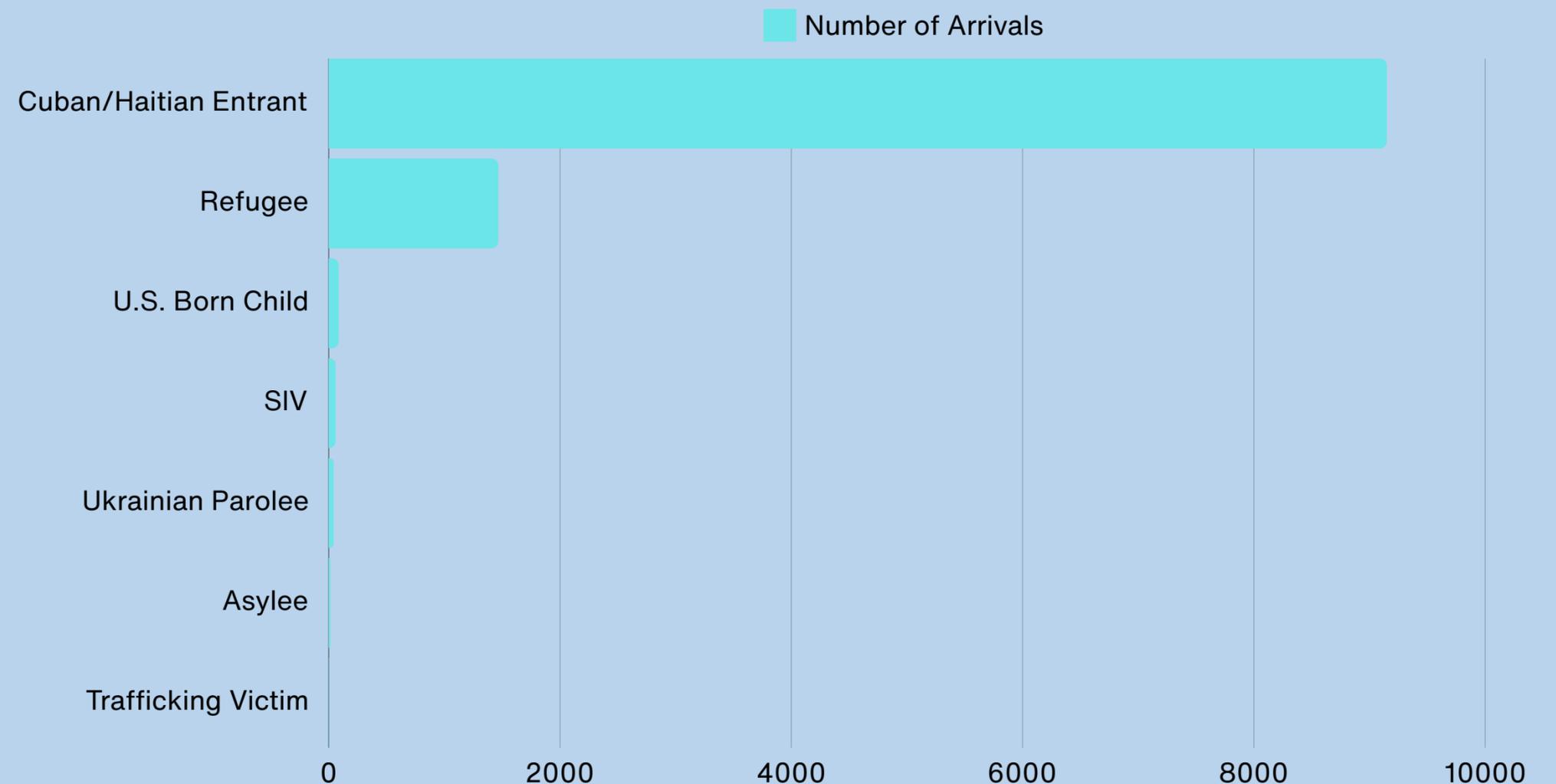


# Louisville Refugee Resettlement YTD

Louisville Arrivals by Immigration Status

October 1, 2023-August 15, 2024

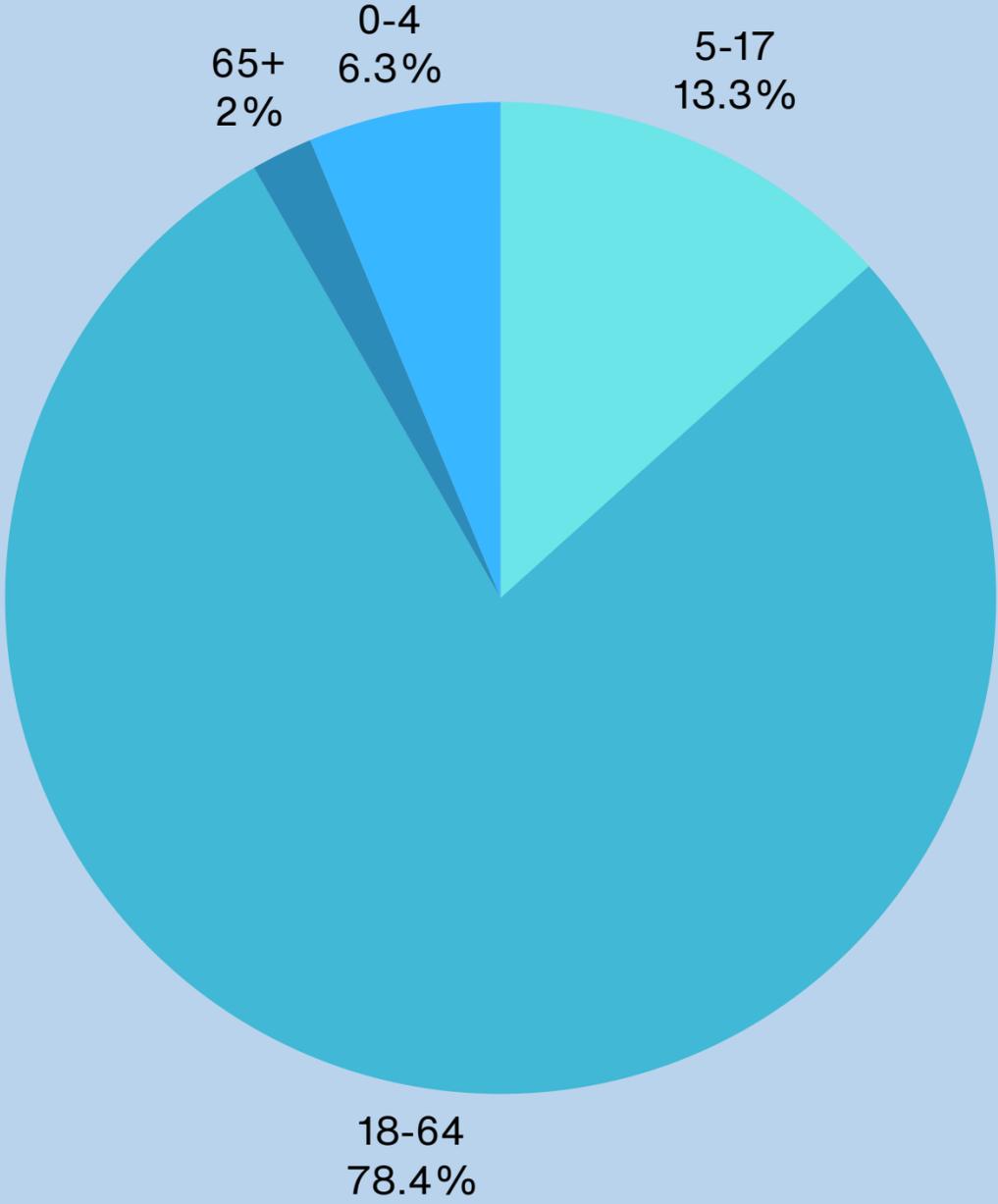
Immigration Status	Number of Arrivals
Cuban/Haitian Entrant	9,150
Refugee	1,467
US Born Child	86
SIV	58
Ukrainian Parolee	42
ORR Eligible Child	18
Asylee	13
Trafficking Victim	2
<b>Total</b>	<b>10,836</b>



