Serving Refugee Teens: An Analysis of the Working Relationship between Resettlement Agencies and Public High Schools in Tucson, Arizona

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SERVING REFUGEE TEENS:
AN ANALYSIS OF THE WORKING RELATIONSHIP BETWEEN RESETTLEMENT AGENCIES AND PUBLIC HIGH SCHOOLS IN TUCSON, ARIZONA

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This capstone is dedicated to Tucson's refugee teens and their families, who continue to amaze me with their spirit and tremendous accomplishments in the face of turmoil and challenges that most of us cannot begin to comprehend. It is also dedicated to the many committed volunteers and staff in Tucson who, from the bottom of their hearts, go out of their way to assist these families with rebuilding their lives in their new home. May this research be a tool with which we can further shape and strengthen our diverse community, recognizing and celebrating the uniqueness that each of us brings to the table and the power we can generate when we join forces.

"Children are not commodities but incipient worlds. They thrive best when their upbringing is the collective joy and responsibility of families, neighborhoods, communities and nations."

Barbara Kingsolver, author

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

APS	Amphitheater Public Schools
CSS	Catholic Community Services of Southern Arizona
IRC	International Rescue Committee
JFCS	Jewish Family and Children's Services of Southern Arizona
LSMS	Lutheran Social Ministries of the Southwest
R&P	Reception and Placement
RISP-Net	Refugee and Immigrant Service Provider Network of Tucson
TUSD	Tucson Unified School District
VOLAG	Voluntary Resettlement Agency

ABSTRACT

This study examines the relationship between high schools and refugee resettlement agencies in Tucson, Arizona. Through twenty individual and group interviews with teachers, school administrators and refugee resettlement agency staff and volunteers, elements of collaboration and communication between the entities were assessed to determine the strength of the existing relationship and its potential for development. Mattessich and Monsey's fifteen factors of successful collaboration (1992) were used to develop research questions, and Isett's 2005 model for interorganizational network formation was used to analyze the stage at which the current relationship between agencies and schools lies and what elements need to be developed for a stronger, more beneficial network to form. Research revealed a low level of communication and understanding between these service providers and a strong desire among both resettlement agency staff and school teachers and administrators to develop a closer working relationship to better serve refugee teens and their families. Interviewees primarily requested increased communication through regular meetings, inclusion on newsletter mailing lists, and development of key points of contact. They also identified professional development as a key area in which the two providers can join forces to improve their services.

PREFACE

       This research was conducted for the purpose of providing readers a deeper insight into the dynamics of the relationship between Tucson, Arizona's refugee resettlement agencies and high schools, two primary players that hold the tools for establishing a smoother transition for refugee teens and their families into the community. My hope is to paint for readers a clearer picture of the connection between these entities, how they view each other, what is working, and what simple steps can be taken to improve their relationship and, through this, strengthen their ability to provide comprehensive services to their target populations.

ACKNOWLEDGEMENTS

x

can – just go out and do it. I admire and respect you more than you know – your wisdom and intelligence and the tremendous <u>heart</u> you put into your business, the community and our home, particularly in the midst, and wake, of all of your unfathomable challenges. To Dad, thanks for nights of wine and deep conversation, for your love, your insight, and for being my Dad…simple, sweet and wonderful. And to my step-dad, Jim – thank you for continuing to humor my quest for new knowledge and tendency to keep moving to unknown lands to explore, despite what you may have begun to think of my "vagabondish" nature and the strong beliefs and opinions with which I've returned ☺. And last but far from least, to Linda Gobbo, my advisor throughout my entire Masters degree endeavor. Thank you, wonderful woman, for your patience, calm and steady advice, and the care you have put into me and my work over the past two years. I can't wait to hug you in November and to make you proud! You are all tremendous individuals and team members, and it has been exciting and rewarding to work and play with each and every one of you throughout this process.

INTRODUCTION AND RESEARCH QUESTION

In the first two sections of this chapter, a background on refugee resettlement is provided to give readers who are unfamiliar with this topic an overview of the basic process and history of resettlement in the United States and in Tucson, Arizona. The third section provides an introduction to the high schools that serve the largest numbers of refugee students in the community. The fourth and final section in this chapter offers a glance at refugee high school students in Tucson, including the countries they are coming from, educational background, and why they are a critical group on which energy and resources in the community should be focused.

Resettlement in the U.S.

The first refugee legislation in the U.S., the Displaced Persons Act, was enacted by Congress in 1948, after the admission of over 250,000 displaced Europeans (U.S. Department of Health and Human Services, 2002). The number of refugees admitted since this first year has grown and fluctuated tremendously. From 1980 to 2002, the U.S. welcomed an average of 98,000 refugees annually (U.S. Department of Health and Human Services, 2002). After the September 11, 2001 attacks on the U.S., numbers dropped considerably, with below 29,000 resettled annually in fiscal years 2002 and 2003 (Martin, 2005), and climbed again in 2005 and 2006, with over 50,000 refugees resettled in each of these years, still 20,000 below the established maximum. The 2007 U.S. ceiling is once again set at 70,000 refugees, and it is projected that we will admit approximately 50,000 by the end of this fiscal year. Currently, refugees are being officially resettled in all fifty states by ten voluntary agencies receiving federal and state funding to do so.

Resettlement in Tucson, Arizona

Since 1975, Arizona has been providing initial placement for hundreds of refugees in the cities of Phoenix and Tucson. In its early years, the state resettled approximately .56 percent of refugees given haven in the U.S.; while today, it accepts over four percent of those resettled in the country. Tucson alone has been resettling refugees since the 1970s through four agencies: Jewish Family and Children's

Services of Southern Arizona (JFCS), Lutheran Social Ministries of the Southwest (LSMS), Catholic Community Services of Southern Arizona (CCS), and the International Rescue Committee (IRC). Three of these agencies focus on provision of services to non-refugee populations as well, while the IRC is strictly a refugee resettlement agency. Together these VOLAGS, or Voluntary Resettlement Agencies, currently assist an average of five hundred refugees annually to establish lives in their new community.

VOLAGs are mandated by cooperative agreement with the federal government to provide the following reception and placement (R&P), or core, services: transportation of newly arrived individuals and families from the airport to their new homes; selection and furnishing of an apartment and coordination of one to four months' of rent and utilities payment through federal refugee assistance monies; provision of clothing and food allowances for the first 30 days after arrival; coordination and transportation of clients to medical and social service appointments; job placement services; school registration; and enrollment of adults in free local ESL courses. In addition to these core services, VOLAGs in Tucson have historically offered programs incorporating financial education, childcare, micro-enterprise development, parenting and nutrition courses, and mental health services using monies obtained through federal, state and private grants.

Basic resettlement support is provided for the first month after arrival, during which it is determined whether families are available for extended assistance in the form of Match Grants. If at least one family member is deemed "employable", meaning they are between the ages of 18 and 65 and do not have any physical or mental conditions which prevent them from obtaining and holding a job, the family is eligible for an additional three months of federal support through the Match Grant program. Through this program, federal money and cash or in-kind donations funneled through the resettlement agency are given to the families to assist them while they find and adjust to their new jobs and begin to settle in Tucson. Families that do not contain any employable individuals are assisted in the first month by the resettlement agencies to obtain necessary state assistance in the form of social security collection, health insurance and food stamps. Services such as job placement, financial education, and any other

resettlement agency programs outside of R&P assistance are available to refugees for five years, after which they are eligible for U.S. citizenship.

<u>Tucson's High Schools</u>

Tucson is home to seven school districts. Refugees are generally resettled within the boundaries of the two largest districts, Tucson Unified School District (TUSD) and Amphitheater Public Schools (APS). Catalina Magnet and Rincon High Schools, both part of TUSD, and Amphitheater High School, part of APS, welcome the largest numbers of refugee teens in Tucson, serving approximately seventy, twenty and seventeen students respectively during the 2006-2007 academic year. Because Catalina, Rincon and Amphitheater High Schools support the largest number of refugee high school students, research for this study was restricted to these academic institutions.

<u>Refugee Teens in Tucson</u>

High-school age refugees in Tucson hail primarily from Sudan, Somalia, Liberia, Sierra Leone, Russia, Cuba, Iran, Afghanistan, Iraq, and, most recently, Burundi and Burma. Most come with parents or other adult relatives and are resettled in apartments with these family members.

Educational backgrounds of these students vary tremendously. Some have lived in cities, villages or refugee camps where they attended school, while others come from areas where schooling was not available to them either because no schools existed or because they are members of social, ethnic or religious groups that were denied a classroom education. Thus, some students enter the U.S. with an extensive education that in some cases surpasses the level of education of their U.S. peers. They are generally literate in one or more languages, though not necessarily English. Others have never held a pencil prior to entering a U.S. classroom. They are not literate in any of their spoken languages and often have little to no experience with English or with being in a school setting of any sort. Of course, many students fall someplace on the continuum between these two extremes.

As per U.S. law, students are initially placed in school according to age as opposed to academic background. This applies to all immigrant and refugee students as well. Thus refugee students between the ages of fourteen and eighteen are enrolled in high school, regardless of their previous experience. In

addition, while federal regulations state that youth have the right to attend public school until their twenty-first birthday, with exceptions allowing some to attend until age twenty-two, resettlement agencies are advised by the federal government to place those who are eighteen and older in full-time employment upon arrival to provide the family with additional income and a greater chance at attaining self-sufficiency. This is true particularly in cases where only one other adult in the immediate household is employable or where the eighteen year old is the only employable member of the family.

The issues faced by refugee teens in the U.S. have been a topic of many recent discussions among practitioners in Tucson and internationally. One of the primary concerns is the shift in power between these students and their parents or guardians when they arrive in the U.S. As students attend school, they generally learn English much quicker than their adult family members, who often work jobs in which they do not have the opportunity to speak English and have little or no time to attend English courses. Some students also come into the country with a base in English that their parents or guardians do not have, giving them a head start even before beginning school in the U.S. With their English skills comes the responsibility to help the family navigate the new system. Students are often relied upon to help handle household finances, interpret for medical and other appointments, shop for food, and communicate with landlords and authority figures. Teens, in a sense, become the parents. "This can lead to a power shift, with parents losing dignity and status and children taking on a greater burden of responsibility. This power imbalance has significant long-term consequences for family dynamics and can lead to family conflict" (Centre for Mulitcultural Youth Issues, 2005). One Tucson resettlement agency staff member who came to the U.S. as a refugee stated that because of this shift in power dynamics, "There is a lot of [need] to work on preserving the family structure.… [In many cases, teens] take on the role of head of household, and it depends on their maturity whether they are going to make good choices… I don't think resettlement agencies have done much with this…, and it's a very important issue for the refugee families."

While there are questions as to what else may contribute to this power shift between teens and their guardians, it is recognized that the role that teens play in the success of their family's resettlement in

and adjustment to their new community is enormous. If the youth are not prepared to handle these new roles, or if work is not done to help balance the power dynamics, the results could be devastating for newly arrived families in Tucson (Downs-Karkos, 2004). The steps that resettlement agencies and high schools take with this in mind to ensure appropriate support and programs for these teens and their families can be critical in providing the basis for a healthier adjustment for Tucson's refugees.

The Research Question

Recognizing that providing strong support to refugee teens and their families is vital, and believing fervently that a collaborative approach is necessary to ensure development of this foundation, I was curious to know how closely resettlement agencies and schools, the key service providers in this case, work together to meet the needs of this population. Thus, I chose to examine the following questions in this research.

Primary Question: What is the current relationship between resettlement agencies and high schools in Tucson and how can it be improved to strengthen services to refugee teens in the community?

Sub-Questions:

1.) What do high schools and resettlement agencies in Tucson know about each other and each other's programs?

2.) How do these entities feel about each other and their existing relationships?

3.) What have their experiences been in past collaborations with each other, if any?

4.) Where are high schools and resettlement agencies in their development of the elements Isett has identified as key in the formation of interorganizational collaboration and networks?

5.) What simple steps can be taken to improve relations and encourage collaboration?

Personal Relationship to the Research Question

In July of 2006, I moved to Tucson, Arizona to take an internship with the International Rescue Committee as an AmeriCorps*VISTA volunteer. Here I worked to develop and implement a youth program for refugee high school students in the community. I spent the first two months in town conducting a needs assessment: meeting with high school teachers and administrators, resettlement

5

agency directors, and refugee youth and parents to determine gaps in services and build a program to respond to issues raised during individual interviews and focus group sessions.

From the start of my internship, I was both frustrated and intrigued by what I was noticing. Few of the people with whom I met knew what services, outside the ones they were providing, existed for refugee students and their families. Most seemed to be operating primarily to keep their own heads and programs above water, with what seemed to me at the time to be minimal collaboration or even communication with other entities serving the same clients. I was working with a fairly small sample size and was asking questions specifically about extracurricular youth services for refugees, which had been nearly non-existent in this community until the 2006-2007 academic year. Thus, I imagined that part of the apparent disconnect and lack of knowledge about services provided to youth by other community agencies was due simply to the fact that, frankly, these programs did not exist. However, one teacher's remarks during my first meeting with her caught my attention. "You are the first person who has ever come to talk to me from a resettlement agency, to ask me what I need and what my students need, and whether the resettlement agencies can be of any help to me," she stated. "I have been wondering for a long time what it is resettlement agencies do and why they seem to drop these families into our community with no support."

At that point I began to ask myself how prevalent this feeling is in this community. Do these entities, which work with many of the same refugee families on a daily basis, even know who the other service providers are and what roles they fill? If not, how could this be mended, and could the schools and resettlement agencies devise simple, inexpensive ways to work together to improve their own and each other's ability to provide services?

After much internal debate and discussion with co-workers on possible research topics, on what realistically could serve as a strong catalyst for improving refugee services in the community, I decided that examining this relationship between the agencies and schools made the most sense based on the experience and resources I had gained during my internship. I feel this research carries the potential to have a tremendous impact on the relationships among schools and resettlement agencies in Tucson,

strengthening the foundation for a true team of professionals equipped to grow together and support each other in their endeavors to meet the needs of the populations they serve.

LITERATURE REVIEW

Defining Collaboration and Interorganizational Networks

A multitude of terms referring to varying degrees of relationships between community organizations exist in the literature. "Partnership", "collaboration", "cooperation", "coordination", "interorganizational network", and "strategic alliance" represent only a portion of the existing terminology. The labels themselves are at times used interchangeably by researchers and at other times defined by strict characteristics.

The Merriam-Webster dictionary states simply that collaboration is "working jointly with others or together" or "cooperating with an agency or instrumentality with which one is not immediately connected" (2007). While basic in nature, it provides a clear starting point from which to examine the variety of other definitions.

Over the years, researchers have attempted to define the various types of working relationships that exist between and among organizations. Some assert that collaboration is only one type of relationship that entities can form. Peterson, for example, views agency interaction through what he defines as three distinct states: cooperation, coordination and collaboration (Frey, Lohmeier, Lee, Tollefson & Johanning, 2004). Kagan (1991) takes this idea a step further, asserting that the three exist on a continuum of complexity. From Kagan's perspective, cooperation represents simply working together in some basic form, while the next level, coordination, involves a degree of joint planning. Collaboration, which Kagan considers the closest form of an interagency relationship, involves the sharing of resources, power and authority. It is a relationship in which "people are brought together to achieve common goals that could not be accomplished by a single individual or organization independently" (p. 3). Like Kagan, Gadja suggests that coordination, cooperation and collaboration exist

on a continuum. He asserts that the categories can be "differentiated based on the degree of member autonomy associated with each" (Frey, Lohmeier, Lee, Tollefson & Johanning, 2004, p.1).

Hogue, in discussing the concept of community linkages, also views collaboration as one of many possible degrees of interorganizational relationships. He proposes that a community linkage can be categorized into one of five levels: networking, cooperation or alliance, coordination or partnership, coalition and collaboration, where "levels differ by purpose, the structure of decision making, and the nature of leadership" (Frey, Lohmeier, Lee, Tollefson & Johanning, 2004, p.1; Hogue, 1993).

In a 2005 survey of literature, Longoria identified fifteen different definitions of collaboration. He selected three, by Graham and Barter (1999), Mattessich and Monsey (1992), and Wood and Gray (1989), which he stated "capture salient themes that emerge from a review of attempts to define collaboration." These are listed in table 2, below.

Table 1. Definitions of Collaboration (Longoria, 2005)

A relational system in which two or more stakeholders pool together resources in order to meet objectives that neither could meet individually (Graham & Barter, 1999, p. 7).
A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards (Mattessich & Monsey, 1992, p. 7).
Collaboration occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain (Wood & Gray, 1991, p. 146).

Hutchinson and Quartaro (1995) note that most of the definitions, regardless of their differences in detail, include some reference to a level of "mutual goal-setting and shared responsibility for planning, implementation and outcome assessment" (p. 112).

Rechtman, as opposed to seeing collaboration as an advanced relationship among organizations, where common goals have been identified and resources are being shared, considers all levels of working together a degree of collaboration. She views collaboration as an umbrella concept, a process that covers a "wide range of jointly realized outcomes" (n.d., p. 4). She, too, notes the presence of a continuum, but rather than placing collaboration on one end of this, she identifies a spectrum of possibilities within the overarching concept of the term.

8

Imagine a continuum that begins with simple goals like communicating with prospective partners about one's mission or available services. The next step may be relationship building… At some point, partners may agree to coordinate some efforts… [perhaps] simply agreeing to meet periodically to network and see what opportunities arise. In these types of collaboration, the partnering organizations [invest] only time and [make] no change to their operations or their organizational structure (n.d., p. 4).

Rechtman states that deeper levels of collaboration occur when organizations invest not only in sharing information, but in sharing resources as well.   Thus, while many researchers state that a collaboration must involve the sharing of resources, Rechtman claims that even simply communicating with each other is a form of collaboration and a first step toward the possibility of developing a deeper or more complex working relationship.

To distinguish relationships between two organizations versus those among more than two, researchers have developed a multitude of terms. Concepts discussed by Harrigan and Isett represent only two of many expressions dispersed throughout a variety of academic and professional fields. Harrigan used the term "alliance" to refer to interorganizational relationships "that involve significant exchange, sharing, or co-development, and thus result in some form of enduring commitment between the partners" (Gulati & Gargiulo, 1998). Isett focused specifically on "interorganizational networks," in which organizations "have shared goals and processes that extend beyond two organizations, to a multitude of organizations that create a unified response to a given phenomenon (Chisholm 1999; Alter & Hage 1992)" (Isett, 2005). She expands upon this definition, specifying that "networks are flat governance mechanisms in which actors come together to devise rules of interaction focused on joint goal attainment" (Isett, 2005, p. 5).

Specifically in relation to public service provision, the Center for Technology in Government in the U.K. defined collaboration as "the reciprocal and voluntary support that two or more distinct public sector agencies, or public and private administrations, including non-profit organisations (NPOs), provide each other in order to deliver a 'public' service."

In the field of education, interviews in 2004 with various schools, youth service providers and other participants in "Safe Schools, Healthy Students" collaborations throughout the U.S. extracted the

following definition of collaboration: "a level of cooperation that involves teamwork, communication and consideration." In this research, partners in Safe Schools, Healthy Students projects agreed that "collaboration was a variety of parties coming together to reach a shared goal" (Frey, Lohmeier, Lee, Tollefson & Johanning, 2004, p. 2).

In its 2001 First Five Monterey County Report, the UCLA Center for Healthier Children, Families, and Communities stated a definition of collaboration that embodies the primary elements expressed by many other definitions, yet allows for flexibility in collaborative structure, number of participants, degree to which resources are shared, and methods used to reach the desired outcome. It states that "collaboration is the effort made by two or more organizations or service providers to reach results for their clients or constituents that they could not achieve by working by themselves" (Rodman, 2006). Specifically, the Report asserts that collaboration is about "'1.)…agencies and providers doing something jointly, 2.)…shared outcomes, the process of working together, and the results of doing so, [and] 3.)…children (clients) doing better as a result of the partnership'" (Rodman, 2006).