# Louisville Refugee Resettlement YTD

Louisville Arrivals by Age Group  
October 1, 2023-August 15, 2024

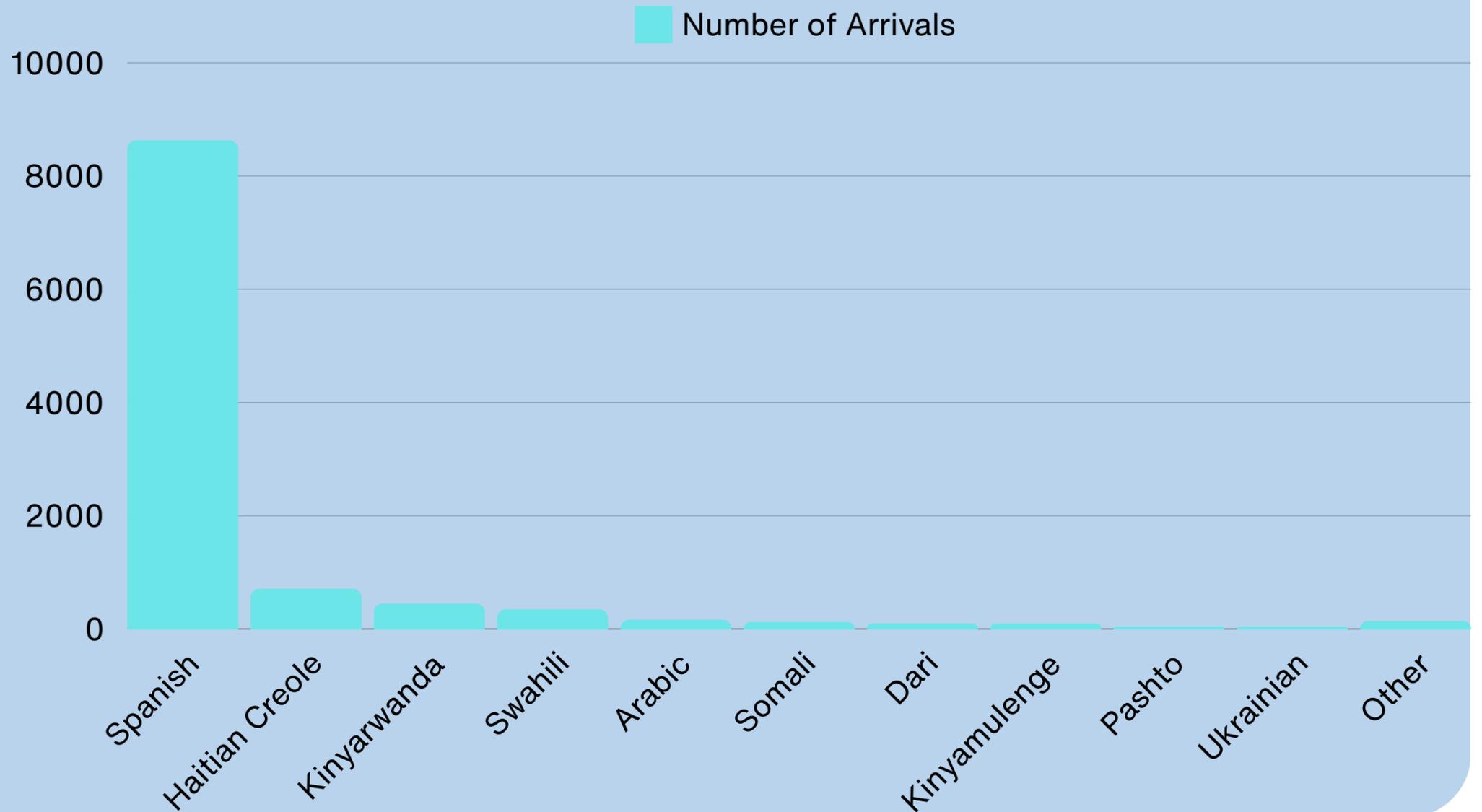
Age Group	Number of Arrivals
0-4	680
5-17	1,445
18-64	8,493
65+	218
Total	10,836



Primary Language	Number of Arrivals
Spanish	8,627
Haitian Creole	711
Kinyarwanda	448
Swahili	346
Arabic	162
Somali	124
Dari	99
Kinyamulenge	96
Pashto	43
Ukrainian	41
Other	139
<b>Total</b>	<b>10,836</b>

# Louisville Refugee Resettlement YTD

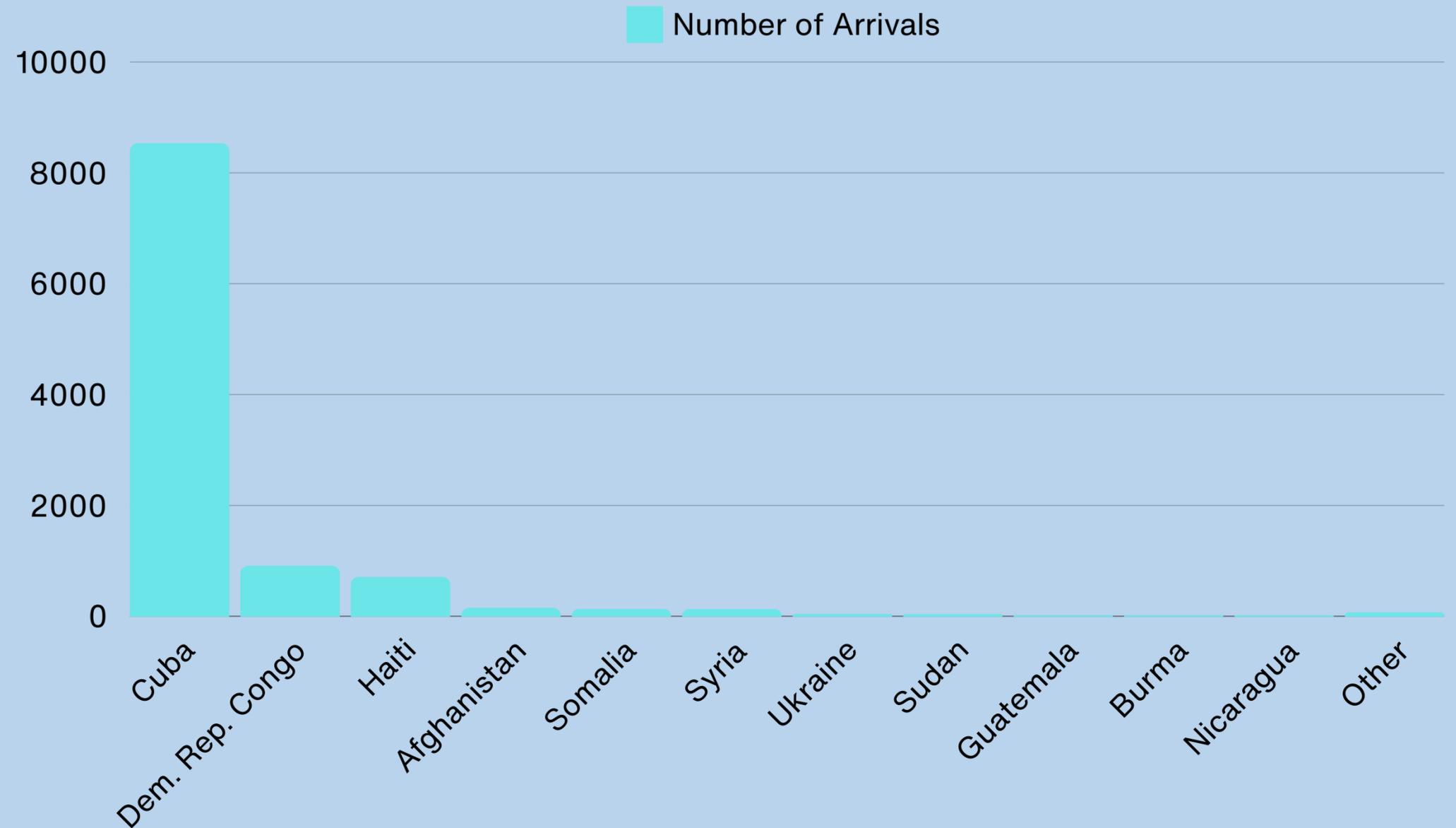
Louisville Arrivals by Primary Language  
October 1, 2023-August 15, 2024



Nationality	Number of Arrivals
Cuba	8,534
Dem. Rep. of Congo	910
Haiti	708
Afghanistan	153
Somalia	131
Syria	130
Ukraine	41
Sudan	39
Guatemala	21
Burma	19
Nicaragua	19
Other	131

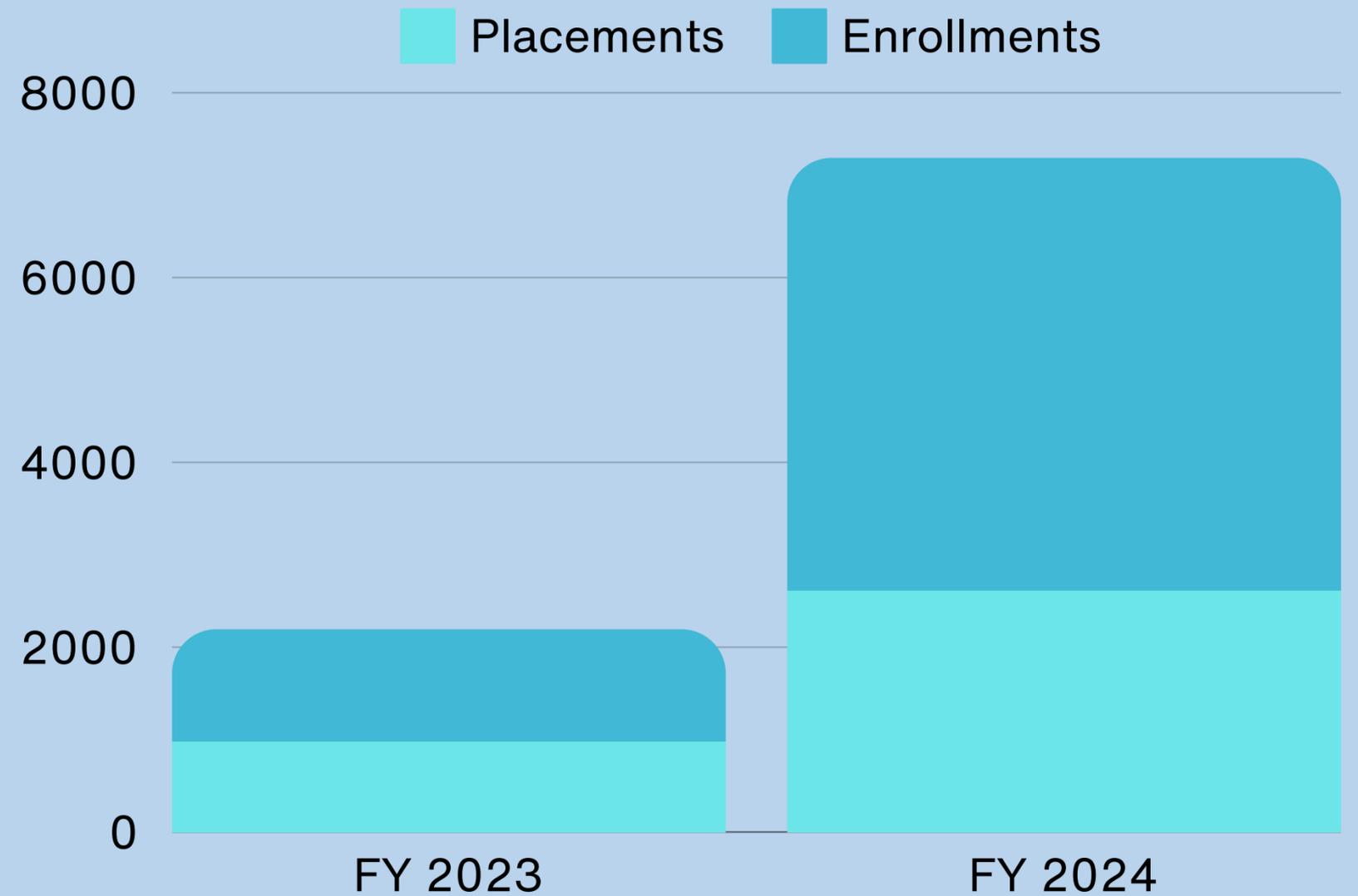
# Louisville Refugee Resettlement YTD

Louisville Arrivals by Nationality  
October 1, 2023-August 15, 2024



# Louisville Refugee Employment FY2023 vs FY2024

FY	Employment Enrollments	Job Placements
2023	1214	980
2024	4680	2615
2023 (through 8/15)	841	343



# Louisville Refugee Employment FY24

(10/1/2023-8/15/2024)