For purposes of this research, the terms "collaboration" and "interorganizational network" have been selected to define and examine the existing and potential relationship among refugee resettlement agencies and high schools in Tucson. The UCLA Center for Healthier Children, Families and Communities' definition of collaboration was chosen for its combination of comprehensiveness and simplicity, as well as its uniqueness in incorporating the ideal outcome of collaboration: improved wellbeing of the client as a result of the established relationship between or among organizations. "Interorganizational network" is utilized to emphasize the involvement and interaction of more than two community entities and is defined to incorporate the key elements identified in the UCLA definition of collaboration.

The Importance of Community Collaboration

> Conflict and cooperation in interorganizational service delivery systems is a timely topic because a number of recent events have stimulated and speeded the development of interorganizational systems in U.S. communities. Reduced funding for human services has produced incentives for collaboration at the same time that community expectations regarding the potential of human

services have increased. The result is a new demand for high quality services in environments with limited resources. (Alter, 1990, p. 478).

In the past two decades, recognition of the importance of cooperation among service providers has escalated (Isett, 2005). Many theorists agree that "through the pooling of expertise and resources, collaboration can solve intractable problems in ways that confrontation or competition cannot" (Hardy & Phillips, 1998, p. 217). According to Gray, by sharing knowledge and experience, "'parties who see different aspects of a problem can constructively explore differences and search for solutions that go beyond their limited vision of what is possible'" (Hardy & Phillips, 1998, p. 217).

Rogers and Kincaid provide evidence that when "agencies serving similar needs interact only among themselves, their perspectives are limited, and they tend to fashion narrow solutions to problems" (1981). Through the creation of appropriate networks, however, organizations are often able to more thoroughly and effectively address needs of shared client populations using fewer resources.

> As the number of people and needs served by nonprofits have grown, collaboration helps 'integrate programs and services that better serve complex needs' (Myers, 1998). Additionally, collaborations have the potential to attract more public attention than the similar work of a single institution. For some organizations, collaboration has allowed development of a more in-depth understanding of an issue. After the initial investment in staff time for beginning a collaborative effort, often a reduction is seen in the institution's expenses for new initiatives. Particularly, planning, research, and training costs are lessened as two or more organizations pool resources to accomplish a shared goal. Indeed, Austin points foremost to the fiscal effects of collaboration – cost savings, economies of scale and scope, synergies, and revenue enhancement (2000). (Nissan & Burlingame, 2003, p. 3)

In attempt to maximize the use of scarce resources, weather storms of instability in individual organizations and communities, and increase efficiency and quality of programs, service organizations have begun to form networks and develop cohesive strategies for tackling common problems and providing services to shared client populations (Alter, 1990). Several studies have examined the impacts of these collaborations on participating organizations themselves as well as service provision (Penner, 1995; Astley & Fombrun, 1983; Crowson & Boyd, 1993; Provan & Sebastian, 1998; Shopler, 1987). Alter notes that "interorganizational systems are a means by which organizations can assure a steady flow of resources (Kramer & Grossman, 1987) and enhance their chances of survival (Astley & Fombrun, 1983; Wiewel & Hunter, 1985)."

Collaboration Between Schools and Community Organizations

Guthrie (1996) summarizes a primary crisis facing today's public schools in the United States.

> Schools are in a bind. As educational institutions, their primary focus is on helping students learn and develop as productive, happy citizens. They cannot ignore the personal crises their students are facing, but their resources are limited. They are ill-equipped to meet the needs of all children. They have neither the facilities nor the expertise to do so. Yet, if schools concentrate exclusively on academic improvement, they will almost certainly lose those students most at risk of school failure. Those students will drop out, not only because of poor grades, but for a variety of social and emotional reasons (Guthrie, p. 2).

Guthrie notes that in response to their students' needs, many schools work to supply clothing and food banks, additional health care services, and crisis counseling in addition to providing education. "When children come to school hungry, unhealthy or abused, the responsibility for addressing these needs often falls to teachers and school personnel by default. They may involve the school nurse or counseling staff, but these are also stretched thin" (Guthrie, 1996, p. 1).

Guthrie also reminds us, however, that schools do not operate alone, that there are a variety of resources available in the community for youth and their families. "A vast array of government and private agencies, and community-based organizations serve at-risk children and youth, and their families. County welfare agencies, child protective services, juvenile courts, youth employment programs, health and mental health programs, child care programs, and early childhood development agencies are all offering assistance" (Guthrie, 1996, p. 4). He notes that at the federal level alone, more than 170 programs exist for youth and children and that at the state level there are also a large number of available programs, even when one simply looks at government services.

> With all these agencies and programs, you'd expect our children to be better off than they are, but there's nothing that ties the programs together…Services are overlapping and disconnected, and agencies are compartmentalized (Hodgkinson, 1989; Schorr, 1988)…. [T]he left hand doesn't know what the right is doing" (Guthrie, 1996, p. 4).

Throughout the past decade, research has identified the "fragmentation, specialization and complexity of our health, education and social service systems" as the primary cause of system failure, where failure is indicated by the rate of drop-outs, teenage pregnancies, drug use, and juvenile crime. "Current models of reform…have strongly advocated the integration of social service systems as a means

to more adequately provide support for urban youth (Dryfoos, 1994; Gardner, 1989; Kirst, 1991; Morrill, 1992)" (Yowell & Gordon, 1996, p. 19).

Studies focusing on successful youth services and programs have indicated that one central factor in their success has been "the establishment of trusting relationships between the adults within such organizations" (Yowell & Gordon, 1996, p. 25).

The Importance of Collaboration in Working with Diverse Populations

"As a result of increased immigration, a large number of culturally and linguistically diverse children are entering public schools…Many of these children do not speak English or have limited proficiency in English. Furthermore, their families' parenting goals, child-rearing practices and peer and school socialization expectations may differ from those of mainstream Americans of European descent (Patel, Power, & Bhagnagri, 1996)" (Bhavnagri, Krolikowski, & Vaswani, 2000, p. 73). The Anne E. Casey Foundation in its 2006 report "Undercounted. Underserved. Immigrant and Refugee Families in the Child Welfare System" also recognizes the increasing diversity of populations being served and the complexities involved in providing quality services. As a result, educators and other service providers are asked to be both culturally sensitive and knowledgeable about the diverse backgrounds of the youth and families they serve. With students hailing from so many countries and speaking a variety of languages, meeting the needs of these youth and their families is an extremely challenging task.

> From the agency perspective, innovative programs and flexible structures are needed to adapt to current service trends. From the service provider's perspective, the changing community demographics require cultural competency and appropriate direct service skills. From the refugee family perspective, understanding service systems in a new cultural context requires considerable time, significant adjustment, and determination (McCarthy, n.d., p.1).

To make the situation more difficult, teachers are performing a multitude of roles in their classrooms, from social workers to inclusive teachers, all while developing quality curricula, striving to meet state and national standards, and being held accountable to a wide range of stakeholders for their students' performance (Bhavenagri, Krolikowski, & Vaswani, 2000). "Given these daunting tasks, educators need to avail themselves of multiple resources to help them meet the needs of immigrant

families, and they will need to know about existing community agencies that are culturally sensitive to and supportive of these families" (Bhavenagri, Krolikowski, & Vaswani, 2000, p. 73).

According to McCarthy, Bridging Refugee Youth and Children's Services program coordinator in Baltimore, Maryland, refugee families "require support from family members, the community, and service agencies. When adequate support is not available, family breakdown and crisis can result….It is important that service providers be aware of the specific needs of refugee families and that a coordinated effort is in place among public child welfare agencies, refugee-serving agencies, and refugee community associations to serve…families effectively. Expertise and good practices abound in many service communities, yet they often do not operate in coordination with each other" (McCarthy, n.d., iv). Service providers and agencies have been found to lack information on each other's goals, operating structures and programs. (McCarthy, n.d.)

Calls are currently being made by researchers and practitioners to increase information-sharing and collaboration among agencies and service providers working with refugee populations (Lincroft, Resner, & Leung, 2006; Bridging Refugee Youth and Children's Services, 2003; McCarthy, n.d.). As challenges increase for schools, government agencies, service providers, and refugee families, "only through an approach that unifies collective service capacity can [these] challenges be met" (McCarthy, n.d., p. 1).

Research has identified the benefits and importance of collaboration among service providers and schools and makes a specific case asserting the need for developing working relationships among entities working with diverse populations, particularly refugees. So, what is happening on the ground in Tucson, Arizona? Do these relationships exist among the key providers serving refugee high school students and their families? If they are present, are they working? The following section outlines the conceptual framework employed to determine the answers to these questions.

CONCEPTUAL FRAMEWORK

This chapter outlines two key academic models used to develop interview questions and analyze the existing relationships between Tucson's high schools and resettlement agencies. The concepts were combined to form a specific model to use in identifying the current stage at which resettlement agencies and high schools lie and to determine existing gaps that must be bridged and steps that must be taken to establish an effective interorganizational network.

Critical Factors in Establishing and Maintaining Effective Collaborations

Mattessich and Monsey (1992) developed a list of nineteen key factors which they identified as being critical to establishing and maintaining effective collaborations. (See Table 1.) For the past fifteen years, this list has been used as a guideline in research and practice primarily to analyze the strength of existing collaborations. In this capstone, it was utilized to develop a list of questions to assess the current relationship between resettlement agencies and high schools in Tucson.

Table 2. Factors Influencing the Success of Collaborations (Mattessich & Monsey, 1992)

1.) Environment
• History of collaboration or cooperation in the community
• Collaborative group seen as a leader in the community
• Political/social climate favorable
2.) Member Characteristics
• Mutual respect, understanding, and trust
• Appropriate cross-section of members
• Members see collaboration as being in their self-interest
• Ability to compromise
3.) Process/Structure
• Members share a stake in both process and outcome
• Multiple layers of decision making
• Flexibility
• Development of clear roles and policy guidelines
• Adaptability
4.) Communication
• Open and frequent communication
• Established informal and formal communication links
5.) Purpose
• Concrete, attainable goals and objectives
• Shared vision
• Unique purpose
6.) Resources
• Sufficient funds
• Skilled convenor

In 2005, Isett recognized a gap in the studies of interorganizational networks. She noted that "existing literature on networks mainly focuses on how networks work, the structural aspects of networks, and the organizational and social outcomes of networks" (Isett, 2005, p. 3). While a number of studies have been done to analyze the formation of didactic relationships, the same cannot be said for the study of networks. Research, according to Isett, has yet to examine the early stages involved in the formation of networks (Isett, 2005).

In response, Isett developed the model presented in Figure 1. This archetype "builds on ideas of collective action and synthesizes them with the existing IOR [interorganizational, or didactic, relationship] and networks literature to provide one conceptualization of interorganizational networks, as well as provide insight into the process of network formation" (Isett, 2005, p. 4). The top level of the model, labeled "network preconditions," presents four factors that Isett states are key components of network formation: reciprocity, legitimacy, stability, and resources. Reciprocity, according to Isett, is the primary factor which must be present in order to form a network. Organizations choose to form a network to attain goals that they could not accomplish alone. They "come together to capture the benefits of other organizations' structures (Powell, Kpout, and Smith-Doerr 1996), and the benefits of participating in the network outweigh the costs (Provan 1983). If an organization is not invested in the goals or potential outcomes of the network, there will be a disincentive to work toward the goals of the network over individual pursuits" (Isett, 2005, p. 16).

The remaining three factors, legitimacy, stability and resources, may be present in the initial phase of network formation or may develop at later stages of the relationship. Legitimacy "is sought for the long-term viability of an organization" (Isett, 2005, p. 16). Participating organizations must be viewed by others in the community as authentic organizations with trustworthy reputations, capable of forming a lasting relationship and hence making the efforts of establishing collaboration with the entity worthwhile. Stability refers to the environment in which the network is attempting to develop. "The political, cultural, and operating environments in which the network seeks to form must have sufficient

Figure 1. A Model of Operational Interorganizational Network Formation (Isett, 2005)

Network Pre-
Conditions

legitimacy

stability

reciprocity

resources

Neophyte/Burgeoning

will and
knowledge

Transformation

time

communication

Norms

reputation

Viability

operational network
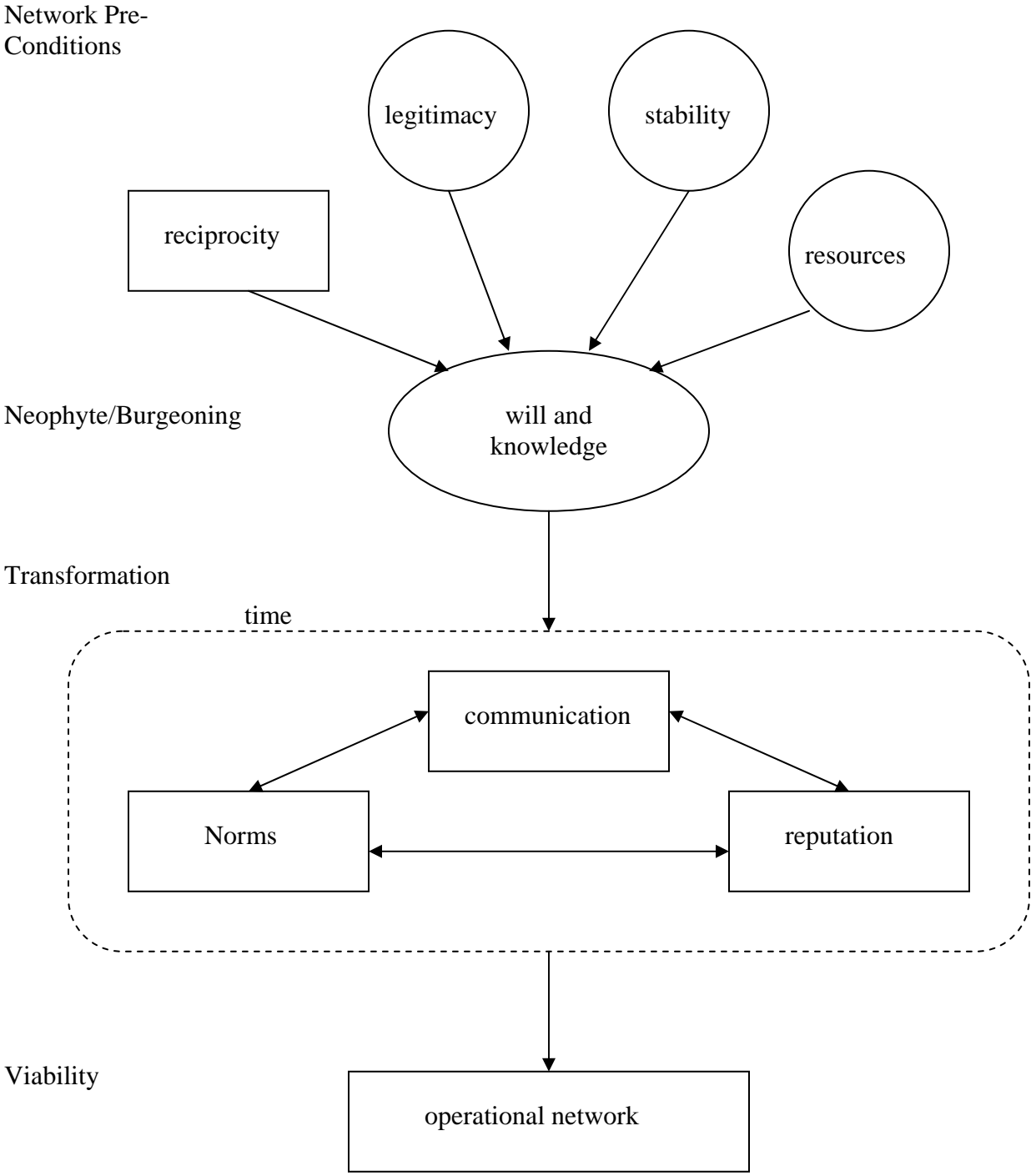
stability so that the network organizers can focus on and facilitate coordination and cooperation" (Isett, 2005, p. 17). While it is not completely necessary for stability to exist in advance, since one purpose of network formation may be to create order from chaos, some degree of stability "would lend to the development of the trust and communication that are necessary to create cohesive collective action" (Isett, 2005, p. 17). The final factor, resources, refers to the time, human resources and funding necessary to establish a network. The amount and type of resources needed to launch a collaboration varies and depends on the range and magnitude of network operations. (Isett, 2005)

The mere existence of the aforementioned factors does not guarantee that an interorganizational network will form. At the neophyte/burgeoning level on her model, Isett asserts that two elements must be present in order for network formation to happen: will and knowledge. "Will" refers to the desire within and among organizations to come together to work collectively toward a common goal. The organizations "must be willing to voluntarily act to further their interests in collective goals and activities (Ostrom 1990), while also avoiding the temptation to free ride on the activities of others" (Isett, 2005, p. 18). Second, organizations must have knowledge that additional factors or potential partners exist. "If an organization does not know that other organizations exist that have complementary products and services to accomplish a goal, or even who those organizations are, then it is not likely that the organization will seek a partnership with those organizations" (Isett, 2005, p. 18).

If at minimum reciprocity is there, and will and knowledge are present, an interorganizational network can form. In order to transform from a neophyte/burgeoning network to a functional, effective network, however, Isett states that communication and shared norms must be established and reputation or trust developed among organizations in the network. "All of this happens through increased and repeated interaction where communication is open and facilitated" (Isett, 2005, p. 19).

In this study, Isett's model of interorganizational network formation was used as a tool with which to examine the relationship between Tucson's resettlement agencies and high schools. Factors of successful collaboration identified by Mattessich and Monsey were adapted and fitted into Isett's model to establish a detailed framework with which to analyze the current relationship. Figure 2 presents the

way in which Isett's model was combined with specific Mattessich and Monsey factors of collaboration.

Through this lens, the approximate stage of network formation among these entities can be pinpointed,

gaps assessed, and next steps proposed to facilitate the strengthening of existing relationships.

Figure 2. Isett's Model Mapped with Mattessich and Monsey Factors of Collaboration
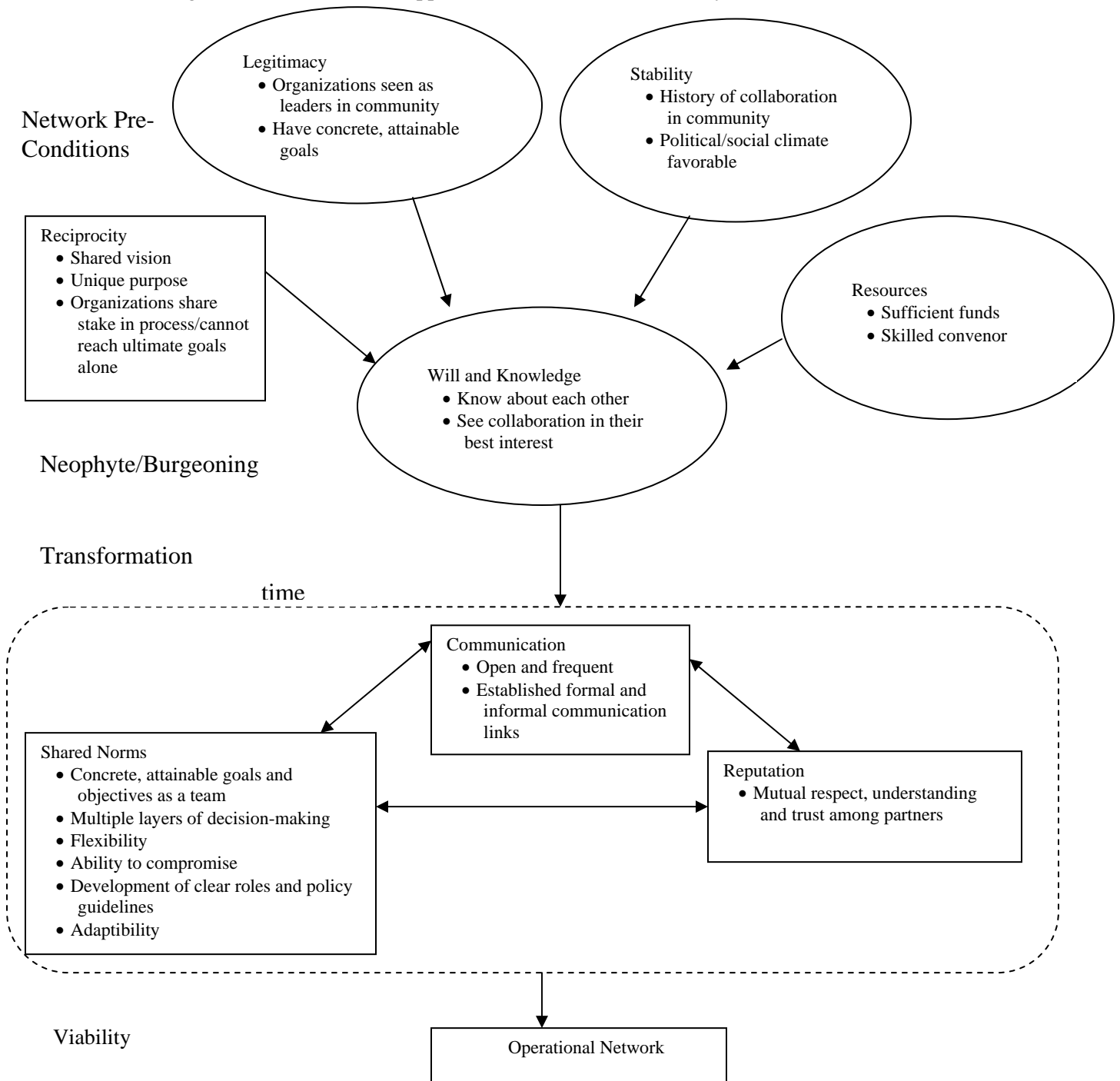
RESEARCH METHODOLOGY

Format

A structured/unstructured one-to-one interview format was selected as the primary method of data collection. This was done to allow for in-depth discussion and clarification on pre-determined themes of interest, as well encourage exploration of related issues that were not initially identified in question development.

Participants

Participants included the following:

- Three directors, four caseworkers, and one former program coordinator from a combination of four local resettlement agencies

- Five teachers working directly with refugee students at either beginning or advanced levels of ESL

- Five school administrators at the school or district level

- Two community volunteers who have at some point worked or collaborated directly with resettlement agencies and schools in Tucson or been part of joint school/agency projects

Initially, the possibility of interviewing refugee students and families was discussed. However, it was determined that the primary goal of this research was to gain perspective on how the agencies and schools feel about each other and work together, to establish a view of their existing and potential relationship based on the perspectives of those involved directly in fostering collaboration. While clients' views of the relationship between these entities would provide an interesting perspective, interviewing clients would not serve to answer the key questions posed in this capstone.

Preparation

Beginning in March 2007, potential interviewees were contacted in person or via telephone to discuss the purpose of the research and to schedule interviews throughout April, May and early June. They were told openly that the interviews would focus on the relationship between resettlement agencies

and high schools in the area and would be used to identify ways that the two entities could build upon their established relationships to enhance services in the community. It was explained that each interview would take, on average, one hour. Participants were ensured that their identities would be coded into general categories to provide anonymity. All interviewees spoke U.S. English fluently, thus no interpreter needed to be scheduled.

Process

Seventeen out of twenty interviews were conducted one-on-one, and the remaining three were interviewed together per management request due to staff time-constraints. Interviews lasted anywhere from thirty minutes to three hours, depending on the amount of detail the subject was able to provide and the time available in their schedules, and averaged two hours in duration. Nineteen interviews were completed entirely in person, and one interviewee completed part two of the interview via email due to the interviewee's time constraints. The researcher made herself available to this interviewee to answer any questions that arose during completion. All interviewees were encouraged to call or email the researcher with additional thoughts, questions or comments should anything have come to mind after their interviews.

Interviews were tape-recorded with permission from participants, and hand-written or computer-typed notes were taken throughout the interview to ensure proper transcription. Transcriptions of each interview were completed following each interview, and participants' identities were coded to establish anonymity as promised.

Question Design

Part One of the interview consisted of nineteen open-ended questions and four binary (yes/no) questions. These were designed to assess the following: (1.) awareness among public high school staff of resettlement agencies' roles and programs, (2.) awareness among resettlement agency staff and volunteers of public high schools' roles and programs with respect to refugee teens and their families, (3.) participants' views of resettlement agencies', high schools' and the overall community's levels of responsibility in improving services for refugee teens and their families, (4.) teachers'/administrators'

experiences with and feelings toward collaborating with resettlement agencies, (5.) resettlement agency staff's/volunteers' experiences with and feelings toward collaborating with local high schools. Part One interview questions are listed in Appendix A.

Part Two of the interview consisted of thirty-four scaled responses, one unscaled response, six binary and thirteen open-ended questions. These were developed to probe for the existence of the nineteen factors for successful collaboration as identified by Mattessich and Monsey (1992). Part Two questions are listed in Appendices B (questions asked of high school teachers/administrators) and C (questions asked of resettlement agency staff/volunteers) and categorized according to the Mattessich/Monsey factor(s) and collaboration condition(s) identified by Isett for which they were designed to test. While Mattessich and Monsey incorporate four factors into their Member Characteristics category (mutual respect, understanding and trust; appropriate cross-section of members; members see collaboration as in their self interest; ability to compromise), only the first and third factors were considered appropriate for this study. The remaining two pertain specifically to existing official collaborative groups, and thus could apply to a group in Tucson such as RISP-Net (Refugee and Immigrant Service Provider Network of Tucson), but not to the existing relationship between schools and resettlement agencies. The first factor was probed directly in Part Two of the interviews, the results of which are presented here. It was determined that presence of the third factor would become apparent in qualitative responses to various questions in the interviews. Questions for factors falling under Mattessich and Monsey's third category, Process/Structure, were designed and asked during interviews; however, because the majority of interviewees were found not to have participated in structured school/agency collaborations (nor could we find many people in the community who had), these questions were removed from data presentation and analysis. Mattessich and Monsey's fifth category, Purpose, is designed to assess whether the existing collaborative group has developed concrete, attainable goals and objectives, whether there is a shared vision among members, and whether the group has come together for a unique purpose. Again, since the schools and agencies do not constitute an official collaborative group, questions associated with this category were developed to assess whether the

individual entities have clear and unique purposes, goals and objectives and recognize this in each other, as well as whether their existing independent visions correspond or overlap in any way.

PRESENTATION OF RESULTS

Results of the interviews are presented in the pages of this section. Results from Part One, sections (A) General services and (B) Collaboration, are presented first, and results from Part Two of the interviews follow. Part Two questions and responses are organized according to the Mattessich and Monsey categories under which they fall. For all data, most-commonly occurring individual responses and/or response categories are reported. Thus, for Likert scale questions included in Part Two, the mode of the responses is reported. For each question, school responses are presented first, and agency responses are reported second. Responses for schools and agencies are not segmented into different participant categories (i.e. teachers vs. administrators; directors vs. caseworkers vs. volunteers) unless there is a respectable difference between the responses provided by these individual groups. Throughout the remainder of this paper, interview participants from the school and school district levels are referred to as "schools" or "school participants," and resettlement agency interviewees are at times referred to as "agencies" or "agency participants" for the sake of linguistic simplicity. For a list of responses to Part One, sections (A) and (B), and Part Two (schools and agencies) interview questions, see Appendices D, E, F, and G respectively.

Part One (A): General Services

Participants were first asked to name the different services provided by their own entity. Based on these responses, two comprehensive, separate lists of services offered by agencies and schools were constructed. In the second question, school participants were asked to name services provided by agencies, and agency interviewees were asked to name services provided by schools. It is important to note that not all services on these lists are provided by all schools or all agencies. However, when one service is not provided by all agencies, it is generally available to all refugees through the agency that does offer it. For example, the mental health program (Spring Center) is only offered at the IRC but is

open to clients from all resettlement agencies in Tucson. This is not necessarily the case with schools (i.e.

the Magazine Club is only available to Catalina Magnet High School students). However, all in all

schools generally refer to the agencies as one entity, "the agencies"), and agencies generally refer to "the

schools" as being one entity; thus the idea was to flesh out each participant's overall understanding of

what services are offered by the "other."

School awareness of services provided by resettlement agencies. Interviews with resettlement

agency participants revealed a list of twenty-six services provided by resettlement agencies in the

community (agency question 1). This list was compared with the list of agency services that school

interviewees were able to identify (school question 2). On average, each teacher and administrator

identified five of these services, with teachers naming an average of four services and administrators

naming an average of five. The most commonly mentioned service offered by agencies was housing

placement, named by a total of six participants, including two teachers and four administrators. In close

second were school registration (5 total = 1 teacher, 4 administrators), job preparation and placement (5

total = 1 teacher, 4 administrators), registration for state assistance (5 total = 2 teachers, 3 administrators),

and IRC's youth program (5 total = 4 teachers, 1 administrator). Financial support for the first one to four

months was the third most frequently mentioned service, named by a total of four participants (3 teachers,

1 administrator). The service most frequently identified by teachers was the IRC youth program, which

was understandable, since four of five teachers who participated in interviews had been a part of this

program over the course of the 2006-2007 academic year to some degree. Overall, 19% of agency

services were mentioned by the schools.

Resettlement agency awareness of services provided by schools. In interviews with schools,

teachers and administrators revealed a list of forty services provided by the schools and districts in the

community (school question 1). This list was compared with the list of school services that agency

interviewees were able to identify (agency question 2). On average, each agency participant identified 3.8

of these services, with directors naming an average of one service, caseworkers an average of 5.6, and

volunteers naming an average of 3.5. The most commonly mentioned services offered by schools were

ESL classes for registered students (4 total = 0 directors, 3 caseworkers, 1 volunteer) and high school registration/enrollment assistance (4 total = 0 directors, 4 caseworkers, 0 volunteers). Structured English Immersion (ESL courses combined with sheltered content instruction) was mentioned by three participants (1 director and 2 caseworkers). It is likely that these services were not mentioned by more agency participants because they may have thought these were a "given" and were trying to name services outside the general scope of school enrollment and general education. Services outside those of enrollment and classroom instruction that were mentioned most frequently include tutoring (3 total = 1 resettlement director, 2 caseworkers), on-site clothing bank (3 total = 0 directors, 3 caseworkers, 0 volunteers), and on-site food bank (3 total = 0 directors, 3 caseworkers, 0 volunteers). Overall, agency participants identified an average of 9.5% of services offered by schools.

Change in schools' understanding of agency roles and services. Two questions (school questions 2 and 3) were asked to assess whether the schools' overall understanding of agency roles and services had changed over time and if so, how. Half of the respondents indicated that yes, their understanding had changed; while half said that they had changed very little or not at all. Of those who said their understanding had changed, the most common reply to the question "How so?" was "I thought that agencies were involved with their clients for a longer period of time." The second most common response was "I thought agencies were more involved in helping families integrate into the schools and community."

Change in agencies' understanding of school roles and services. Two questions (agency questions 2 and 3) were asked to assess whether the agencies' overall understanding of school roles and services had changed over time and if so, how. Again, half of the respondents indicated that yes, their understanding had changed; while half said that they had changed very little or not at all. Of those who said their understanding had changed, the most common reply to the question "How so?" was "My understanding hasn't really changed; the schools have made improvements to their existing roles or services" such as registration procedures, classes designed specifically for refugee students, etc.

School and agency requests for additional services for refugee students in the community.

Primarily out of curiosity, schools and agencies were asked to name services they would like to see in the

community for refugee high school students and whose responsibility they feel it is to provide these

services (questions 5 and 6). A full list of requests is included in Appendix D. Interestingly, six of

twenty-two school responses involved specific requests for efforts to increase knowledge of refugee

cultures among teachers, counselors and administrators or to develop or improve communication between

schools and agencies. When asked whose responsibility it should be to develop and provide the requested

services, both schools and agencies indicated that a collaborative effort among schools and agencies or

schools, agencies and other community organizations is necessary.

Part One (B): Collaboration Between Schools and Agencies in Tucson

History of collaboration between schools and agencies. A total of eleven questions (7-17) were

asked of both schools and agencies to gauge the history of collaboration between the two groups.

Overall, the majority of school respondents (nine of ten) indicated that they had participated in some form

of collaboration with agencies in past years, but nine of ten indicated that they were not currently

involved in any collaborative efforts with the agencies. The most commonly mentioned (5 total = 4

teachers, 1 administrator) past collaborative effort was the IRC Youth Program, which, again, was

expected since four of five teachers had participated with the researcher in this program. After this, the

most commonly mentioned collaborative efforts were the youth photography project at Catalina Magnet

High School (part of the IRC Youth Program) and school registration.

The majority of agencies said they had not participated in collaborative efforts with schools (six

of ten respondents) (question 7). However, most did not include enrollment and case management among

possible efforts. When asked what collaborative efforts they had participated in with schools (question

9), the most common responses were providing training to teachers, school enrollment, and assisting with

behavioral problems or crises.

The most commonly mentioned goals of past collaborative efforts according to schools (question

10) were facilitating acculturation/helping students develop a sense of place and providing tutoring or

26

supplementary academic assistance. Agencies most frequently named "raising cross-cultural awareness" as the goal of collaborative efforts to date.

Generally, schools indicated that their role in past collaborative efforts had been to provide space, materials and other resources (school question 11); while the role of agencies had been primarily program design and implementation (school question 12). Agencies indicated that their role had been as a provider or expertise regarding refugees or refugee resettlement (agency question 11) and that schools had generally planned the events or activities in which agencies participated (agency question 12). An explanation for the discrepancy in this data is that school responses were weighted with their experiences with the youth program; while not all agencies had been involved in this program and hence were referring to collaborative efforts outside of it, which were generally organized by schools as opposed to agencies.

Since no definite plans for future collaboration (except one, World Refugee Day, which was mentioned by one agency participant) had been established at the time of these interviews (question 13), data gathered with questions 14-17 was primarily hypothetical and hence is not presented in this write-up.

Feelings about collaboration among schools and agencies in Tucson. Agencies and schools were each asked three primary questions (18, 19, 20) to establish their feelings about collaborating with each other. First, they were asked to explain their feelings about collaborating with the opposite entity (question 18). Second, they were asked to talk about what existing internal and external factors make collaboration possible (question 19). Third, they were asked to discuss what existing factors hinder collaboration (question 20).

The most common school responses to question 18 fell into the category of "necessary undertaking," with the most common response being along the lines of "We need to do it. There is a breakdown, and it must happen." Runner-up response categories included "lack of time, communication or appropriate mindset have made it difficult thus far" and "it creates a sense of connection and support for teachers and students."

27

The most common agency responses also fell into the category of "necessary undertaking," with the most common response being along the lines of "It could be challenging at first, but beneficial in the long run." Runner-up response categories included "we've collaborated well on efforts in which we have engaged thus far" and "lack of communication or understanding have made it difficult."

School responses to question 19, "What existing internal and external factors make collaboration possible?" fell primarily into the category of "freedom, flexibility, desire and initiative on the part of teachers" for internal factors and "agencies' willingness and initiative" for external factors. The most common response regarding internal factors was "The hearts of the teachers are in the right place." And the most common response regarding external factors was "The hearts of agency staff are in the right place."

Agency responses to question 19 with regard to internal factors fell equally into three categories: understanding of necessity, expertise to offer, and liaison within office. Respondents indicated that internally when agencies recognize the need for collaboration with schools, realize that they have expertise to offer to schools with respect to refugee groups and resettlement practices, and when agencies have had a liaison in the office who can provide insight into and connection with the schools, the ground has been fertile for collaboration. With respect to external factors, agencies indicated most frequently that opportunities for communication and established channels of communication are key ingredients that make collaboration possible. Specifically, they expressed that having good relationships or contacts established within the schools and districts is critical in developing successful collaborations.

When asked to identify factors which hinder them from establishing collaborations with agencies (question 20), schools indicated that lack of communication is a primary hindrance. Lack of resources, specifically time, came in close second. Agencies most commonly stated that a lack of resources, specifically time and staff, hinder them from establishing collaborations. The second most frequently mentioned hindrance from the perspective of agencies was lack of communication about and between schools and agencies, as well as between districts and schools.

28

Experiences in working together – triumphs and frustrations. In questions 21 and 22, schools and agencies were asked to discuss their biggest triumphs and frustrations in working with each other. Schools indicated that their greatest triumphs involved the creation of specific projects, particularly the youth program, and getting to know individuals within the agencies. They stated that their greatest frustrations involved lack of communication and a lack of awareness of agency roles and the resettlement process. Agencies indicated that their greatest triumphs involved seeing the development of proactive programs in the schools (improved classes for refugees, improved registration procedures) and the ability of schools and agencies to respond to crisis situations together. They stated that their greatest frustrations involved dealing with school/district rules and regulations and lack of communication (not knowing who to speak with, phone calls not returned, etc.).

Question 23 was found to reflect the same general responses as question 5 in Part One (A) of the interview; thus, data for this question was not incorporated into this write-up.

Part Two

This section presents results from Part Two of the interviews. They are organized into Mattessich and Monsey's six primary categories of factors for successful collaboration and further broken down by the nineteen factors within those categories. While the mean, median and mode were calculated for each response, only the mode response(s) for each question are indicated. It was determined that the mean would not be appropriate to use, as one cannot guarantee that respondents attached numerical, equidistant values to their responses, and hence, it would be meaningless to report this value. The most appropriate measurement of data was determined to be the mode, as in this research we are most concerned with what the majority of participants think or feel. Since the number of participants in this study was quite small (ten school representatives and ten agency representatives), mode calculation was reasonable to conduct.

Environment (Mattessich and Monsey, Category 1, Factors 1-3)

Responses to questions developed under the first category, Environment, are reported here.

History of collaboration. Participants responded to four questions relating to the history of collaboration in the community and with respect to their own entity (school or agency) (questions 1-4). It

was clarified that respondents should not limit their thinking to collaborations involving schools and resettlement agencies, but should base their responses on overall collaboration in the community and between their entity and other community organizations at large.

In question 1, participants were asked to rate the environment in Tucson as being very conducive to forming collaborations, somewhat conducive, neither conducive nor deterrent, somewhat deterrent, or very deterrent. The most common response among both school and agency participants was "somewhat conducive" (five of ten school participants, six of ten agency participants). One school participant remarked that the environment in Tucson is conducive to collaboration because it is very relaxed and people are open to talking with each other about possible projects. This participant suggested that it is much easier here than in some other cities, where one has to "know people" to get in the door; whereas in Tucson, one can just pick up the phone and call anyone to initiate discussion and collaborative efforts.

Question 2 asked interviewees to indicate what percentage of their programs/services were done in collaboration with other entities. This proved to be a difficult question for both schools and agencies. School teachers were primarily familiar with their own programs but not necessarily those conducted by other teachers and did not often know much about what was going on at the district level. School administrators did not often know about specific projects at different schools, and especially were not able to state for certain whether these projects involved community partners. With respect to agencies, most respondents indicated that everyday efforts are seldom done without community partners. Agencies regularly take clients to doctors appointments, DES, coordinate with apartment managers, register children for school, etc. Some agency representatives considered these efforts to involve collaboration, while others did not. All in all, an equal number of school participants indicated that over 50% of their programs involve some sort of collaboration or that they were not sure and could not answer this question. An equal number of agency participants said that somewhere between 10% and 50% or over 50% of their programs involve collaboration.