Top Lou Employer	Job Placements
GE	308
UPS	149
Walmart	132
Amazon	105
Radial	105

**Enrollments: 4,680**

**Job Placements: 2,615**

**First Jobs: 2,365**

**Full Time Jobs (32+ hours): 2,319**

**Avg. Starting Wage: \$16.73**



# Multilingual Learners in JCPS

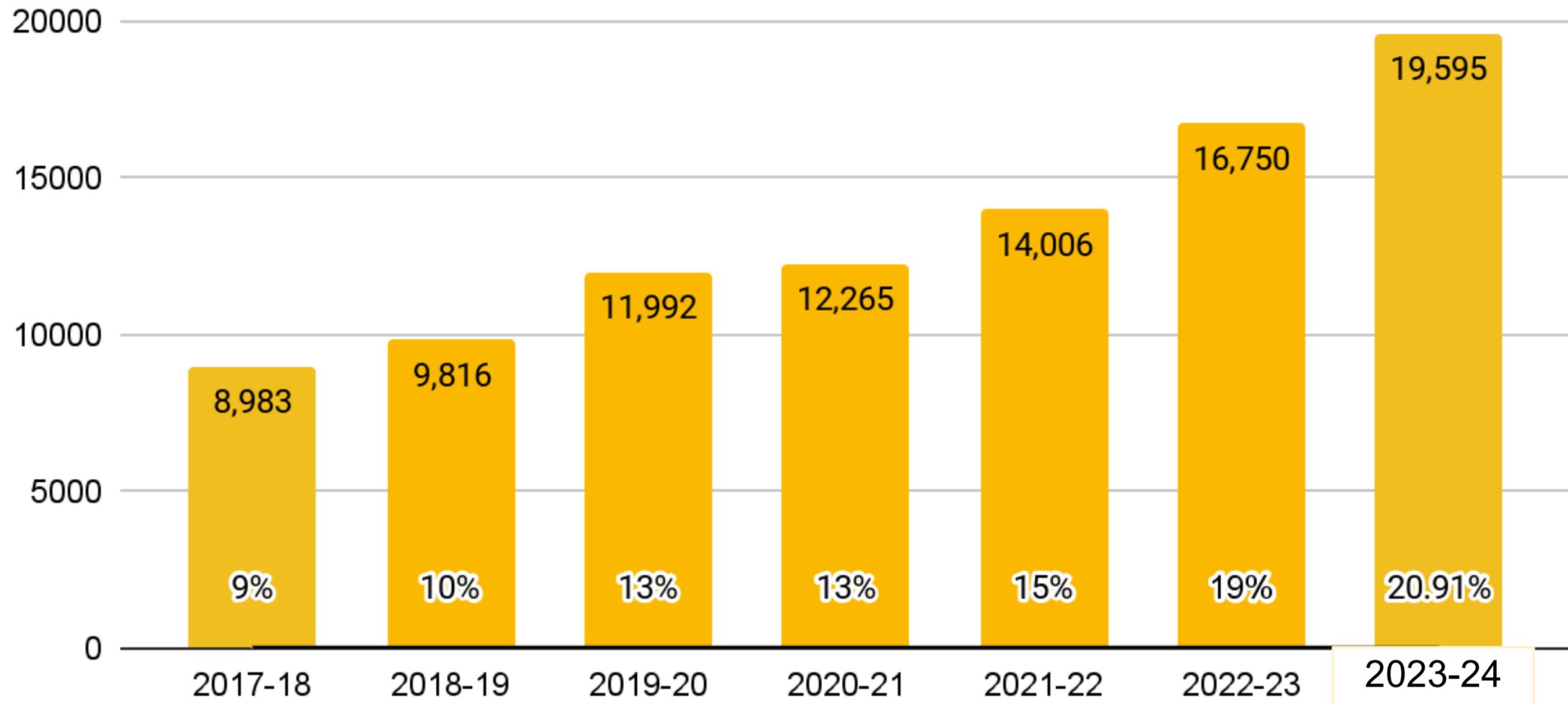
September 4, 2024

# JCPS ML Enrollment Trend

## ML Enrollment Trend

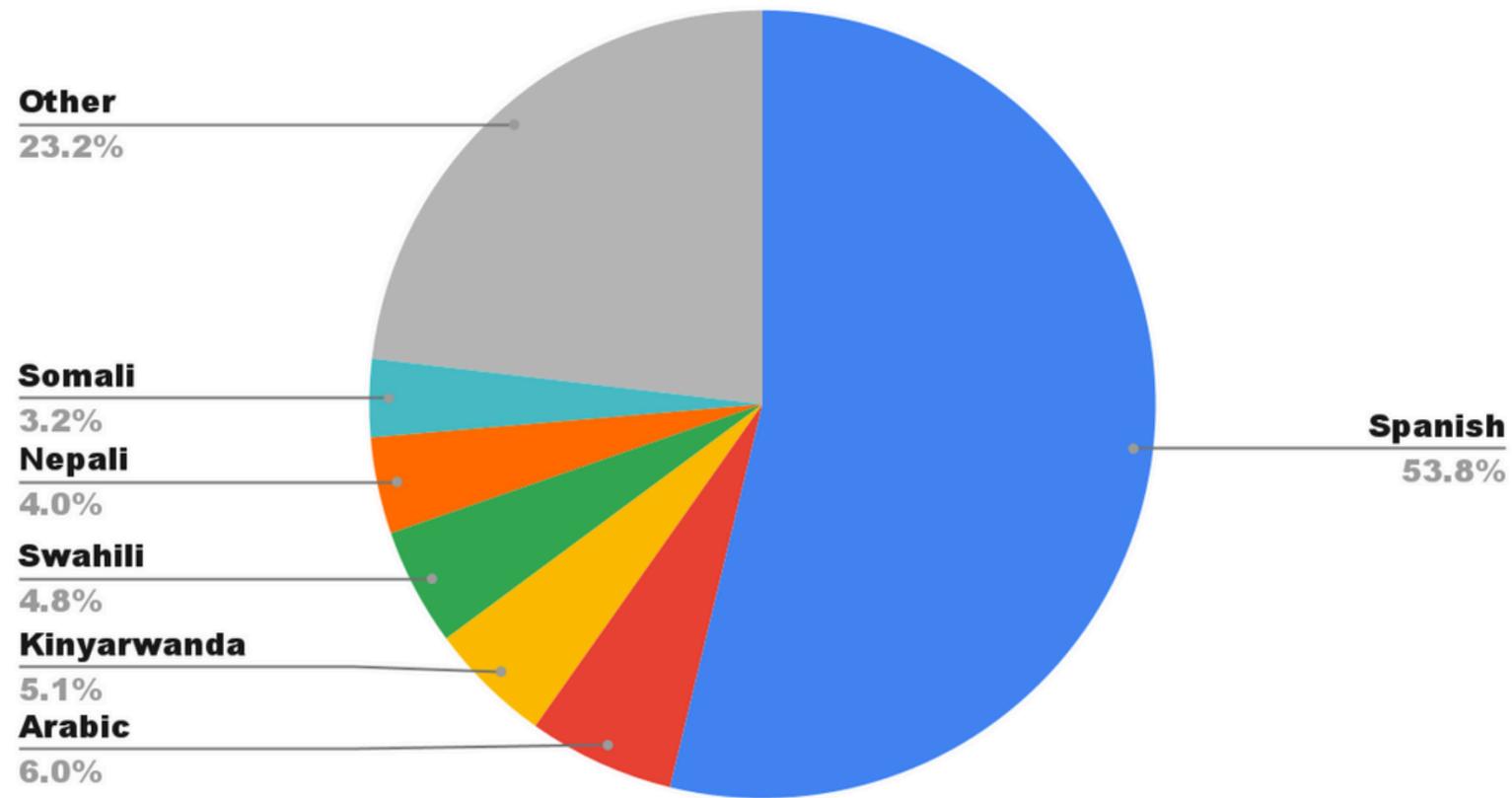
Percentage ML Enrollment of Total District Enrollment

ML Enrollment

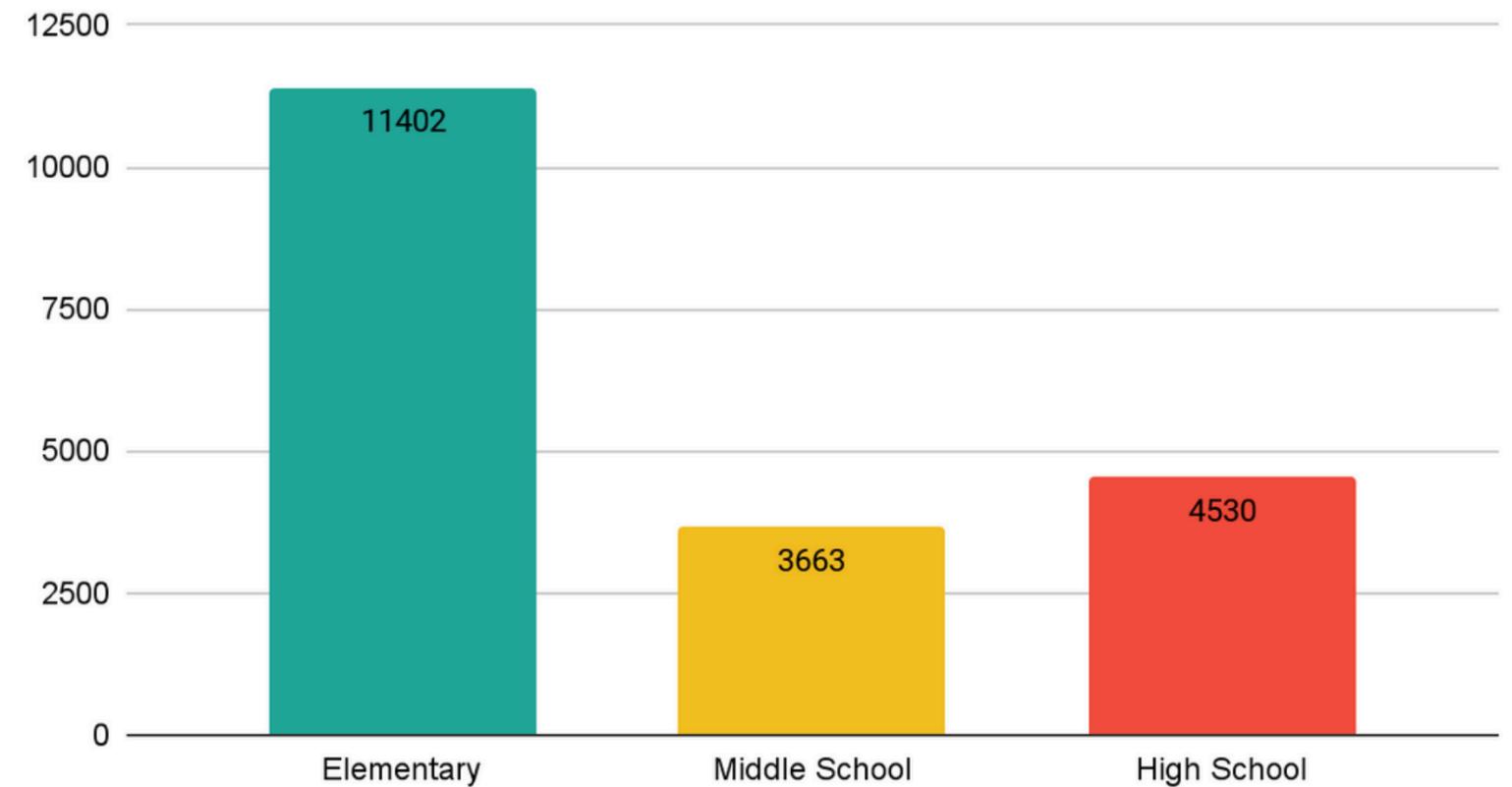


# The Beautiful Diversity of JCPS

Languages represented in JPCS



JCPS MLs at Each Level

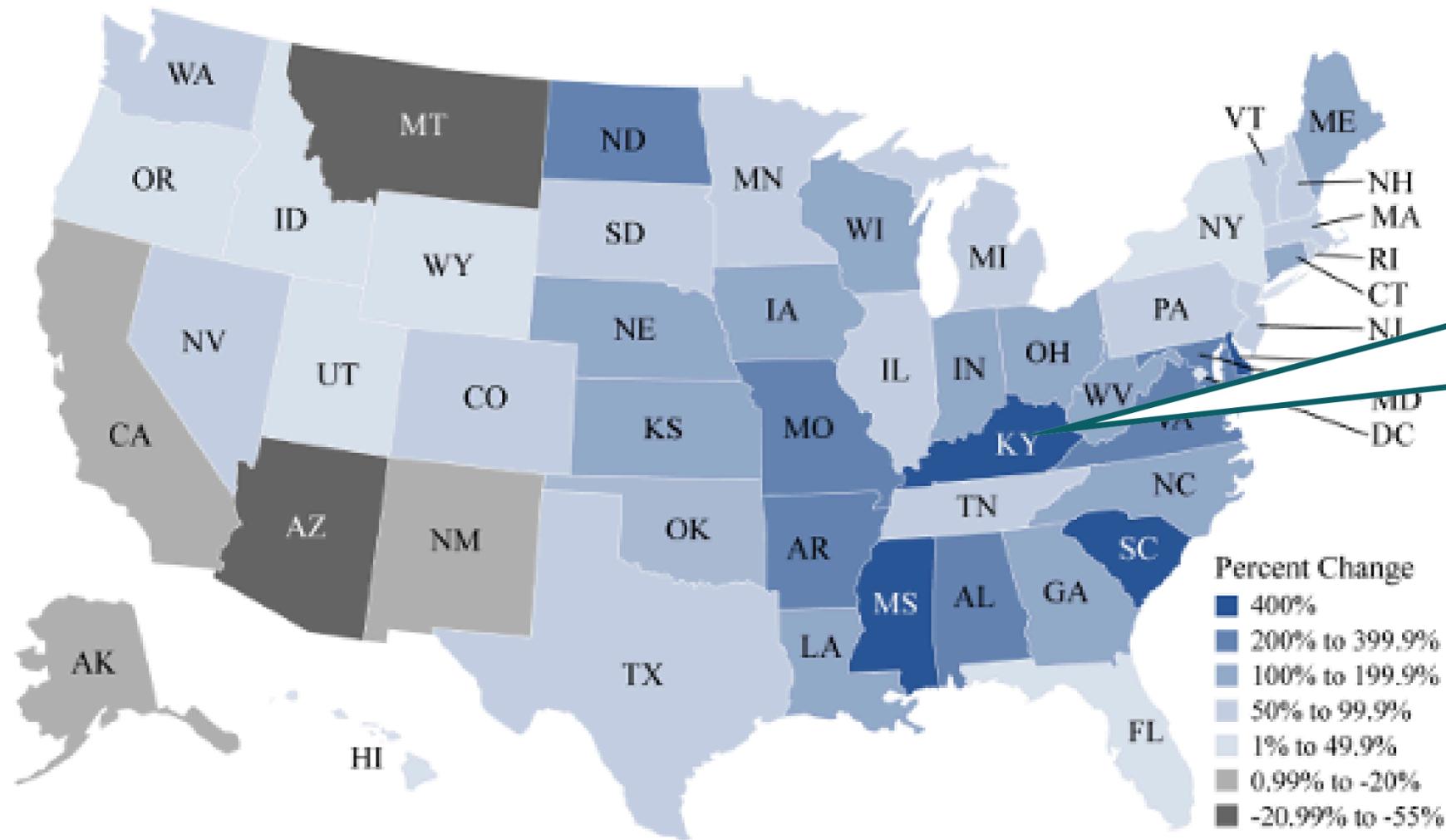


Over 150 Languages Represented

# Growth Trends in Kentucky



**Percent Change in Numbers of English Learners Per State:  
School Year 2000–01 to School Year 2019–20**



400% ML growth in 20 years

# Challenges in JCPS



## Growth of MLs

- Larger class sizes
- No caps
- Unmanageable caseloads
- Requests for more support w/limited capacity
- Cultural conflicts
- Social emotional/mental health needs



## Increase of Newcomer MLs

- Resides schools vs NCA

## Increase of Long-Term English Learners

- Focused attention on newcomers masking Long Term English Learner (LTEL) needs



## Student Identification

- Limited capacity to screen ALL students
- Transcript evaluations

### Implications:

- Delayed English Language Development (ELD) services
- Compliance
- Potential Transitioning ML students after screening
- Changes in class schedules

# Challenges in JCPS



## Master Scheduling and ELD Courses

- Lack of consistency
- Inappropriate placement (LTELs with Newcomers)
- Not considering MLs first
- Creation without triangulating data
- Over accommodating



## English Language Development (ELD) Programmatic Access

- ELD teacher solely delivering interventions and/or content
- MLs not receiving ELD instruction
- Lack of ongoing monitoring of ELD schedules
- ML students not scheduled



## Family Engagement

- Equitable communication
- Lack of sense of belonging
- Lack of multilingual family participation in school events

# Common Challenges Faced by Other Districts

- Screening and placement timeline
- Meaningful communication with ML parents
- ELD and content instruction for programming (equitable access to core)
- Scheduling guidance (ELD and Content Instruction)
- ML data monitoring to ensure receipt of ML services
- Professional development support for content teacher
- Principal and administrator training
- Translated district documents
- MLs access to special services and advanced programming (i.e., CTE, gifted and talented, ECE, etc.)