When asked how closely their entity works with community partners (question 3), the majority of both school and agency participants indicated that they work "somewhat closely" with partners, with most

30

school participants stating that they communicate on a weekly basis with their partners (question 4) and agency participants stating that they communicate somewhere between monthly and quarterly with their partners (question four).

Members seen as leaders in the community. Mattessich and Monsey's factors suggest that one characteristic of a successful collaboration is that the collaborative group is seen as a leader in the community. Schools and agencies do not currently form an officially-recognized collaborative group, so to speak; however, this factor was used to develop questions to determine how schools and agencies view their own leadership, both within and in the community, hence, whether they might view themselves and each other as respectable partners in potential endeavors (school questions 5-8; agency questions 5 and 6).

Overall, school participants found leadership within their schools to be "good" and leadership at the district level to be "less than acceptable." They ranked leadership of their schools within the community at "quite effective." Most school respondents were unsure about leadership within resettlement agencies, since most do not have enough experience with the agencies to formulate an opinion. When asked about resettlement agencies' leadership within the community, however, the majority of respondents said that they are "not effective enough."

Agencies ranked school leadership primarily at the level of "good," and most were unsure about their own agency's leadership within the community or stated that they did not feel this question was applicable to them. Four agency respondents remarked that they did not see leadership in the community as their role and that they are here primarily to "provide a federally mandated service." Of those who did rank their agency's leadership in the community, two stated that they felt it was very effective, one said "quite effective," and two found their agency's leadership to be "not effective enough."

Favorable political/social climate. Participants were asked a total of four questions pertaining to political and social climate (school questions 9, 12, 13 and 14; agency questions 7, 10, 11 and 12). These questions were designed to determine perceived level of political support for as well as community awareness of refugee teen issues. School participants most frequently stated that political support for

refugee teen transition and issues is weak; most agency representatives stated either that political support is weak or that they were unsure.

With respect to awareness of refugee teen issues, schools most frequently indicated that they feel that the general public is entirely unaware, local funders – primarily or entirely unaware, and politicians – primarily or entirely unaware. Agencies most frequently stated that the general public is entirely unaware, local funders – primarily unaware, and politicians – entirely unaware.

Member Characteristics (Mattessich and Monsey, Category 2, Factor 4)

Four questions were used to assess the schools' level of respect for and trust in agencies as well as schools' perspective on the agencies' level of respect for and trust in them (school questions 24-27). When asked about their level of respect for agencies' work with refugee teens, schools' responses varied widely from "very high" to "very low", with the majority of responses falling equally at the extreme ends of the scale. With regard to their level of trust in agencies' commitment to the teens and their families, school respondents were primarily unsure or ranked it as "very low." When asked what they believe the agencies' feelings are toward the schools, the majority of school respondents said they believe the agencies have a somewhat high level of respect for their work as well as a somewhat high level of trust in their commitment to the teens. One respondent, who initially stated that the resettlement agencies probably have a low level of trust in the schools' commitment to refugee teens, stated, "Though maybe it's higher, and that's why [the agencies] trust us just to do our jobs."

The same four questions were used to assess the agencies' level of respect for and trust in the schools as well as agencies' perspective on the schools' level of respect for and trust in them (agency questions 22-25). When asked about their level of respect for schools' work with refugee teens, the majority of respondents said it was "somewhat high". With regard to their level of trust in schools' commitment to the teens, agencies most frequently said it was also "somewhat high." When asked what they believe the schools' level of respect is for the agencies' work, the majority of agency responses were equally dispersed between "mediocre", "quite low" and "very low." Most agency responses indicated that they thought the schools' trust in their commitment to refugee teens was at a mediocre level.

32

Communication (Mattessich and Monsey, Category 4, Factors 13 and 14)

Nine questions were developed to assess communication among agencies and high schools (school questions 15-23; agency questions 13-21). First, participants were asked how often their school or agency generally communicates with the opposite entity. Responses from school interviewees fell equally across "unsure", "rarely" and "weekly." Only school administrators responded "weekly," and teachers indicated that there is rare contact or that they were unsure as to the frequency of contact between their school/district and the agencies. Most agency participants said they are in communication with the schools on a monthly basis.

Second, participants were asked who generally contacts whom in these communications. Schools stated that communication patterns vary: at times agencies contact the schools, and at times schools contact the agencies. One school administrator remarked, "Caseworkers contact us when new families are coming in. Other than that, we don't talk because we don't know each others' responsibilities outside of registration." Agency respondents indicated that it is generally the school that contacts the agency.

Interviewees were then asked how often they personally are in communication with people from the opposite entity.   School participants most often stated that they are "rarely, if ever" in contact with the agencies at a personal level – a response which came from four of five teachers. The majority of administrators who answered the question stated that they are personally in communication with agencies on a monthly basis.   Agency participants stated most often that they are in communication with schools on a monthly basis. When asked who generally contacts whom in their personal communication with the opposite entity, school participants said most often that they contact the agencies directly or that it varies. Agencies indicated that they are generally the ones to contact the school.

Schools and agencies were then asked about what issues they are generally in communication with the opposite entity and with whom, specifically, they are usually in communication. School respondents stated that the most common topic about which they are in communication with agencies is medical issues, with second place issues (tied) being registration, absences, and general student problems into which schools hope agencies can provide insight. They said they are most often in communication

33

with agency caseworkers about these issues, but that in some cases they talk with directors or "whoever answers the phone." Agencies reported that they are most often in communication with schools about behavior issues and frequent absences, and usually talk with teachers, followed by administration at the principal level, nurses, counselors and the Welcome Center.

When asked to rank communication between resettlement agencies and high schools in Tucson, most school respondents said they feel it is "below average" or "very poor." Agency respondents said they feel it is "good" or "mediocre." Eight of ten school interviewees and nine of ten agency interviewees said communication between the two could be improved.

Participants were then asked how communication could be improved among them. The majority of school responses fell into the category of "establish liaison or knowledge of who to contact for what." The second most frequently referenced category of responses was "hold regular meetings or other opportunities for regular communication." Among agencies, the majority of responses came equally under the same two categories.

When asked what would need to be in place to make the requested methods for communication improvement occur, the majority of school responses indicated that a centralized push from the community or state is needed, as well as time and staff. Agency respondents also said that a centralized push from the community or state is needed, as well as resources (time, funding and space).

Purpose (Mattessich and Monsey, Category 5, Factors 15, 16 and 17)

With respect to purpose, participants were asked first about their own entity's goals and objectives (school question 32, agency question 30). They were then asked to tell what they thought the goals and objectives of the opposite entity were (school question 33, agency question 31). In response, school participants most commonly stated that their school's/district's goals include preparing the refugee students for their futures and meeting students' basic needs. School participants most frequently identified agency goals as "helping the entire family become acclimated, self-sufficient, and/or linked to appropriate basic systems in Tucson."

Agencies stated their own goals for refugee teens and their families as being primarily "initial resettlement, adjustment and self-sufficiency." They most frequently identified school goals as being to educate students. Runner-up categories included "preparing students for their futures" and "preparing students to pass state-mandated exams."

Participants were then asked how closely they feel their entity's vision for refugee teens corresponds with that of the other entity (school question 34, agency question 32). School participants most commonly stated that they could not confidently answer this question, as they were uncertain as to what the agencies' vision for this sector of their client population is. Most common agency participant responses ranged equally between "somewhat closely," "not very closely," and "not closely at all." When asked how their visions converged or diverged in relation to those of the agencies (school question 35; agency question 33), school respondents most often stated that "we all want them to adjust, succeed and get jobs" but that "our measurement of success is different; we have no shared vision of what these students are capable of." Agency respondents most commonly indicated that the visions correspond in that "we truly don't have any good goals for the refugee students – both schools and agencies are just working to meet requirements" and diverge in that "for resettlement agencies, education comes after the health and self-sufficiency of the family."

Resources (Mattessich and Monsey, Category 6, Factors 18 and 19)

Participants were asked a total of six questions pertaining to the availability of resources (volunteers, funding and staff) in the community for their work (school questions 10, 11, 28-31; agency questions 8, 9, 26-29) . They were asked directly how strong they believed monetary and volunteer support are overall in the local community for refugee teen issues, how adequate a funding base they have and they believe the opposite entity has for programming, and how sustainable they feel their own and the opposite entities programs are.

In response to the first question, both school and agency interviewees primarily indicated that funding support in the community for these issues is weak. Volunteer support (question two), on the other hand, was identified by most school and agency participants as somewhat strong.

When asked how adequate the funding base schools have to serve refugee high school students is, school participants generally responded "less than adequate" or "somewhat adequate." While agencies responded most frequently that they were unsure what the schools' funding was like, or that they felt the schools' funding was completely inadequate or less than adequate. Agencies, on the other hand, generally felt that their own funding base to serve this population is completely inadequate, as programs specifically geared toward refugee teens are not among core services for which they receive funding. Schools also found agency funding for this purpose to be completely inadequate.

With respect to sustainability of their own programs for refugee teens, schools responded most frequently that they are somewhat sustainable. Agencies had the same perspective on school programs. In response to questions regarding stability of agency programs for teens, most agencies replied that this question was not applicable to them since most do not have specific programs for refugee high school students. Most schools indicated that due to staff turnover and uncertainty in funding, existing agency programs specific to the high school refugees are entirely or not very sustainable.

DATA ANALYSIS

Following interviews, responses were mapped onto Isett's model of interagency collaboration formation to determine what existing gaps need to be addressed in establishing closer, more effective working relationships and improving and enhancing services to the target population. The Isett elements with which Part Two interview questions were linked are specified in Appendices B and C. Most of the questions incorporated into Part One, sections (A) and (B), of the interviews were primarily open-ended and do not, on their own, correspond directly to Isett elements. However, interview responses to these questions often indicated presence or absence one or more of the Isett elements; hence, when appropriate, the elements are mapped onto interview responses to Part One questions in Appendices D and E. Analysis of each element of collaboration formation identified by Isett is presented below. A score based on responses to questions associated with each element was developed to create a way in which to view the existence and strength of each element. The modes of related questions (ranging from 0 to 4) were

averaged to elicit a combined "score" for individual elements. When more than one mode was present, the median of the responses to the question was used in calculations. Please note that the data from the quantitative analysis can only be used to roughly compare the strength of each element with other elements and should not be read to indicate how weak or strong each element is when examined individually.   Tables 3, 4 and 5 present the results of this analysis.

Table 3. Isett Element Scores – School Responses

Element	Score
Reciprocity	2.6
Legitimacy	2.2
Stability	2.4
Resources	2.1
Will and Knowledge	not measured in this section
Communication	1.0
Reputation	2.0
Norms	n/a

Table 4. Isett Element Scores – Resettlement Agency Responses

Element	Score
Reciprocity	3.0
Legitimacy	2.7
Stability	2.1
Resources	2.2
Will and Knowledge	not measured in this section
Communication	2.3
Reputation	2.4
Norms	n/a

Table 5. Isett Element Scores – Schools and Resettlement Agency Responses Combined

Element	Score
Reciprocity	2.8
Legitimacy	2.6
Stability	2.3
Resources	2.1
Will and Knowledge	not measured in this section
Communication	1.7
Reputation	2.2
Norms	n/a

Reciprocity

On a scale of 0-4, the score for reciprocity-related questions in Part Two (school questions 34, 35; agency questions 32, 33) was highest in comparison with scores on other elements for schools, agencies and school and agency responses combined (2.6, 3.0 and 2.8, respectively).

In responses to Part One (B) questions regarding collaboration, it is noted that most participants expressed, unsolicited, that collaboration between schools and agencies is a necessity in addressing client needs successfully. One school interviewee stated,

> Part of student success is not just academic. It's the social, emotional well-being of children; it's physical well-being. And in order to have academics be successful, all of that has to be successful too. It all has to fall in - it's all pieces that fit together. There are a lot of components that we need to look at and work on, and just in the school itself I see that we need to collaborate with agencies. Because the schools can't do it all, and the agencies can't do it all.

An agency respondent remarked, "It is a disservice to refugees if [agencies] don't help prepare the schools." Another agency representative stated, "Teachers…need to be given background on the families. When they don't know where the families come from, they do things like give parents fliers to read when parents can't read." "It's nice to have a good relationship with the schools," said a third agency interviewee, "so we can more easily meet with staff to address problems with individual students." "When teachers have to rely only on administration for support and advice, sometimes [administrators] don't understand the situation like resettlement agencies do," stated a second school participant. With respect to limitations of school services, a third school interviewee stated,

> We help students with everything related to education. And honestly sometimes the teachers do help the students fill out forms, but they are forms that have nothing to do with school. It might even be a DES form or something else that the students can't understand and the parent can't understand. And there's nobody else to help them so yes we will do that, but I don't think it's our job. We can help them fill out scholarship forms; that makes sense. That's related to education. But …we don't have the time to take care of everything.

A school participant made the following suggestion as to how the resettlement agencies can assist in facilitating the improvement of public K-12 education,

> It's too bad that the parents of our students don't speak English, because if they came in and said 'my kid isn't being educated, and it's important to me' things would change. I think the resettlement agencies could help the parents find their voice by having discussion with them about the education system and how critical it is that their kids complete high school here and go on to college if possible.

Responses from interviews were interpreted to indicate that school and agency visions for high school refugees are somewhat aligned, that their roles in providing services to this population are unique but complementary, and that, most importantly, the two players recognize that only by working together can they achieve and surpass their existing goals for their clients/students. Through this, it is estimated that there is a strong presence of reciprocity. This is a particularly significant element in the existing relationship in that, according to Isett, it is the one key factor that must be present for interorganizational networks to form (2005).

Legitimacy

Questions associated with legitimacy were designed to assess the existing level of trust in and respect for school and agency programs, as well as how entities see themselves and the converse service provider group as an actor within the community (Interview Part Two, school questions 5-8, 24-27; agency questions 5, 6, 22-25). On a scale of 0-4, the score for legitimacy-related question responses in Part Two were schools: 2.2, agencies: 2.7 and combined: 2.5. For schools, this element had only the third highest score, behind reciprocity and resources. However, this was expected, as schools' trust and respect for agency programs, two key questions incorporated into the legitimacy score, were quite low in comparison with the reverse. Isett asserts that trust, reputation and legitimacy are built over time through repeated interaction and communication, and as most school respondents indicated a lack of presence, interaction and communication with agencies, it is understandable that they would not feel they have the background necessary to feel that agencies are legitimate in their work. For agencies, legitimacy came in second behind reciprocity at a score of 2.7, and for combined responses, it was also second highest at 2.5. From this data, it is concluded that while a decent level of legitimacy is present among respondents, this can be attributed primarily to agency responses. According to Isett, the passage of time and increased interaction between the two players are necessary to strengthen this factor, particularly among school participants (2005).

<u>Stability</u>

The presence of stability in the surrounding environment was analyzed using questions pertaining to the history of collaboration in the community, availability of monetary and human resources, political/social awareness and support for refugee teen issues, and perceived sustainability of existing programs for this population. Overall, scores on Part Two questions relating to this factor (school questions 1-4, 9, 12-14, 30, 31; agency questions 1-4, 7, 10-12, 28, 29) were 2.4 (schools), 2.1 (agencies), and 2.3 (school and agency responses combined). Schools and agencies both viewed school programs as being quite sustainable overall; while agency programs that do exist were viewed by both parties as generally unsustainable. Funding for school programs was primarily viewed as less than adequate by agencies and between somewhat and less than adequate by schools themselves. Volunteer resources in the community were viewed by most participants as being generally strong; while community monetary resources for programs were seen as quite weak. Awareness and support from politicians and the general public were noted by both parties to be very weak. Responses regarding the history of collaboration in Tucson and with agencies and schools in the community indicated a supportive environment in which working together is commended and collaboration is very possible. Overall the environment is estimated as being a decent ground for establishment of collaboration, particularly since the factors that received the lowest scores and most frequent comments of concern surrounded resources and community awareness, factors which tend to be strengthened through more efficient use of resources and joint outreach efforts made possible through collaboration (Nissan & Burlingame, 2003).

<u>Resources</u>

Direct questions pertaining to availability of human and monetary resources were used to flesh out an understanding of this element in Tucson and among high schools and resettlement agencies here (Interview Part Two, school questions 10, 11, 28-31; agency questions 8, 9, 26-29). Discussion of resources also came about in open ended responses to questions in Part One of the interviews. Overall, schools and agencies assessed the availability of resources as quite low (2.1 – schools, 2.2 – agencies, 2.1 – combined), outside of volunteers, who were regarded with awe and gratefulness during many

interviews. In Part One of the interviews, respondents indicated that one of the top two primary

deterrents in the formation of collaborations is the lack of resources in the form of time, staff and funding.

However, one agency respondent stated, "There is support, and there is monetary support,

but…connecting the resources is not there. There is someone over here becoming homeless, and a Somali

agency could help, but they don't know about each other." Even with resources being a concern for

many, it should be noted again that after the initial push (staff, time and funding to support these) needed

to foster collaboration, the amount of resources needed by individual entities to do their work and

accomplish their goals generally decreases with the establishment of cooperative efforts (Nissan &

Burlingame, 2003).

Will and Knowledge

Responses to Interview Part One, sections (A) and (B), as well as general discussion throughout

interviews were analyzed for the presence of will to collaborate and knowledge about the opposite

entity's programs and role in the community.

The will to collaborate is quite strong among both agencies and schools. The majority of both

school and agency interview participants stated plainly that it is a necessity. Summarizing the feelings of

most participants, one agency interviewee stated,

> Cooperation is for the benefit of the refugees. I'm advocating that we'd better have a closer
> relationship than what we have now. We are trying to alleviate pain, suffering and lack of
> education. These students are eager to learn, so any way we can make that easier [is important].
> Working together, we can improve a lot of things.

With respect to knowledge, interviews revealed an extremely low level of awareness about the

converse entity's programs, with schools participants naming on average 19% of agency programs and

agencies naming on average only 9.5% of school services. Discussion with school participants confirmed

a lack of knowledge about agencies and agency programs among both teachers and school administrators.

"For the school, internally, people don't know what the [resettlement] program is. There's a disconnect.

And there's not understanding; there's not a whole lot of knowledge, internally, about what resettlement

agencies do" (School interviewee, 2007).

From students, I've heard that when they're initially resettled they're provided some job training, funds to pay for rent and bills, utilities initially, help finding…setting up bank accounts. Students have told me about grocery store trips – being oriented to that. It sounds like in the first few months, resettlement agencies do a really good job according to them with sort of all the basic things to do with living and survival skills. After that, I don't really get a sense of what the resettlement agencies do (School interviewee, 2007).

Another school participant stated,

I think that both mine and my supervisor's initial understanding of a caseworker was that [agencies] had much more responsibility for [refugee clients] than the initial just bringing them to Tucson and helping them get settled. We thought that the term caseworker meant that they were the person you contact when there is an initial problem ranging from attendance to a health issue.

Conversations with agency participants revealed similar feelings. When asked what services and programs high schools offer to refugee teens, one agency participant remarked, "I'm not really aware of what they provide." Another stated during discussion about ways in which school and agency visions for the teens correspond or diverge,

The schools think the agencies financially help the families. [There's a] misunderstanding.… Schools think the agencies are responsible.… I get a phone call almost twice a week saying the children didn't come to school today. So we're not on the same page. The expectations of the schools on the agencies.… They are not fully cognizant of [what we do]. (Agency interviewee, 2007).

Even knowledge on the part of schools with respect to the *presence* of the agencies is not always strong.

I feel like there isn't awareness…that if I email someone [in school administration] and I ask about IRC, they don't know what I'm talking about. [There's a] lack of awareness in the school – awareness about what the resources are – the fact that there is this agency out there who we can turn to for support. And the fact that I just emailed an administrator today about stuff concerning the refugee kids, and they're like 'well I'm not sure who we would talk to.' And I'm like, 'well at least talk to the IRC….' I feel like it's my responsibility to bother them. (School interviewee, 2007).

However, all participants in this interview knew about the agencies and schools in the area. "I knew these agencies were out there…last year students had talked about issues or support or whatever they were getting" (School interviewee, 2007). On the other hand, specific awareness about available programs and, particularly related to agencies, length and depth of involvement with refugee families, is low.

Most participants indicated that a lack of communication between the two entities has been the primary culprit in creating misunderstandings about each other and each other's roles and responsibilities with respect to this population.

Communication

In interpreting responses to specific questions as well as to discussion that ensued throughout the interviews, communication between agencies and schools was found to be an element of primary concern among most participants. On scored responses (Interview Part Two, school questions 15-23; agency questions 13-21), it was lowest among school response scores – at 1.0, scored 2.3 on agency responses (third lowest following resources and stability), and 1.7 for school and agency responses combined.

One agency participant simply stated, there is a "lack of communication.… We don't know what [the schools] need.… They only call us when they need to discipline the kid." Along similar lines, a school interviewee remarked,

> I know the school gets [calls from agencies] from time to time through the dropout prevention office, but at that point to me it's too late.…I know counselors have called caseworkers. Assistant principals have tried to contact caseworkers. I think they result in mixed results – sometimes they would not get calls back, but I can't tell you for sure. (School interviewee, 2007).

However, one agency participant commented that even when there were efforts made to communicate with schools, the schools "don't return my phonecalls" or when communication took place "There was always a banging of heads and not quite understanding each other…. [The schools] were not always open or had resources to implement what we suggested."

In another instance, an agency interviewee pointed out,

> Most of the time we communicate [with the schools] when there is a problem.… That's the extent of our relations. This summer they are taking 4-5 refugee students to D.C., which is great, but our office had no clue.

One school participant commented that he/she had gone to a resettlement agency to initiate communication and was turned away. Along similar lines, another school interviewee remarked,

> We can't get the agencies to open their doors to meet with us and communicate with us.… [W]e've [heard] that the agencies feel defensive, [like] we are out to get them. Which in absolutely no way are we trying to do that.… We don't want their responsibilities. And they don't want ours.… We need to understand that we are both here for the same purpose, to bring a family in and hopefully make a better life for that family. And we need to work together.

43

Interviews revealed not only a lack of communication between schools and agencies, but also hinted at a disconnect between agencies themselves as well as between the district refugee program administrators, school administrators, and teachers. With respect to communication among resettlement agencies, one agency participant remarked,

> Coordination, teamwork and awareness are missing. The agencies working together is missing. Each keeps their own secrets. There are certain things they share, but things they don't share. And that shouldn't be, because people's lives are involved (2007).

One school participant stated that often, resettlement agencies may be in communication with district administrators, but that information does not always "trickle down."

> If [the agencies] could come to us and tell us 'this is what we do and what we provide and next month we'll let you know what's going on and what kind of students you could expect…. This is what we see is happening' [that would be great]…. They may be doing that with the Welcome Center but the Welcome Center is not coming to us. My communication with [the Welcome Center] essentially is 'we want you to test students, we're bringing them over on such and such a day.' And then they will come over and say 'we've taken care of the immunizations and we've helped them fill out the paperwork in the office' and that's all the welcome center really tells us. So whatever their dealings have been prior to that with the resettlement agencies, I don't know.

Overall, communication was found through interviews to be a primary weak spot in the relationship between agencies and schools – an element needing foremost attention and development in order to improve the entities' ability to work together.

Reputation

Analysis of interview responses (school questions 24-27 and 33; agency questions 22-25 and 31) indicated that among schools, agency reputations are quite low (2.0), while for schools, reputation was the third-highest scored element (2.4). Overall, the reputation score fell at 2.2, third lowest after communication and resources. Several interviewees revealed frustration with agencies' and schools' work within the community. "The people who have resettled the refugees, they are in the front line. I feel they drop the people off, and say 'ok, our job is done.' And don't look back. That's the feeling we get here [at the schools]" (School interviewee, 2007). When asked what they thought the schools' vision for the refugee students is, one agency interviewee responded, "To make sure they pass the AIMS [Arizona's Instrument to Measure Standards] so they get their money." Generally speaking, however, both school and agency respondents commented that they know everyone is working hard with limited

resources. Isett notes that to build reputation, communication is key. Because agencies and schools tend not to communicate outside of addressing critical problems and registering students for school, it is not surprising that a level of trust and respect for each other is not as high as it could be.

DISCUSSION

Conclusions

Overall, research revealed a high level of disconnect between resettlement agencies and high schools in Tucson, primarily associated with lack of communication. High schools and resettlement agencies rarely communicate other than to administer basic student enrollment and address problems that arise with individual students and families. Hence, they understand little about each other, the diverse array of services the converse entity provides and what each other's roles, capacities and capabilities are in providing a smooth transition for refugee teens.

Reciprocity, or the recognition that agencies and schools cannot alone meet and exceed their goals to help refugee students transition and succeed in their new homes, is clearly present. However, a lack of communication is damaging the players' ability to develop true knowledge and understanding of each other and, in some cases, harming their reputations in each other's eyes. In recognizing the tremendous impact communication, or lack thereof, has on the establishment of working relationships, it is recommended that it be incorporated much earlier in Isett's model of interorganizational network formation. Figure 3 presents suggested modifications.

Applicability

To further develop their ability to work together, it is highly recommended that schools and resettlement agencies, first and foremost, take steps to improve communication. Lack of time and existing workloads are primary concerns of the majority of participants; however many made suggestions for increasing communication that would require minimal effort on the part of both schools and agencies. In the long run, increased communication could significantly decrease the amount of time, staff, energy, and funding spent duplicating services or putting out fires when problems arise due to lack of training,

45

preparation and establishment of more pro-active, preventative systems. While agencies are not

contractually obligated to work with the high schools beyond basic registration procedures, an increased

Figure 3. Suggested Revisions to Isett Model
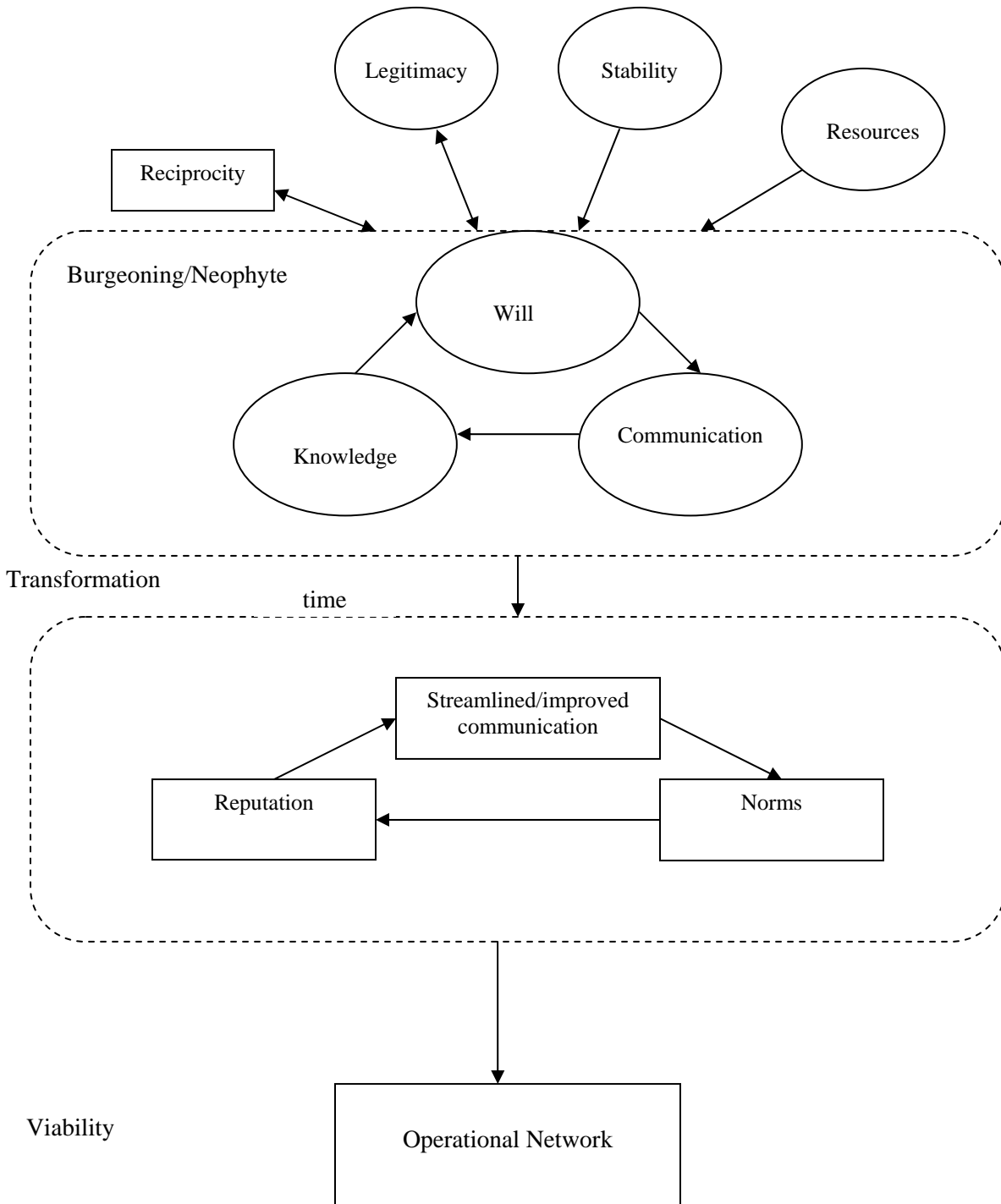
amount and level of discussion and information-sharing, training for teachers about incoming refugee groups, and efforts to familiarize teachers, administrators, and agency staff and volunteers with areas in which students would benefit from additional assistance will more than likely help both schools and agencies serve their clients more efficiently and effectively. The IRC Youth Program, currently coordinated by the program's second-year AmeriCorps VISTA volunteer, has the potential to continue to serve as a critical link between agencies and schools through nourishment of trusting, open relationships among program staff and teachers. According to interviewees working directly with refugee students and clients, communication alone would help practitioners feel less alone in their endeavors, more informed, and better prepared to accomplish their goals.   Several simple recommendations made by interviewees for improving communication and enhancing the capacity for both entities to provide service are listed in Tables 6 and 7, below.

Table 6. School Participant Suggestions for Next Steps

Hold regular meetings/opportunities for regular communication
School representative meet on quarterly basis with agency/caseworkers Go to meetings at resettlement agencies Meeting on a regular basis (monthly or quarterly) Community forums where we all get together to talk about the issues we're seeing (not during school hours!) Have agencies include teachers/counselors/admin on newsletter lists
Establish liaison and/or knowledge of who to contact for what
Assign coordinator/liaison at agency Assign coordinator/liaison at school Create and update list of teachers and caseworkers working with refugee teens Liaison for each campus who can meet with agencies, or one schools person
Other
Agencies give teachers and administrators cross-cultural content workshop

Table 7. Agency Participant Suggestions for Next Steps

Establish liaison and/or knowledge of who to contact for what
Full time school liaison/staff person at resettlement agency
Have specific contact person at the schools (they have a person for registration but we need someone to cover grade issues, suspensions, student progress, etc.)
Hold regular meetings/opportunities for regular communication
Monthly or quarterly meetings with the teachers who have refugees in their classrooms
Education of schools/districts on part of agencies
Have teachers/school admin shadow caseworkers to learn what they do on daily basis
Educate schools about incoming populations…foresight

It is the hope of the researcher that together we will use this information and take these first small steps in creating a stronger, healthier link between schools and agencies and developing a truer sense of community for refugee students and their families in Tucson.

> What I feel so badly about these kids is that you promise this American dream, and they think life is going to be so easy. Most of these kids, what they're writing about is ripping my heart out because they'd rather go back to the camps, some of them, because they felt they had community there and they felt that they had resources there and connection… And here they feel alone and frustrated and they feel unhappy, and they see their parents struggling… It comes down to quality of life. I mean, why would you be somewhere where you don't feel like you have a quality of life? And yet with the refugees they have absolutely no choice in the matter whatsoever. So it just frustrates me, I mean, if they're not going to be moved to a quality situation, then why move them? And how much reality are they told before they move? And I know situations are so desperate and even if they're told the reality, would they hear it when they're just trying to get out of the country, but it's so unfair. Why would you leave a civil war to come into another civil war? (School interviewee, 2007).

Limitations of This Research

There are two primary limitations of the research in this capstone. First, as mentioned previously, scoring of Isett elements can only be used to gauge the presence of factors in relation to each other. They cannot be used to determine the strength of each element independently.

Second, due to time constraints and unsuccessful attempts to contact high school counselors working with refugee populations, interviews do not incorporate data from this population, nor were interviews conducted with other campus staff such as nurses and admissions. Since counselors, nurses and administrators are at times in communication with refugee caseworkers regarding student absences,

health, and academic issues, it is important to address the fact that their viewpoints are not incorporated into this study.

Recommendations for Future Research

During research for this capstone, a gap was revealed in communication among resettlement agencies themselves, as well as among district administrators, school administrators and teachers. Both would be particularly interesting to analyze. In addition, it will be interesting to see what happens with the relationship among agencies and schools when communication is improved. A longitudinal study might examine the increase in communication and its impact on existing problems faced by teachers and caseworkers in particular and on the relationship between agencies and schools overall.

Research also presented a very interesting question that deserves investigation. One teacher mentioned that the creation of the ongoing IRC youth program during the 2006-2007 school year was beneficial not only because it provided much-needed services to refugee teens, but also because it helped to create a sense of unified community that both teachers and students responded to and benefited from. The teacher explained that prior to the program, she felt alone in her efforts, as though she did not have the support system she needed in the community to do the quality job she desired. She said that with regular communication with an agency, she felt she had someone to turn to, someone of whom to ask questions, with whom to brainstorm, with whom to commiserate when she was frustrated and confused, and with whom to celebrate student successes. The same teacher also mentioned that during program implementation, her students were more excited about their time in the classroom, showed her more respect, and demonstrated an increased level of confidence and comfort in her classroom. She suggested that by linking the youth program and its implementing agency so closely with the schools, students were able to see a network of support and saw the community coming together as a team to work with them and help them acclimate to their lives here. She said that perhaps they saw that two individuals from two different community entities truly cared for them and for each other – and that the unified effort was comforting to them. They could talk to the resettlement agency about school and vice versa, and each entity knew what they were referring to.

These comments spur the question of the impact of visible collaboration on refugee clients as well as on the staff and teachers themselves. Does the development of working relationships create a stronger sense of community and support? Is this sense enough in itself to grant service providers the motivation and hope to continue in their challenging humanitarian endeavors? And how does the sense of community, or lack thereof, in a refugee's new home impact refugee student and family progress, particularly when they have come from tightly-knit communities where everyone knows each other and works together? Perhaps research in the coming years will address these issues and reveal yet a deeper, psychological benefit attached to the development of collaboration.

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Questions asked of high school teachers and administrators

Part One (A): General services
1.) What services does your school provide to refugee teens and their families?
2.) What services are you aware that Tucson's resettlement agencies provide to refugee teens and their families?
3.) Has your understanding of the agencies' roles in integrating refugee teens changed over the years?
4.) If so, in what ways?
5.) What additional services should be provided in the community to ensure comprehensive transition for refugee teens?
6.) Whose responsibility should these services be?

Part One (B): Collaboration
1.) Have you worked with any resettlement agencies on projects in the past?
2.) Are you currently working with resettlement agencies on any projects?
3.) What projects?
4.) What were/are the goals of these projects?
5.) What role did/does the school/district play?
6.) What role did/does the resettlement agency play?
7.) Do you have plans to work with agencies on future projects?
8.) What projects?
9.) What are the goals of these projects?
10.) What role will the school/district play?
11.) What role will the resettlement agency play?
12.) Explain your feelings about collaborating with Tucson's resettlement agencies.
13.) What existing internal or external factors make collaborations possible with the agencies?
14.) What factors currently hinder you from establishing better collaborations with the agencies?
15.) In an ideal world, what projects would you like to tackle together with the local resettlement agencies?
16.) What have been your biggest triumphs in working with the agencies?
17.) What have been your biggest frustrations in working with the agencies?

Questions asked of resettlement agency staff and volunteers

Part One (A): General Services
1.) What services does your organization provide to refugee teens and their families?
2.) What services are you aware that Tucson's high schools provide to refugee teens and their families?
3.) Has your understanding of the schools' roles in integrating refugee teens changed over the years?
4.) What did you used to believe about their role in this, and what do you know now?
5.) What additional services should be provided in the community to ensure comprehensive transition for refugee teens?
6.) Whose responsibility should these services be?

Part One (B): Collaboration
1.) Have you worked with any high schools on projects in the past?
2.) Are you currently working with high schools on any projects?
3.) What projects?
4.) What were/are the goals of these projects?
5.) What role did/does the school/district play?
6.) What role did/does the resettlement agency play?
7.) Do you have plans to work with agencies on future projects?
8.) What projects?
9.) What are the goals of these projects?
10.) What role will the school/district play?
11.) What role will the resettlement agency play?
12.) Explain your feelings about collaborating with Tucson's schools.
13.) What existing internal or external factors make collaborations possible with the schools?
14.) What factors currently hinder you from establishing better collaborations with the schools?
15.) In an ideal world, what projects would you like to tackle together with the local high schools/districts?
16.) What have been your biggest triumphs in working with the schools?
17.) What have been your biggest frustrations in working with the schools?