# 23-24 Goals

1. **Transition vocabulary and mindset to asset based**
2. **Support schools with key practice #1**
3. **Build capacity for regular education teachers**
4. **Enhance capacity of ESL Teachers**
5. **Support district & schools to integrate ML student and family supports into their systems**
6. **Create systems for integrated partnerships with community agencies**
7. **High School Support for Transitions, Scheduling, & Course Recovery**
8. **Mental health supports for counselors and MHPs**
9. **Newcomer/Transition Plan**

# Key Practices for Supporting Multilingual Learners

Supporting multilingual learners is a shared responsibility of **all school-based professionals**. These 4 key practices promote a systems approach to develop a culture of learning and equitable access for all ML students and families.

## #1 Inclusive Environment

Schools recognize that MLs bring unique assets to their school by valuing their culture and home language, and by reducing barriers in order to unite schools, families and communities.

## #2 Planning for Your MLs

Schools incorporate systems and structures that facilitate family engagement and student well-being and allow for collaborative opportunities for intentional planning, scheduling and meetings between ESL and content teachers.

## #3 Scaffolds for Your MLs

All teachers understand the language demands of the content standards and assessments. Content and ESL teachers collaborate, plan for, and implement the necessary support for MLs of all English language proficiency levels to successfully access the content.

## #4 Fostering Independence

ESL Teachers embed opportunities to increase academic language awareness in order to advance ELD, foster independence among their MLs through a variety of instructional practices. Students develop the ability to advocate for themselves and monitor their own learning.