Question	Associated Successful Collaboration Factor (Mattessich &Monsey)	Associated Condition for Collaboration (Isett)
1.) Would you say the environment in Tucson is: ❑ Very conducive to forming collaborations. There is very much a feeling of working together as a community to tackle local issues, and forming inter-organizational partnerships is very common. ❑ Somewhat conducive to forming collaborations. There is a desire among some people and organizations to tackle problems as a community, and forming inter-organizational partnerships to address issues is somewhat common. ❑ Neither conducive nor deterrent to forming collaborations. ❑ Somewhat deterrent to forming collaborations. It is quite uncommon for organizations to collaborate. ❑ Very deterrent to forming collaborations. It is very uncommon for organizations in Tucson to collaborate.	Environment – history of collaboration in the community	Stability
2.) On what percentage of your school's projects would you say you collaborate with one or more organizations?	Environment – history of collaboration in the community	Stability
3.) In these collaborations, how closely together do you work with your partnering organizations? ❑ Very closely. We generally share equal responsibility in designing, implementing and evaluating our projects, using each others' unique strengths to ensure a successful project. ❑ Somewhat closely. Our balance in responsibility is not necessarily equal, and we do not necessarily communicate on all decisions, but we communicate fairly regularly to keep each other in the loop and on task. ❑ We work together very little – perhaps only meeting up at established quarterly project meeting times or report-writing times. ❑ Not closely at all. We're lucky if we even talk after the agreement is signed!	Environment – history of collaboration in the community	Stability
4.) How often would you say you communicate with partnering organizations? ❑ Daily ❑ Weekly ❑ Monthly ❑ Quarterly ❑ Only for the agreement and the reports!	Environment – history of collaboration in the community	Stability
5.) How competent do you feel leadership is within your school? ❑ Outstandingly competent ❑ Good ❑ Less than acceptable ❑ Incompetent	Environment – collaboration members seen as leaders within the community	Legitimacy

6.) How effective do you feel your school is as a leader within the community? ❑ Extremely effective, gung ho, proactive and wonderful ❑ Quite effective ❑ Not effective enough ❑ Ineffective	Environment – collaboration members seen as leaders within the community	Legitimacy
7.) How competent do you feel leadership is within the resettlement agencies? ❑ Outstandingly competent ❑ Good ❑ Less than acceptable ❑ Incompetent	Environment – collaboration members seen as leaders within the community	Legitimacy
8.) How effective do you feel the agencies are as leaders within the community? ❑ Extremely effective, gung ho, proactive and wonderful! ❑ Quite effective ❑ Not effective enough ❑ Ineffective	Environment – collaboration members seen as leaders within the community	Legitimacy
9.) How strong do you believe political support is in the local community for providing a smooth transition for refugee teens? ❑ Very strong – could hardly ask for more! ❑ Somewhat strong ❑ Weak ❑ No support whatsoever	Environment – favorable political/social climate	Stability
10.) How strong do you believe monetary support is in the local community for providing a smooth transition for refugee teens? ❑ Very strong – could hardly ask for more! ❑ Somewhat strong ❑ Weak ❑ No support whatsoever	Resources – sufficient funds	Resources
11.) How strong do you believe volunteer support is in the local community for providing a smooth transition for refugee teens? ❑ Very high – could hardly ask for more! ❑ Somewhat strong ❑ Weak ❑ No support whatsoever	Resources – sufficient funds	Resources
12.) How aware of refugee teen issues do you feel the general public is? ❑ Very aware ❑ Somewhat aware ❑ Primarily unaware ❑ Entirely unaware	Environment – favorable political/social climate	Stability
13.) How aware of refugee teen issues do you feel local funders are? ❑ Very aware ❑ Somewhat aware ❑ Primarily unaware ❑ Entirely unaware	Environment – favorable political/social climate	Stability
14.) How aware of refugee teen issues do you feel local politicians are? ❑ Very aware ❑ Somewhat aware ❑ Primarily unaware ❑ Entirely unaware	Environment – favorable political/social climate	Stability

15.) How often does your school communicate with resettlement agencies? ❑ Daily ❑ Weekly ❑ Monthly ❑ Quarterly ❑ Annually	Communication – open and frequent	Communication
16.) Who usually contacts whom?	Communication – established informal and formal communication links	Communication
17.) How often do you personally communicate with resettlement agencies in relation to students? ❑ Daily ❑ Weekly ❑ Monthly ❑ Quarterly ❑ Annually	Communication – open and frequent	Communication
18.) Who usually contacts whom?	Communication – established informal and formal communication links	Communication
19.) What are common issues about which you are in communication with the agencies?	Communication – open and frequent	Communication
20.) With whom do you communicate about these issues (be specific)?	Communication – established informal and formal communication links	Communication
21.) Where would you rank communication between schools and resettlement agencies in Tucson? ❑ Excellent – We communicate quite frequently, know precisely who to get information from when we need it, and can count on a quick response and correct, detailed answers. ❑ Good – We communicate fairly regularly, and at any time we need anything, we know how to get information when we need it and know the response time will be sufficient and answers will be helpful. ❑ Mediocre – We don't communicate very frequently and are frustrated equally as often as we are pleased by the amount of time it takes to get answers and/or the quality of answers received. ❑ Below average – We aren't in communication often, and when we are it more often than not takes us a while to get the information we need and we are often dissatisfied by conflicting or incorrect answers. ❑ Very poor – we don't know who to contact about what and are always frustrated when we have to communicate with the schools because we know it will be a major ordeal to get anything accomplished!	Communication - general	Communication

22.) Could communication be improved? How?	Communication – general	Communication
23.) What would need to be in place to make this happen?	Communication – general	Communication
24.) Where would you rank your level of respect for the resettlement agencies work with refugee students? ❑ Very high ❑ Somewhat high ❑ Mediocre ❑ Quite low ❑ Very low ❑ I cannot answer this, as I am not familiar enough with their work to judge.	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy
25.) What level of trust do you place in the resettlement agencies commitment to the refugee students? ❑ Very high ❑ Somewhat high ❑ Mediocre ❑ Quite low ❑ Very low ❑ I cannot answer this, as I am not familiar enough with their work to judge.	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy
26.) What level of respect do you think the resettlement agencies have for the work your school does? ❑ Very high ❑ Somewhat high ❑ Mediocre ❑ Quite low ❑ Very low ❑ Unsure	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy
27.) What level of trust do you think the resettlement agencies place in your school's commitment to the refugee students? ❑ Very high ❑ Somewhat high ❑ Mediocre ❑ Quite low ❑ Very low ❑ Unsure	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy
28.) From your perspective how adequate a funding base do you believe the resettlement agencies have to serve refugee high school students? ❑ Very adequate ❑ Somewhat adequate ❑ Less than adequate ❑ Completely inadequate ❑ I cannot answer this, as I am not familiar enough with their programs to judge.	Resources – sufficient funds	Resources
29.) How adequate a funding base do you have to serve refugee high school students? ❑ Very adequate ❑ Somewhat adequate ❑ Less than adequate ❑ Completely inadequate	Resources – sufficient funds	Resources

30.) How sustainable do you feel the resettlement agencies programs for refugee high school students are? ❑ Very sustainable ❑ Somewhat sustainable ❑ Not very sustainable ❑ Entirely unsustainable	Resources – sufficient funds; Environment – favorable political/social climate	Resources/ Stability
31.) How sustainable are your own programs for refugee high school students? ❑ Very sustainable ❑ Somewhat sustainable ❑ Not very sustainable ❑ Entirely unsustainable	Resources – sufficient funds; Environment – favorable political/social climate	Resources/ Stability
32.) What are your school's primary mission and goals?	Purpose – concrete, attainable goals and objectives; unique purpose	Legitimacy
33.) What do you feel are the agencies' primary mission and goals?	Purpose – concrete, attainable goals and objectives; unique purpose	Reputation/ Legitimacy
34.) How closely do you feel your schools and the agencies' visions for the refugee students correspond? ❑ Very closely ❑ Somewhat closely ❑ Not very closely ❑ Not closely at all	Purpose – shared vision	Legitimacy/ Reciprocity
35.) In what ways do they converge? In what ways do they diverge?	Purpose – shared vision	Legitimacy/ Reciprocity

APPENDIX C – Part Two Interview Questions (Resettlement Agencies)

Question	Associated Successful Collaboration Factor (Mattessich &Monsey)	Associated Condition for Collaboration (Isett)
1.) Would you say the environment in Tucson is: ❑ Very conducive to forming collaborations. There is very much a feeling of working together as a community to tackle local issues, and forming inter-organizational partnerships is very common. ❑ Somewhat conducive to forming collaborations. There is a desire among some people and organizations to tackle problems as a community, and forming inter-organizational partnerships to address issues is somewhat common. ❑ Neither conducive nor deterrent to forming collaborations. ❑ Somewhat deterrent to forming collaborations. It is quite uncommon for organizations to collaborate. ❑ Very deterrent to forming collaborations. It is very uncommon for organizations in Tucson to collaborate.	Environment – history of collaboration in the community	Stability
2.) On what percentage of your organization's projects would you say you collaborate with one or more organizations?	Environment – history of collaboration in the community	Stability
3.) In these collaborations, how closely together do you work with your partnering organizations? ❑ Very closely. We generally share equal responsibility in designing, implementing and evaluating our projects, using each others' unique strengths to ensure a successful project. ❑ Somewhat closely. Our balance in responsibility is not necessarily equal, and we do not necessarily communicate on all decisions, but we communicate fairly regularly to keep each other in the loop and on task. ❑ We work together very little – perhaps only meeting up at established quarterly project meeting times or report-writing times. ❑ Not closely at all. We're lucky if we even talk after the agreement is signed!	Environment – history of collaboration in the community	Stability
4.) How often would you say you communicate with partnering organizations? ❑ Daily ❑ Weekly ❑ Monthly ❑ Quarterly ❑ Only for the agreement and the reports!	Environment – history of collaboration in the community	Stability
5.) How competent do you feel leadership is within the schools? ❑ Outstandingly competent ❑ Good ❑ Less than acceptable ❑ Incompetent	Environment – collaboration members seen as leaders within the community	Legitimacy/ Reputation

6.) How effective do you feel your agency is as a leader within the community? ❑ Extremely effective, gung ho, proactive and wonderful ❑ Quite effective ❑ Not effective enough ❑ Ineffective	Environment – collaboration members seen as leaders within the community	Legitimacy/ Reputation
7.) How strong do you believe political support is in the local community for providing a smooth transition for refugee teens? ❑ Very strong – could hardly ask for more! ❑ Somewhat strong ❑ Weak ❑ No support whatsoever	Environment – favorable political/social climate	Stability
8.) How strong do you believe monetary support is in the local community for providing a smooth transition for refugee teens? ❑ Very strong – could hardly ask for more! ❑ Somewhat strong ❑ Weak ❑ No support whatsoever	Resources – sufficient funds	Resources
9.) How strong do you believe volunteer support is in the local community for providing a smooth transition for refugee teens? ❑ Very high – could hardly ask for more! ❑ Somewhat strong ❑ Weak ❑ No support whatsoever	Resources – sufficient funds	Resources
10.) How aware of refugee teen issues do you feel the general public is? ❑ Very aware ❑ Somewhat aware ❑ Primarily unaware ❑ Entirely unaware	Environment – favorable political/social climate	Stability
11.) How aware of refugee teen issues do you feel local funders are? ❑ Very aware ❑ Somewhat aware ❑ Primarily unaware ❑ Entirely unaware	Environment – favorable political/social climate	Stability
12.) How aware of refugee teen issues do you feel local politicians are? ❑ Very aware ❑ Somewhat aware ❑ Primarily unaware ❑ Entirely unaware	Environment – favorable political/social climate	Stability
13.) How often does your agency communicate with schools? ❑ Daily ❑ Weekly ❑ Monthly ❑ Quarterly ❑ Annually	Communication – open and frequent	Communication
14.) Who usually contacts whom?	Communication – established informal and formal communication links	Communication

15.) How often do you personally communicate with schools in relation to refugee client issues? ❑ Daily ❑ Weekly ❑ Monthly ❑ Quarterly ❑ Annually	Communication – open and frequent	Communication
16.) Who usually contacts whom?	Communication – established informal and formal communication links	Communication
17.) What are common issues about which you are in communication with the schools?	Communication – open and frequent	Communication
18.) With whom do you communicate about these issues (be specific)?	Communication – established informal and formal communication links	Communication
19.) Where would you rank communication between schools and resettlement agencies in Tucson? ❑ Excellent – We communicate quite frequently, know precisely who to get information from when we need it, and can count on a quick response and correct, detailed answers. ❑ Good – We communicate fairly regularly, and at any time we need anything, we know how to get information when we need it and know the response time will be sufficient and answers will be helpful. ❑ Mediocre – We don't communicate very frequently and are frustrated equally as often as we are pleased by the amount of time it takes to get answers and/or the quality of answers received. ❑ Below average – We aren't in communication often, and when we are it more often than not takes us a while to get the information we need and we are often dissatisfied by conflicting or incorrect answers. ❑ Very poor – we don't know who to contact about what and are always frustrated when we have to communicate with the schools because we know it will be a major ordeal to get anything accomplished!	Communication - general	Communication
20.) Could communication be improved? How?	Communication – general	Communication
21.) What would need to be in place to make this happen?	Communication – general	Communication

22.) Where would you rank your level of respect for the schools' work with refugee students?
   ❑ Very high
   ❑ Somewhat high
   ❑ Mediocre
   ❑ Quite low
   ❑ Very low
   ❑ I cannot answer this, as I am not familiar enough with their work to judge.
	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy

23.) What level of trust do you place in the schools' commitment to the refugee students?
   ❑ Very high
   ❑ Somewhat high
   ❑ Mediocre
   ❑ Quite low
   ❑ Very low
   ❑ I cannot answer this, as I am not familiar enough with their work to judge.
	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy

24.) What level of respect do you think the schools have for the work your agency does?
   ❑ Very high
   ❑ Somewhat high
   ❑ Mediocre
   ❑ Quite low
   ❑ Very low
   ❑ Unsure
	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy

25.) What level of trust do you think the schools place in your agency's commitment to the refugee students?
   ❑ Very high
   ❑ Somewhat high
   ❑ Mediocre
   ❑ Quite low
   ❑ Very low
   ❑ Unsure
	Member characteristics – mutual respect, understanding and trust	Reputation/ Legitimacy

26.) From your perspective how adequate a funding base do you believe the schools have to serve refugee high school students?
   ❑ Very adequate
   ❑ Somewhat adequate
   ❑ Less than adequate
   ❑ Completely inadequate
   ❑ I cannot answer this, as I am not familiar enough with their programs to judge.
	Resources – sufficient funds	Resources

27.) How adequate a funding base do you have to serve refugee high school students?
   ❑ Very adequate
   ❑ Somewhat adequate
   ❑ Less than adequate
   ❑ Completely inadequate
	Resources – sufficient funds	Resources

28.) How sustainable do you feel the schools' programs for refugee high school students are?
   ❑ Very sustainable
   ❑ Somewhat sustainable
   ❑ Not very sustainable
   ❑ Entirely unsustainable
	Resources – sufficient funds; Environment – favorable political/social climate	Resources/ Stability

29.) How sustainable are your own programs for refugee high school students? (if applicable) ❑ Very sustainable ❑ Somewhat sustainable ❑ Not very sustainable ❑ Entirely unsustainable	Resources – sufficient funds; Environment – favorable political/social climate	Resources/ Stability
30.) What are your agency's primary mission and goals?	Purpose – concrete, attainable goals and objectives; unique purpose	Legitimacy
31.) What do you feel are the schools' primary mission and goals?	Purpose – concrete, attainable goals and objectives; unique purpose	Reputation/ Legitimacy
32.) How closely do you feel your agency's and the schools' visions for the refugee students correspond? ❑ Very closely ❑ Somewhat closely ❑ Not very closely ❑ Not closely at all	Purpose – shared vision	Legitimacy/ Reciprocity
33.) In what ways do they converge? In what ways do they diverge?	Purpose – shared vision	Legitimacy/ Reciprocity

Resettlement Agency Services Identified by Schools (based on list of services created by agencies)

Service	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	TOTAL
reception and placement													
airport pick-up							1				0	1	1
housing placement			1		1	1	1	1		1	2	4	6
financial support for first 1-4 months (depending on employability of family)	1			1	1	1					3	1	4
medical appointment scheduling and transportation						1	1			1	0	3	3
school registration for children (age 5-17)			1			1	1	1	1		1	4	5
job preparation and placement	1					1		1	1	1	1	4	5
English class registration for adults					1						1	0	1
provision of clothing, food and basic home necessities upon arrival								1			0	1	1
registration for state assistance (food stamps, medical insurance and additional economic assistance if applicable)			1		1		1	1	1		2	3	5
bus pass registration for adults			1		1						2	0	2
orientation (basic living and survival skills training)	1				1	1	1			1	2	3	5
case management											0	0	0
volunteer assignment (Match Grant or other)											0	0	0
mental health services						1					0	1	1
financial literacy	1										1	0	1
microenterprise development											0	0	0
healthy marriages classes											0	0	0
family strengthening (for clients with comple1 adjustment needs - includes assistance with CPS, the courts, the schools, conflict resolution)											0	0	0
high school youth program (financial education, tutoring, extracurricular activities)	1	1	1	1		1					4	1	5
extracurricular activities for families											0	0	0
match grant program											0	0	0
parenting classes											0	0	0
summer youth program											0	0	0
tutoring for 8-12 year old students											0	0	0
summer job placement for youth											0	0	0
occassional training for teachers/administrators			1								1	0	1
Total number of services identified by each teacher/administrator	**5**	**1**	**6**	**2**	**6**	**8**	**6**	**5**	**4**	**3**			

Average number of agency services identified by teachers: **4**   **of 26 services**

Average number of agency services identified by administrators: **5**   **of 26 services**

Average number of agency services identified by teachers and administrators combined: **5**   **of 26 services**

Most often mentioned services: Housing placement (6 total; 2 teachers; 4 administrators)

School registration (5 total; 1 teacher; 4 administrators)

Job preparation and placement (5 total; 1 teacher; 4 administrators)

Registration for state assistance (5 total; 2 teachers; 3 administrators)

High school youth program (5 total; 4 teachers; 1 administrator)

Financial support for first 1-4 months (4 total; 3 teachers; 1 administrator)

Corresponding Isett Element: *Knowledge (awareness of other entity's existence/programs/role in community)*

Results reflect overall low level of awareness about agency programs on the part of schools.

School Services Identified by Resettlement Agencies (based on list of services created by schools and districts)

Service	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
bilingual education for Spanish speakers (dual language immersion)											0	0	0	0
ESL classes				1	1		1			1	0	3	1	4
structured English immersion (transition program for refugee students - sheltered content & ESL)						1	1		1		0	2	1	3
tutoring			1	1	1						1	2	0	3
computer software specifically for ELLs											0	0	0	0
dropout prevention											0	0	0	0
interpretation services for parents						1					0	1	0	1
parent meetings and orientations (regarding graduation requirements and AMES)						1					0	1	0	1
on-site medical and dental services								1			0	1	0	1
on-site clothing bank				1	1			1			0	3	0	3
on-site food bank				1	1			1			0	3	0	3
free bus passes (to students living more than 2 miles from campus)							1				0	1	0	1

Service (cont.)	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
English classes for parents (through Pima Community College)											0	0	0	0
registration assistance				1	1	1	1				0	4	0	4
tour of school and introduction to counselors and teachers (when possible)											0	0	0	0
written translation of important school documents for parents (in widely spoken languages)									1		0	0	1	1
initial set of school supplies (backpacks, paper, pens, dictionary, etc.)											0	0	0	0
assistance with medical appointments affecting school work (glasses, etc.)											0	0	0	0
contact person (liaison) at Title 1 schools											0	0	0	0
translation (interpretation) assistants for linguistically isolated students											0	0	0	0
information on and referrals to community programs and activities									1		0	0	1	1
gang prevention education											0	0	0	0
cultural training and access to conferences for teachers											0	0	0	0
health fair											0	0	0	0
partnership with Pima Community College for continuing education workshops for parents											0	0	0	0
cultural diversity fair (for all students) - Catalina High School											0	0	0	0
field trips/extracurricular activities (U of A, language fair, cultural introduction to foods, yard sales, etc.)							1		1		0	1	1	2
ESL Magazine Club		1							1		1	0	1	2
home visits (through Wellness Center, for special cases)								1			0	1	0	1
literacy summer school (language camp)							1				0	1	0	1
Holiday gift giving program											0	0	0	0
focus on hiring teachers with refugee education experience											0	0	0	0
waive fees for PE uniforms, lockers, etc.											0	0	0	0
free lunch or reduced-price meals						1					0	1	0	1

Service (cont.)	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
special schedules to allow students to work in afternoon if necessary											0	0	0	0
photography project (Catalina)		1									1	0	0	1
immunizations (on site in some cases)											0	0	0	0
assistance filling out school paperwork						1					0	1	0	1
counseling						1				1	0	1	1	2
culturally appropriate food							1				0	1	0	1

Total per resettlement agency staff/volunteer   **0** **2** **1** **5** **5** **7** **7** **4** **5** **2**

Average number of school services identified by directors   **1**   **of 40 services**

Average number of school services identified by caseworkers: **5.6**   **of 40 services**

Average number of school services identified by volunteers: **3.5**   **of 40 services**

Average number of school services identified by staff and volunteers overall: **3.8**   **of 40 services**

Most frequently mentioned services

ESL classes (4 total; 0 directors; 3 caseworkers; 1 volunteer)

Registration assistance (4 total; 0 directors; 4 caseworkers; 0 volunteers)

Structured English emersion - ESL plus general ed (3 total; 0 directors; 2 caseworkers; 1 volunteer)

Tutoring (3 total; 1 director; 2 caseworkers; 0 volunteers)

On-site clothing bank (3 total; 0 directors; 3 caseworkers; 0 volunteers)

On-site food bank (3 total; 0 directors; 3 caseworkers; 0 volunteers)

Corresponding Isett Element: *Knowledge (awareness of other entity's existence/programs/role in community)*

Results reflect overall low level of awareness about school programs on the part of agencies.

Change in Schools' Understanding of Agency Roles

Has your understanding of agencies' roles changed?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Yes			1	1		1	1		1		2	3	5
No	1	1						1		1	2	2	4
Not much, if at all					1						1	0	1
How?													
Thought the agencies were actively involved for a longer period of time.			1		1	1	1				2	2	4
Thought the agencies were more involved in helping families integrate into schools and community.				1					1		1	1	2
Didn't know the agencies gave refugees a short timeframe in which to find a job, etc.							1				0	1	1
Didn't know the agency was required to provide the first set of clothing to the families.								1			0	1	1

Of those who said their understanding of agency roles had changed, the most frequent answer to the question "how" was: "I thought agencies were involved with their clients for a longer period of time."

Corresponding Isett Element: *Knowledge (awareness of other entity's role in community)*

Change in Agencies' Understanding of School Roles

Has your understanding of schools' roles changed?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
Yes		1				1	1	1	1		1	3	1	5
No										1	0	0	1	1
Not much, if at all	1		1	1	1						2	2	0	4
How?														
Been very pleased with TUSD's services that promote the integration of refugee teens, in comparison to another city.	1										1	0	0	1
Assumed at first that refugees were integrated directly into mainstream classes, not separated.		1									1	0	0	1
My understanding hasn't really changed - their roles or services have improved. (enrollment process, supplies, teacher knowledge of refugees)				1	1	1	1				0	4	0	4
Thought they had more tutoring and one-on-one assistance.								1			0	1	0	1
Thought they focused more on helping them acclimate so they could really learn English.								1			0	1	0	1
Thought they provided more assistance with understanding the academic requirements.								1			0	1	0	1
Didn't know there were some wonderful programs being started by individual teachers (like Magazine Club)										1	0	0	1	1

Of those who said their understanding of agency roles had changed, the most frequent answer to the question "how" was: "My understanding hasn't really changed - The schools' roles or services have improved from what they initially were."

Corresponding Isett Element: *Knowledge (awareness of other entity's role in community)*

Additional services that schools/districts would like to see in the community

Service (Corresponding Isett Element, if applicable)	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Trainings/orientations													*8*
civic awareness training (laws, how to participate, how the system works, etc.)	1		1								2	0	2
more in-depth cultural orientations (including customs, manners, hygiene, etc.)		1	1								2	0	2
cultural training for teachers/administrators (incl. background, possible conflicts between refugee groups,etc.) *(Knowledge)*		1		1		1					2	1	3
training on basic pre-high school survival (how to hold a pencil, the abc's…)		1									1	0	1
Longer period of/more in depth resettlement service provision													*5*
extended, closer case-worker relationship for longer than a few months	1		1								2	0	2
emergency financial assistance (rent, food, etc.) after initial few months			1								1	0	1
better translation/interpretation services in the community	1										1	0	1
more home visits by schools and resettlement agencies (to understand more about student needs)						1					0	1	1
Strategies for communication and plans of action (Communication)													*3*
We need an integrated strategy for communication and action between agencies and schools. *(Communication)*						1				1	0	2	2
Teachers need to know how to get advice/assitance directly. *(Communication)*						1					0	1	1
Meetings/forums													*2*
an open forum for families to ask questions, etc.				1							1	0	1
monthly meetings at the school for parents								1			0	1	1
Healthcare													*2*
ongoing health care (including dental and optical, and pre and post natal care for pregnant teens)							1		1		0	2	2
Mentor programs													*2*
mentors for the teens									1		0	1	1
better developed volunteer/mentor program for families							1				0	1	1

Most frequently mentioned category of services: Trainings/orientations
Most frequently mentioned service need: Teacher training on refugee groups

Six of twenty-two responses specifically stressed the need for knowledge and communication between agencies and schools.

Responsibility for these services – per schools

Community player	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
resettlement agencies				1							1	0	1
schools								1			0	1	1
other community organizations/agencies											0	0	0
resettlement agencies and schools		1				1			1		1	2	3
resettlement agencies and appropriate community organizations/agencies			1				1				1	1	2
schools and other appropriate community organizations/agencies	1										1	0	1
resettlement agencies, schools and other appropriate community organizations/agencies											0	0	0
refugee camps (prior to coming to U.S.)		1									1	0	1
don't know							1			1	0	2	2

Most common answer: Joint effort on part of schools and agencies

Schools acknowledged both schools and agencies are jointly responsible for the development of requested services.
(Isett element identified: Reciprocity)

Additional services that agencies would like to see in the community

Service (Corresponding Isett Element, if applicable)	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
Training/Orientations														*12*
courses for refugee parents on how to parent teens in the U.S.	1										1	0	0	1
orientations for students going into high school (about what they may encounter as teens here)		1									1	0	0	1
orientations about American culture for teens (on laws applicable to them, etc.)			1				1				1	1	0	2
programs educating non-refugee students about refugees				1	1						0	2	0	2
gang and drug prevention programs				1	1						0	2	0	2
cultural exchange program between refugee and U.S. high school students						1					0	1	0	1
proper education of parents regarding their rights (e.g. parents can opt out of immunizations)								1			0	1	0	1
sessions on opportunities in higher education									1		0	0	1	1
youth employment and financial literacy (and help get the students jobs!)							1				0	1	0	1

Service (Corresponding Isett Element, if applicable) (cont.)	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
Mentoring/tutoring														*8*
mentoring programs				1	1						0	2	0	2
homework help/tutoring				1	1		1	1			0	4	0	4
GED assistance for those who don't graduate							1				0	1	0	1
AMES preparation										1	0	0	1	1
Counseling/support groups														*4*
counseling services for students				1	1						0	2	0	2
support groups for teens who play a large adult role in their family						1					0	1	0	1
domestic violence assistance	1										1	0	0	1
Extracurricular activities														*3*
socialization/acculturation activities (miniature golfing…)				1	1		1				0	3	0	3
School/class placement														*2*
proper placement of students in classes, so they can keep up and excel								1			0	1	0	1
placement of students in schools not labeled "problem schools" - that already have lots of issues								1			0	1	0	1
Interpretation/translation services														*1*
improved interpretation and translation services (parent meetings and documents)										1	0	0	1	1

Most frequently mentioned category of services: Trainings/orientations

Most frequently mentioned service need: Homework help, tutoring

Agencies made no requests directly pertaining to the development of collaborations between schools and agencies.

Responsibility for these services - per agencies

Community player	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
resettlement agencies							1				0	1	0	1
schools			1								1	0	0	1
other community organizations											0	0	0	0
resettlement agencies and schools										1	0	0	1	1
resettlement agencies and appropriate community organizations											0	0	0	0
schools and other appropriate community organizations				1	1						0	2	0	2
resettlement agencies, schools and other appropriate community organizations		1				1		1			1	2	0	3
don't know	1										1	0	0	1

Most common answer: Joint effort on part of schools, resettlement agencies and other appropriate community organizations

Agencies acknowledged that schools, agencies and other organizations are jointly responsible for the development of requested services.
(Isett element identified: Reciprocity)

Collaborating with agencies (school responses)

Have you worked with agencies on past projects?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
yes	1	1	1	1		1	1	1	1	1	4	5	9
no					1						1	0	1
unsure											0	0	0

Most common response: yes

Are you currently working with agencies on projects?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
yes	1										1	0	1
no		1	1	1	1	1	1	1	1	1	4	5	9
unsure											0	0	0

Most common response: no

What projects?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
photography project	1						1				1	1	2
IRC youth program (peer tutoring, extracurricular activities, financial ed, etc.)	1	1	1	1		1					4	1	5
in past in another city, IRC provided trainings to teachers on incoming students, provided culture grams, had school liaison, etc.)				1							1	0	1
mental health/critical case management						1					0	1	1
student registration							1		1		0	2	2
discussion on how we can work together to support each other and not duplicate services							1				0	1	1
health fair										1	0	1	1

Most common response: IRC Youth Program

77

What were the goals of these projects?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Acculturation/developing sense of place													8
help student feel sense of place and identity within that place.	1										1	0	1
help students connect to their community/create a sense of a broader community	1	1		1							3	0	3
provide extracurricular activities		1									1	0	1
cross-cultural training/acculturation/American teen friends				1		1					1	1	2
help students learn about themselves and their lives	1										1	0	1
English/academic assistance													6
English writing/speaking practice	1					1					1	1	2
tutoring		1	1	1		1					3	1	4
School registration													2
register the students in school							1		1		0	2	2
Health improvement													1
general screening of health needs; one-stop shop for services									1		0	1	1

Most common response category: Acculturation/developing a sense of place
Most common response: Tutoring

What role did your school/district play?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Provided location/materials/resources													5
technology	1										1	0	1
allowed for smaller class size	1										1	0	1
provided space	1		1			1				1	2	2	4
helped reach out to other resources in community				1							1	0	1
Developing community relationships/program promotion													2
communication with students/getting word out about program activities		1				1					1	1	2
Expertise													2
teacher developed curriculum and taught class	1										1	0	1
provided input into project			1								1	0	1
Approval/letter of support													2
school approved collaboration				1							1	0	1
provided letter of support/proof of our existing programs for agency grant							1				0	1	1
Enrollment services							1		1		0	2	2
Project development/implementation													1
organized and implemented									1		0	1	1

Most common response category: Provided location/materials/resources
Most common response: Provided space

What role did the agency play?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total

	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Program development/implementation/promotion													8
design program		1	1	1		1					3	1	4
implement program		1	1	1		1					3	1	4
promoted activities			1							1	1	1	2
Providing/finding financial, material, staff or volunteer resources													2
find grant resources	1										1	0	1
supply equipment	1										1	0	1
provided point person - someone I could talk to within the agency				1							1	0	1
Expertise													3
provide contact with expert (outside of agency)	1								1		1	1	2
provided interpreters									1		0	1	1
Case management for enrollment							1		1		0	2	2
Developing sense of community for students													1
provided a greater sense of community for the students (by developing relationship between school and agency that the students could see)				1							1	0	1

Most common response category: program development/implementation/promotion
Most common response: designed program; implemented program

Do you have plans to work with agencies on future projects?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
yes							1				0	1	1
no		1	1								2	0	2
would like to, but it's not definite	1			1	1	1	1		1	1	3	4	7
unsure											0	0	0

Most common response: Would like to, but it's not definite

What projects?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
art/photography	1										1	0	1
continue youth program				1							1	0	1
guest speakers/trainings in classroom				1							1	0	1
World Refugee Day								1			0	1	1
Health Fair										1	0	1	1

What are the goals of these projects?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Help students develop sense of identity and place													3
help student feel sense of place and identity within that place	1										1	0	1
help students connect to their community	1										1	0	1
help students learn about themselves and their lives	1										1	0	1
English/academic assistance/skills development													2
English/writing practice	1										1	0	1
teach financial literacy, job skills, etc. - basic survival/acculturation skills				1							1	0	1
Improve communication among service providers													1
hopefully create a liaison, increase communication					1						1	0	1

Most common response category: Help students develop sense of identity and place

What role will the school/district play?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Location/materials													5
technology	1										1	0	1
allow for smaller class size	1										1	0	1
space	1			1	1						3	0	3
Expertise													2
teacher will develop curriculum and teach class	1			1							2	0	2
Project development/implementation													2
organize activities/campus fairs					1						1	0	1
Unsure								1			0	1	1

Most common response category: Location/materials
Most common response: Provide space

What role will the resettlement agency play?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Providing/finding financial, in-kind or volunteer resources													4
help find and write grants for funding	1		1								2	0	2
help find volunteers to assist with project	1				1						2	0	2
Expertise													2
link us with other community groups/experts				1	1						2	0	2
Program development/implementation													1
coordinating the event								1			0	1	1
Program promotion													1
help advertise events to their clients/families					1						1	0	1

Most common response category: Provide/find financial, in-kind or volunteer resources
Most common response: Help write grants, help find volunteers, link us with experts

Explain your feelings about collaborating with agencies	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
It's a necessary undertaking. (Reciprocity)													*6*
Part of student success is not just academic. The schools can't meet all the needs, and neither can the agencies. We need to work together.						1					0	1	1
We need to do it. There is a breakdown, and it must happen.						1	1		1		0	3	3
We could not have done any of what we've done without them. Very positive.								1			0	1	1
We need to do some long range planning together.										1	0	1	1
When teachers have to rely only on administration for support/advice, sometimes they don't understand the situation like resettlement agencies do.				1							1	0	1
Lack of time, mindset, or communication have made it difficult. (Resources, Communication)													*6*
I don't see a presence in the community from many agencies.	1										1	0	1
I don't hear anything from many of the resettlement agencies.	1										1	0	1
The one agency I tried to contact multiple times blew me off.					1						1	0	1
There is potential, but it depends on whether the agency is willing to work with us reasonably.		1			1						2	0	2
We've had little due to lack of time on parts of both agencies and schools			1								1	0	1
It creates sense of connection/support, for students/teachers. (Will)													*5*
It's wonderful to know there's someone else out there who cares. I felt connected	1			1							2	0	2
It created a greater sense of community for the students - they could see we were working together and cared about them.				1							1	0	1
It created another voice of reason for me and for the students				1							1	0	1
It's great to be approached with offers for help - that doesn't happen often	1										1	0	1
Very positive. (Will)													*4*
I love it!	1					1					1	1	2
It's fun and laughter	1										1	0	1
Generally every time we've asked, we've gotten assistance.										1	0	1	1

Most common response category: It's a necessary undertaking.

Most common response: We need to do it. There is a breakdown, and it must happen.

What existing internal/external factors make collaboration possible?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Internal													
Flexibility, freedom, desire and initiative on the part of teachers (Will)													5
School creates a lot of freedom and flexibility for teachers (no one would say no).	1										1	0	1
The hearts of teachers are in the right place.		1				1		1			1	2	3
Teachers are not afraid to build relationships with the agencies.										1	0	1	1
Collaboration seen as beneficial (Reciprocity)													2
District is open to being involved with the community.	1										1	0	1
District sees collaboration as a great resource (b/c of tight budget).	1										1	0	1
Existing programs and staff (Stability)													1
Wellness Center - its existence and the existence of staff positions dedicated to refugee students							1				0	1	1
External													
Agencies' willingness and initiative (Will)													7
The hearts of agency staff are in the right place.		1				1		1			1	2	3
Agency's willingness to help/the thought that we're a team									1		0	1	1
Agencies are good about coming to us when they have concerns.									1		0	1	1
Agency representative willing to reach out/having a liaison - someone to bridge school with agency.			1	1							2	0	2
Existing structure of community and formal communication outlets (Stability)													3
Tucson is a casual place, so it's easy to approach people about working together.	1										1	0	1
There is a good volunteer community in Tucson, a lot of people with spare time.	1										1	0	1
RISP-Net meetings								1			0	1	1
Unsure									1		0	1	1

Internal - most common response category:	Freedom, flexibility, desire and initiative on the part of the teachers
Internal - most common response:	The hearts of the teachers are in the right place.
External - most common response category:	Agencies' willingness and initiative
External - most common response:	The hearts of the agency staff are in the right place.

What factors hinder you from establishing collaborations?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Lack of communication (Communication)													9
people living in individual bubbles/isolation (there's a small group doing everything. Others don't know what's going on)	1										1	0	1
lack of communication		1	1		1	1		1			3	2	5
agencies rarely attend RISP-Net						1		1			0	2	2
we're not able to get much info out of the agencies - it's like it's top secret									1		0	1	1
Lack of resources (time, staff, etc.) (Resources)													6
time in general	1	1	1					1			3	1	4
requirements that ELL teachers must adhere to (we have more on our plates than we can possibly do!)		1									1	0	1
funds	1										1	0	1
Leadership & bureaucracy (Stability)													4
Welcome Center not wanting to share power with schools/resource centers on campus						1					0	1	1
leadership in the school itself (sets the climate/tone regarding concern. If the admin doesn't care, it's likely most of the staff won't.						1					0	1	1
lack of accountability for providing better services on the part of the schools						1					0	1	1
bureaucracy within school district									1		0	1	1
Lack of Awareness (Knowledge)													3
lack of awareness among school administrators about resettlement, resettlement agencies, and community resources for refugees				1		1					1	1	2
lack of awareness among school administrators and teachers about resources on their own campus!						1					0	1	1
High turnover (Stability)													2
turnover at agencies/information & procedures not being shared clearly with new staff at agencies									1		0	1	1
lack of commitment/turnover/determine what's wrong but don't stay to help fix it.										1	0	1	1
Lack of trust (Reputation)													1
told at state level that agencies are defensive - that they feel schools are out to get them							1				0	1	1

Most common response category: Lack of communication

Most common response: Lack of communication

What have been your biggest triumphs in working with agencies?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Specific project/program/services													7
photography project!	1										1	0	1
student advisory committee (helped build students' self esteem)	1										1	0	1
youth program overall			1	1							2	0	2
Spring Center! Melody!								1			0	1	1
the services they've been able to provide (including translation/interpretation)								1			0	1	1
health fair									1		0	1	1
Getting to know people within the agencies (Communication, Reputation)													4
we work really well with certain individuals in the agencies, and we do communicate (some caseworkers are outstanding, particularly when families first arrive.)							1				0	1	1
getting to know the individuals at the agencies - when they realize we can help each other, that the schools are not the enemy									1		0	1	1
having a reliable agency liaison (even for a short time) - someone to contact with questions		1		1							2	0	2
Creating an extended family for students													1
felt like we created an extended family together for the students				1							1	0	1
Student success													1
kids successfully completing school, passing AMES									1		0	1	1

Most common response category:	Specific project/program/services; Getting to know people within the agencies

Most common response:	Youth program; Having a reliable agency liaison for a while

What have been your biggest frustrations in working with agencies?	T1	T2	T3	T4	T5	A1	A2	A3	A4	A5	Total T	Total A	Total
Lack of communication (Communication)													7
not having a contact person	1										1	0	1
not having heard from many agencies (they don't reach out or check in with me on students)	1	1									2	0	2
information not trickling down to teachers from school district liaison level			1								1	0	1
lack of communication					1	1					1	1	2
agencies not always being at the RISP-Net meetings								1			0	1	1
Lack of awareness (Knowledge)													6
not knowing how the agencies work, who they are, or how to access them	1		1	1							3	0	3
not having a clear concept of the agencies' and agency staff's roles							1		1		0	2	2
not understanding the urgency of the timeframe given to the families									1		0	1	1
Bureaucracy (Stability)													2
contractual stuff/bureaucracy/slow pace	1								1		1	1	2
Lack of resources (time, staff, etc.) (Resources)													2
no time as a teacher to visit/reach out to the agencies			1								1	0	1
students had not been given much support as far as adapting to living in the U.S. and so had a great deal of culture shock and misunderstandings				1							1	0	1
High turnover (Stability)													1
turnover at agencies (making good connection then losing it)								1			0	1	1

Most common response category:　　　　Lack of communication; Lack of awareness

Most common response:　　　　Not knowing how the agencies work, who they are, or how to access them

Collaborating with schools (agency responses)

Have you worked with schools/districts on past projects?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
yes	1					1		1	1		1	2	1	4
no, only enrollment/case management		1	1	1	1		1			1	2	3	1	6
unsure											0	0	0	0

Most common response: No, we've only worked together on case management/enrollment.