# Asset-Based Approach



# Professional Development



**Over 150  
Presentations**

**Principals**

**APs**

**FRYSCs**

**AICs**

**Counselors**

**Family  
Engagement  
Leads**

**District  
Leadership**

**ECE  
Implementation  
Coaches**

**MHPs**

**Front Office  
Staff**

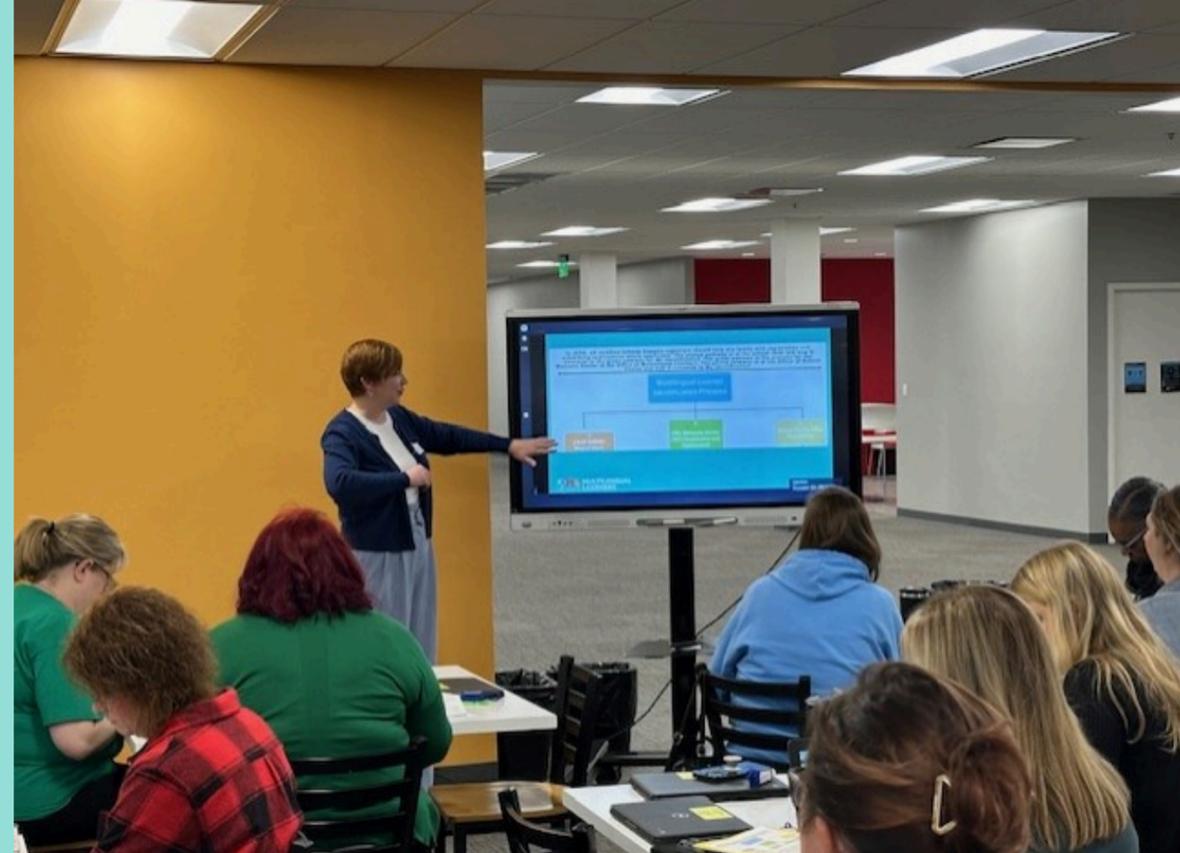
**Content  
Teachers**

**ELD Teachers**

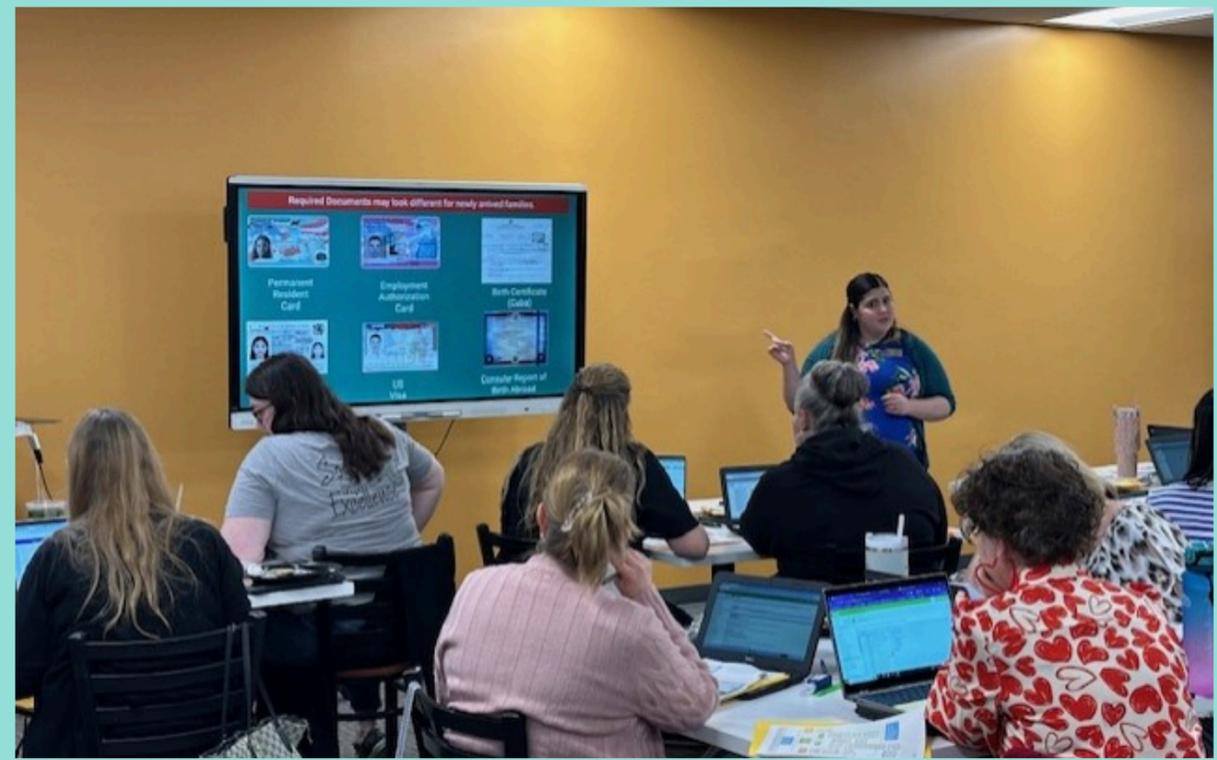
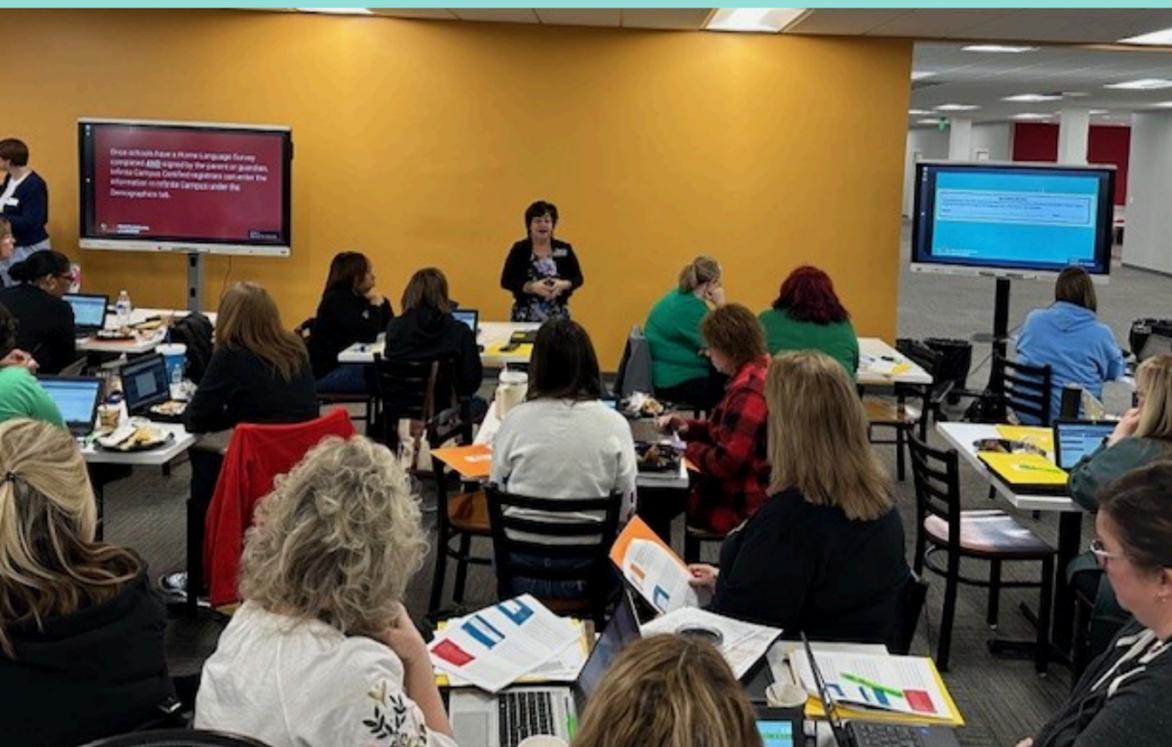
**School  
Psychologists**

**Speech  
Language  
Pathologists**

**HS & MS Master  
Schedulers**



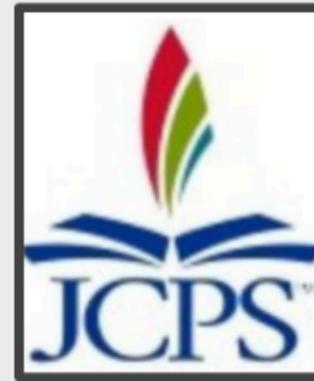
# Language Access



# University Collaboration

JCPS/UofL

ESL Endorsement  
Informational  
Meeting



JCPS ESL Director:  
Justin Matson

JCPS ESL Specialist:  
Vongmany Edmonds

UofL ESL Program  
Coordinator:  
Dr. Elizabeth Patton

UofL Director,  
Educator  
Preparation  
Student Services:  
Betty Hampton



# Family & Community Engagement



# Recommendations 24-25



# 24-25 Goals

1. **Transition vocabulary and mindset to asset-based**
2. **Support schools with key practice #1**
3. **Build capacity for regular education teachers**
4. **Enhance capacity of ELD Teachers**
5. **Support district & schools to integrate ML student and family supports into their systems**
6. **Create systems for integrated partnerships with community agencies**
7. **High School Support for Transitions, Scheduling, & Course Recovery**
8. **Mental health supports for counselors and MHPs**
9. **Newcomer/Transition Plan**
10. **Create seamless flow for screening and data collection at the Welcome Center and schools.**

# Shifts & Focus Areas for All Schools 24-25

## Elementary

- Master schedule considerations
- Screening
- Foundations for successful co-teaching
- Build capacity with all role groups

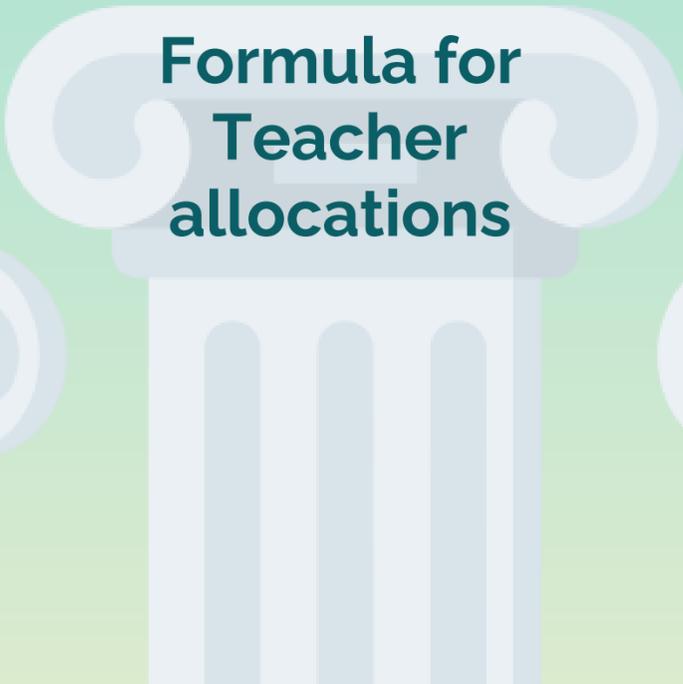
## Secondary

- Master schedule considerations
- Sheltered English Language Arts classes
- Updates for English Language Development and Foundational English Language Development courses
- Build capacity for all content teachers & other role groups

# Logistics Updates for 24-25



Decentralization  
of systems and  
protocols



Formula for  
Teacher  
allocations



Formula for  
BAI  
allocations



ML  
Supplemental  
Funds



High Density  
Identification and  
Support

# High Density School Determination

High Density Schools were selected for additional support based on:

- the total number of ML students enrolled
- the ratio of ML students to the total school population
- the ratio of newcomer students to the total ML population



# High Density Schools

## Elementary

- Intensive focus on building capacity for regular education teachers & other role groups
- Identified ML Lead
- Monthly ML Lead Support Meetings (extra service)
- Bi-Monthly Principal PLC Meetings
- Additional PD funding
- Family Engagement

## Secondary

- School-based systems and programming
  - Sheltered ELA/English
  - Master Schedule
  - New ELD Courses
  - Family Engagement
- Counselor ML to support ML students
  - Screening
  - Transcript Evaluations
- Monthly ML Counselor PLC Support

## Schools

- Goldsmith
- Auburndale
- Fern Creek Elem
- Rangeland
- Hartstern
- Rutherford
- Indian Trail
- Slaughter

- Thomas Jefferson
- Lassiter

- Fairdale
- Fern Creek
- Iroquois
- Marion C. Moore
- Seneca
- Southern

# Bilingual Associate Instructor (BAI) Recruitment Initiative

- There are around 30 BAI positions available in our school district
  - Many Openings throughout the district
  - Three different categories (BAI I, II, III)
  - Different job requirements (from GED to a Bachelor's Degree)
- Our office is collaborating with multiple JCPS departments to advertise BAI job openings and support bilingual candidates through the JCPS application process
  - Office of Multilingual Learners
  - Human Resources
  - Adult Education
- We have also identified some local agencies as potential partners to host informational sessions and connect our team with bilingual candidates.
  - Kentucky Refugee Ministries (Job Developers)
  - Catholic Charities (Job Developers)
  - Americana
  - Etc.



# BAI Recruitment Initiative Flier

 **JCPS**  
JEFFERSON COUNTY  
PUBLIC SCHOOLS

 **OML** MULTILINGUAL  
OFFICE OF LEARNERS

**WE ARE  
HIRING!**

**BILINGUAL ASSOCIATE INSTRUCTOR  
I, II AND III**

JEFFERSON COUNTY PUBLIC SCHOOLS  
HAS MANY POSITIONS AVAILABLE

MUST BE FLUENT IN ENGLISH AND  
ANOTHER LANGUAGE

187 DAYS/7 HOURS PER DAY

GUARANTEED HOURS

FULL BENEFITS

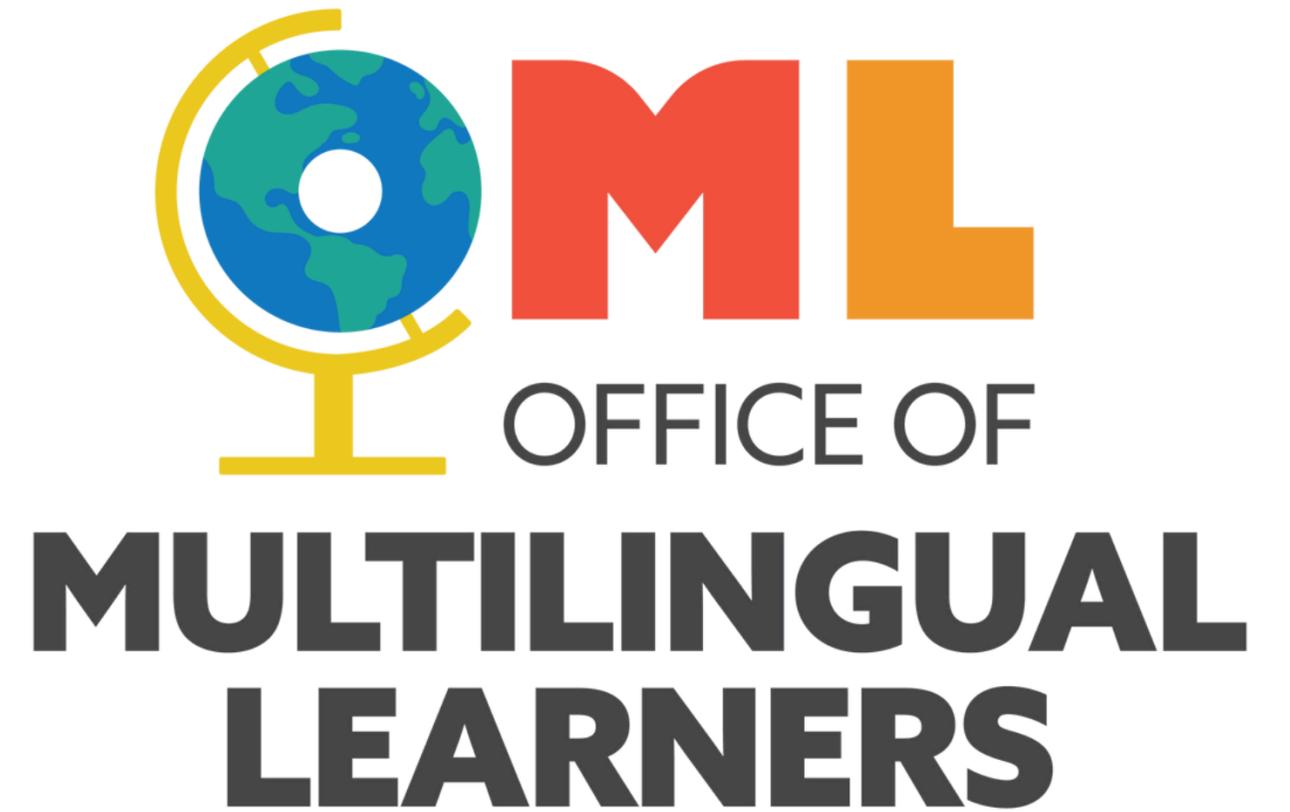
ADVANCEMENT OPPORTUNITIES

**APPLY HERE!**



 **QUESTIONS? CONTACT JCPS HUMAN RESOURCES**  
**PHONE:**  
502-485-3370  
**EMAIL:**  
JCPS.WELCOMECENTER@JEFFERSON.KYSCHOOLS.US

# The Future is Bright



# Louisville Q4 Quarterly Community Consultation

- Refugee Resettlement Program Updates
  - Kentucky Refugee Ministries (KRM)
  - Migration and Refugee Services (MRS)
  - International Rescue Committee (IRC)
- Partner Announcements/Updates

*NOTE: Next Quarterly Community Consultation Meeting will be held Wednesday, December 4, 2024. Calendar invitations with details will be sent out soon!*

# Feedback Request

As a part of KOR's growing team, we are working to improve our communication and provide more clarity on ORR policy, program management, and more. We have created a short, anonymous survey to gather your thoughts and suggestions on our communication practices.



Respondents will have the opportunity to be entered in a drawing for a \$50 gift card.

# Kentucky Office for Refugees is now on Social Media!



Instagram  
@KentuckyOfficeforRefugees



Facebook  
Kentucky Office for Refugees  
(new page)