Are you currently working with any schools/districts on projects?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
yes											0	0	0	0
no, only enrollment/case management	1	1	1	1	1	1	1	n/a	n/a	1	3	4	1	8
unsure											0	0	0	0

Most common response: No, only case management/enrollment

What have you worked on in the past with schools?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
provided training to teachers, Refugee 101	1					1					1	1	0	2
enrolling kids in school				1	1						0	2	0	2
assisting with behavioral problems/crises				1	1						0	2	0	2
Multicultural Week						1					0	1	0	1
gathering supplies for students						1					0	1	0	1
working on special cases with mental health, discipline, CPS								1			0	1	0	1
refugee camp simulation									1		0	0	1	1

Most common responses: provided training to teachers, enrolling kids in school, assisting with behavioral problems/crises

What were the goals of these projects?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
to educate schools on the services we provide	1										1	0	0	1
cross-cultural awareness						1			1		0	1	1	2
get backpacks and uniforms for students						1					0	1	0	1
working together to place kids with disabilities/learning differences in appropriate schools						1					0	1	0	1
to educate teachers on cultural differences						1					0	1	0	1
to assist students/families with special needs								1			0	1	0	1

Most common response: raising cross-cultural awareness

What role did your agency play?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
provider of expertise regarding refugees and/or refugee resettlement	1					1		1			1	2	0	3
link schools to speakers/experts											0	0	0	0
advocating for family								1			0	1	0	1
organized event									1		0	0	1	1

Most common response: provider of expertise regarding refugees and/or refugee resettlement

What role did the school/district play?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
planner	1					1					1	1	0	2
invited me into classroom to talk to students and recruit panel participants									1		0	0	1	1

Most common response: planner/organizer

Do you have plans to work with schools/districts on future projects?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
yes	1										1	0	0	1
no, only enrollment/case management			1	1	1		1			1	1	3	1	5
would like to, but no definite plans		1				1					1	1	0	2
unsure											0	0	0	0

Most common response: no

What projects?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
World Refugee Day	1										1	0	0	1

What are the goals of these projects?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
educate community about refugees/celebrate refugees	1										1	0	0	1

What role will the agency play?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
participant	1										1	0	0	1
planner	1										1	0	0	1

What role will the school/district play?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
participant	1										1	0	0	1
planner	1										1	0	0	1

Explain your feelings about collaborating with schools/districts	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
Collaboration with schools is a necessity. (Reciprocity)														6
It's a disservice to refugees if we don't help prepare the schools.		1									1	0	0	1
We need to see this as a partnership.		1									1	0	0	1
It could be challenging at first but beneficial in the long run.				1	1						0	2	0	2
It's nice to have a good relationship with the schools, so we can more easily meet with staff to address problems with individual students.						1					0	1	0	1
I think we need to give more information to the schools when we can - like when groups of students will be arriving and what area they'll be living in.		1									1	0	0	1
We collaborate well on efforts in which we have engaged thus far. (Reputation)														5
We have good collaboration on registration/enrollment.							1				0	1	0	1
Very good. Everything works fine.			1								1	0	0	1
The Welcome Center is wonderful, and we have an oustanding collaboration with them.			1								1	0	0	1
If we go to the schools, the schools are very welcoming - they're happy to have the agencies as a resource.						1					0	1	0	1
I've been impressed with how responsive some teachers have been in my communication with them, and how much they have gone out of their way to learn about the refugee groups in their classes…how much enthusiasm they have about these students.									1		0	0	1	1

Explain your feelings about collaborating with schools/districts (cont.)	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
Lack of understanding/communication (Knowledge, Communication)														4
There was always a banging of heads - not quite understanding each other.								1			0	1	0	1
The school districts expected so much of resettlement agencies and didn't understand that our hands were tied by guidelines, legislation, mental health rules…They wouldn't call us as often as they could have because they started believing there wasn't anything we could do...								1			0	1	0	1
I have found it easier to communicate directly with teachers, but teachers are so busy!									1		0	0	1	1
There is no real collaboration, we only have a relationship when problems arise.							1				0	1	0	1
It is not a tremendous priority. (Will)														2
I don't have a problem coordinating with anyone, depending on the nature of the collaboration	1										1	0	0	1
My job doesn't require it much.									1		0	0	1	1
The thought of it is exciting. (Will)														2
It would be exciting if there was a willingness on part of the agencies, schools and community to collaborate.				1	1						0	2	0	2
Neutral/non-descript														1
I think we do collaborate.		1									1	0	0	1

Most common response category: Collaboration with schools is a necessity.

Most common response: It could be challenging at first, but beneficial in the long run.

What existing internal/external factors make collaboration possible?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
Internal														
Understanding of necessity (Reciprocity)														1
our organization understands that collaborations are necessary, that every org brings their expertise to the table, that collaborations are mutually beneficial		1									1	0	0	1
Expertise to offer (Reciprocity)														1
The fact that we have first contact with clients and understand them. We can provide expertise for the schools about the different groups.						1					0	1	0	1
Liaison within office (Communication)														1
having a knowledgeable person in the office who was connected to the schools									1		0	0	1	1
External														
Opportunities for and established channels of communication (Communication)														*9*
having good relationships/contacts established in school/district		1		1	1	1			1		1	3	1	5
Welcome Center			1								1	0	0	1
RISP-Net meetings			1				1				1	1	0	2
Schools know who to contact, and they contact us directly.							1				0	1	0	1
Partners' understanding of our services and availability (Knowledge)														*3*
partner has to be able to meet up on our scheduling terms	1										1	0	0	1
partner needs to be interested in the services we provide, not help outside our scope	1										1	0	0	1
they need to let us know in what way they're looking for assistance:	1										1	0	0	1

Internal - most common responses: understanding of necessity, expertise to offer, liaison within office

External - most common response category: opportunities for and established channels of communication

External - most common response: having good relationships/contacts established in the school/district

What factors hinder you from establishing collaborations?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
Lack of resources (staff/time/funding) (Resources)														11
lack of staff/	1			1	1	1		1			1	4	0	5
lack of time	1			1	1						1	2	0	3
lack of funding				1	1			1			0	3	0	3
Lack of communication (Communication)														6
information not trickling from district to school level		1									1	0	0	1
Lack of communication - we don't know what schools need.							1				0	1	0	1
Schools only contact us when problems arise.							1				0	1	0	1
Liaison that was assigned to me by the school never called me back.								1			0	1	0	1
There wasn't a cohesive form of communication, or one assigned link. Jean (language acquisition) became that contact for me by default - we knew each other and worked together well.								1			0	1	0	1
There's not a lot of discussion about schools in our agency staff meetings.									1		0	0	1	1
Leadership (Stability)														2
differences in philosophies among leadership at district and school level		1									1	0	0	1
Leadership in our agency prevented us from going to RISP-Net meetings.								1			0	1	0	1
Bureaucracy/government mandates (Stability)														2
teacher/principal job security based on AMES scores - creates challenge for schools when they receive a lot of refugees		1									1	0	0	1
Bureaucracy - have to go by the schools' rules			1								1	0	0	1
Other														2
Arrogance on the part of schools - we know what we're doing and we don't need you.								1			0	1	0	1
Don't know - doesn't really apply to me.										1	0	0	1	1

Most common response category: Lack of resources (time/staff/funding); Communication

Most common response: lack of staff/demands on existing staff/restricted to certain services based on guidelines laid out for funded position

What have been your biggest triumphs in working with schools/districts?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total RD	Total CW	Total V	Total
Proactive program/system development or communication (Communication)														5
When teachers/counselors have contacted us simply to let us know how a student is doing.							1				0	1	0	1
seeing the development of remedial and ESL classes geared toward refugees				1	1						0	2	0	2
mental health services used to be provided on campuses, so students could talk in an environment they were comfortable in						1					0	1	0	1
The Welcome Center/registration system. The changes the district has made in these are working really well - enrollment is easy now.			1								1	0	0	1
Ability to respond to crises/special cases together (Reputation)														4
pulling together to help a student with severe behavioral problems				1	1						0	2	0	2
working with schools to transfer a student with hearing issues to another school				1	1						0	2	0	2
Working with specific individuals (Reputation)														2
Working with Karinka and creating what we did. I don't know what we did besides make a few more people aware, it it was nice for her to bring me into the mix. I was able to advocate for families on things teachers may not have been aware of.								1			0	1	0	1
Pam in the Welcome Center has a heart of gold!		1									1	0	0	1
Graduation successes														2
We have a student graduating this year.		1									1	0	0	1
Of the ones we've placed in high school, 90% are on track to graduate.							1				0	1	0	1
Tough to say - I don't really know of any.														2
We don't have a lot of contact with the schools, so it's hard to say.	1										1	0	0	1
It's hard to say, I get called in to deal with the problems.		1									1	0	0	1

Most common response category: Proactive systems development or communciation; Ability to respond to crises/special cases together
Most common response: Seeing development of classes geared toward refugees; Handling two separate special cases

What have been your biggest frustrations in working with schools/districts?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	total RD	total CW	total V	total
Dealing with regulations (Stability)														4
The fact that students are placed according to age, not experience with school.			1								1	0	0	1
Dealing with school regulations in registration and immunizations				1	1	1					0	3	0	3
Communication														3
Difficulty getting in contact with the right person, knowing who to talk to				1	1						0	2	0	2
Don't return my phonecalls								1			0	1	0	1
Schools not following through on requirements or recommendations														3
Translation/interpretation issues				1	1						0	2	0	2
Not always open or had resources to implement our professional recommendations.								1			0	1	0	1
Lack of cultural awareness on the part of the schools														2
What they are expecting from parents sometimes is simply culturally inappropriate (they want to put all students and families into the same box)		1									1	0	0	1
Lack of awareness among teachers about refugee groups/cultural differences.							1				0	1	0	1
Fingerpointing (goes for everyone, including resettlement agencies) (Reputation)														1
This doesn't just go for schools but for everyone involved: fingerpointing while kids are floundering.								1			0	1	0	1
Level of expectations on part of schools (Knowledge)														1
Expected my program to waive a magic wand and make behaviors go away.								1			0	1	0	1
None									1		0	0	1	1

Most common response category: Dealing with regulations; Communication; Schools not following regulations/recommendations

Most common responses: Dealing with school regulations in registration and immunization; Knowing who to contact; Translation/interpretation issues

94

Would you say the environment in Tucson is	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Associated Isett Element 1 Stability	2 n/a
Very conducive to forming collaborations (4 points)									4		4		
Somewhat conducive (3 points)		3		3	3	3				3	15		
Neither conducive nor deterrent (2 points)							2				2		
Somewhat deterrent (1 point)											0		
Very deterrent (0 points)						0					0		
Unsure, n/a (X_1)													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.6	2.6	2.6
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

On what percentage of your school's/districts projects do you collaborate with one or more organizations?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Stability	n/a
Lots (more than 50%) (4 points)		4		4						4	12		
Approximately 50% (3 points)						3					3		
Between 10 and 50% (2 points)											0		
10% (1 point)					2						2		
Less than 10% (0 points)											0		
Unsure, n/a (X_1)							X_1	X_1	X_1				
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											3.4	3.4	3.4
median											4.0	4.0	4
mode											**4 and X_1**	**4 and X_1**	**4 and X_1**

In these collaborations, how closely do you work with partnering organizations?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Stability	n/a
Very closely (4 points)		4		4							8		
Somewhat closely (3 points)								3	3	3	9		
It depends - sometimes very closely, sometimes just a phone call for advice (2 points)					2	2					4		
Very little (1 point)											0		
Not closely at all (0 points)											0		
Unsure, n/a (X_1)							X_1						
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.6	2.6	2.6
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

How often do you communicate with partnering organizations?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Stability	n/a
Daily (4 points)				4							4		
Weekly (3 points)					3			3	3		9		
Biweekly (2 points)					2					2	4		
Between monthly and quarterly (1 point)		1									1		
Only for the agreement and reports (0 points)											0		
Unsure, n/a (X_1)							X_1						
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.3	2.3	2.3
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

Leadership within your school

Leadership within your school	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	n/a
Outstandingly competent (4 points)							4				4		
Somewhere between outstanding and good (3 points)									3	3	6		
Good (2 points)		2			2			2			6		
Less than acceptable (1 point)											0		
Incompetent (0 points)						0					0		
Their intent is very competent, but what manifests is not (0 points)				0							0		
Unsure, n/a (X_1)													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.0	2.0	2.0
median											2.0	2.0	2.0
mode											**2.0**	**2.0**	**2.0**

Leadership within your district

Leadership within your district	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	n/a
Outstandingly competent (4 points)							4				4		
Somewhere between outstanding and good (3 points)													
Good (2 points)		2			2						4		
Less than acceptable (1 point)								1	1	1	3		
Incompetent (0 points)						0					0		
Their intent is very competent, but what manifests is not (0 points)				0							0		
Unsure, n/a (X_1)													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.4	1.4	1.4
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

District/school leadership within community	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	n/a
Very effective (4 points)										4	4		
Quite effective (3 points)		3		3	3		3		3		15		
Not effective enough (2 points)						2		2			4		
Ineffective (1 point)											0		
Unsure, n/a (X_1)													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.9	2.9	2.9
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

Leadership within resettlement agencies	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	n/a
Outstandingly competent (4 points)											0		
Good (3 points)				3	3						6		
Less than acceptable (2 points)											0		
Incompetent (1 point)										1	1		
Unsure, n/a (X_1)		X_1				X_1	X_1	X_1	X_1				
when I worked with you, outstandingly competent, overall though, I can't answer that													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.3	2.3	2.3
median											3.0	3.0	3.0
mode											**X**	**X**	**X**

Effectiveness of agencies as community leaders	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	n/a
Very effective (4 points)											0		
Quite effective (3 points)					3					3	6		
Not effective enough (2 points)		2		2		2			2		8		
Ineffective (1 point)											0		
Unsure, n/a (X_1)							X_1	X_1					
when I worked with you, very effective, but overall, not effective enough													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.3	2.3	2.3
median											2.0	2.0	2.0
mode											**2.0**	**2.0**	**2.0**

Local political support for refugee teen transition	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Stability	n/a
Very strong (4 points)										4	4		
Somewhat strong (3 points)											0		
Weak (2 points)		2		2	2	2			2		10		
None whatsoever (1 point)							1	1			2		
Unsure, n/a (X_1)													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.0	2.0	2.0
median											2.0	2.0	2.0
mode											**2.0**	**2.0**	**2.0**

Local monetary support for refugee teen transition	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Resources	n/a
Very strong (4 points)											0		
Somewhat strong (3 points)											0		
Between somewhat strong and weak (2.5 points)									2.5		2.5		
Weak (2 points)		2		2	2	2					8		
None whatsoever (1 point)							1	1			2		
Unsure, n/a (X_1)										X_1			
If the community were aware, I think the support would be there													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.8	1.8	1.8
median											2.0	2.0	2.0
mode											**2.0**	**2.0**	**2.0**

Local volunteer support for refugee teen transition	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Resources	n/a
Very strong (4 points)											0		
Somewhat strong (3 points)				3	3	3	3		3		15		
Weak (2 points)								2			2		
None whatsoever (1 point)							2				2		
Unsure, n/a (X_1)										X_1			
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.7	2.7	2.7
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

Public awareness of refugee teen issues	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Stability	n/a
Very aware (4 points)											0		
Somewhat aware (3 points)											0		
Primarily unaware (2 points)		2		2				2			6		
Entirely unaware (1 point)					1	1	1		1		4		
Unsure, n/a (X_1)										X_1			
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.4	1.4	1.4
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

Local funder awareness of refugee teen issues	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Stability	n/a
Very aware (4 points)											0		
Somewhat aware (3 points)						3					3		
Primarily unaware (2 points)				2	2			2			6		
Entirely unaware (1 point)		1					1		1		3		
Unsure, n/a (X_1)										X_1			
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.7	1.7	1.7
median											2.0	2.0	2.0
mode											**1 and 2**	**1 and 2**	**1 and 2**

Local politician awareness of refugee teen issues	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Stability	n/a
Very aware (4 points)											0		
Somewhat aware (3 points)						3					3		
Primarily unaware (2 points)				2	2			2			6		
Entirely unaware (1 point)		1					1		1		3		
Unsure, n/a (X_1)										X_1			
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.7	1.7	1.7
median											2.0	2.0	2.0
mode											**1 and 2**	**1 and 2**	**1 and 2**

How often does your school/district communicate with resettlement agencies?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
Daily (4 points)				4							4		
Weekly (3 points)		3			3						6		
Monthly (2 points)											0		
Quarterly (1 point)										1	1		
Rarely, if ever (0 points)							0		0		0		
Unsure, n/a (X_1)						X_1		X_1					
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.8	1.8	1.8
median											2.0	2.0	2.0
mode											**X, 0 or 3**	**X, 0 or 3**	**X, 0 or 3**

Who usually contacts whom?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
School contacts agency					X			X			2		
Varies				X	X				X		3		
Caseworkers contact us when new families are coming in. Other than that, we don't talk because we don't know each others' responsibilities outside of registration.		X									1		
Unsure, n/a (X_1)										X_1	3		
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mode											**"varies"**	**"varies"**	

How often do you personally communicate with resettlement agencies about students?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
Daily (4 points)				4							4		
Weekly (3 points)									3		3		
Monthly (2 points)		2			2						4		
Quarterly (1 point)											0		
Rarely, if ever (0 points)						0	0	0		0	0		
Unsure, n/a (X_1)													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.4	1.4	1.4
median											1.0	1.0	1.0
mode											**0.0**	**0.0**	**0.0**

Who usually contacts whom?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
The agency contacts me.		X									1		
Varies				X					X		2		
School contacts the agency.					X			X			2		
When we have a problem, we contact them.													
Unsure, n/a (X_1)													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mode											**"varies" & "school contacts agency"**		

What are common issues about which you are in communication with agencies?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
Registration		X		X							2		
Medical needs		X		X	X						3		
Trying to find answers to my questions about who is responsible for meeting what needs		X									1		
Frequent student absences and discipline issues				X	X						2		
CPS issues (domestic violence, removal from home, etc.)					X						1		
Translation					X						1		
Problem student has - hoping agency can help								X	X		2		
QUESTION SCORE													
Most frequently mentioned issue											**medical needs**		
Next most frequently mentioned issues											**absences, discipline, registration, general student problems**		
Other issues											**CPS, translation/interpretation, general questions about who is responsible for what in meeting students' needs**		

With whom do you generally communicate about these issues?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
directors		X									1		
caseworkers		X		X			X				3		
whoever answers the phone					X						1		
former youth program coordinator									X		1		
QUESTION SCORE													
Most frequently mentioned											**case workers**		
Next most frequently mentioned											**directors, whoever answers the phone, former staff was my contact**		

Where would you rank communication between schools and resettlement agencies in Tucson?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
Excellent (4 points)											0		
Good (3 points)											0		
Mediocre (2 points)					2	2					4		
Below average (1 point)		1		1						1	3		
Very poor (0 points)							0	0	0		0		
Unsure, n/a (X_1)													
No answer (X_2)													
QUESTION SCORE													
mean											0.9	0.9	0.9
median											1.0	1.0	1.0
mode											**1 and 0**	**1 and 0**	**1 and 0**

Could communication be improved?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
Yes		1		1	1	1	1	1	1	1	8		
No											0		

How could communication be improved?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
Hold regular meetings/opportunities for regular communication											*5*		
School representative meet on quarterly basis with agency/caseworkers		X									1		
go to meetings at resettlement agencies				X							1		
meeting on a regular basis (monthly or quarterly)					X						1		
community forums where we all get together to talk about the issues we're seeing (not during school hours!)						X					1		
have agencies include teachers/counselors/admin on newsletter lists								X			1		
Establish liaison and/or knowledge of who to contact for what											*6*		
assign coordinator/liaison at agency					X						1		
assign coordinator/liaison at school					X						1		
create and update list of teachers and caseworkers working with refugee teens						X					1		
liaison for each campus who can meet with agencies, or one schools person										X	1		
we don't even know who to contact!							X				1		
when you come to us, we're more likely to respond								X			1		
Other											*2*		
Set short and long term goals together					X						1		
agencies give teachers and administrators cross-cultural content workshop									X		1		
QUESTION SCORE													
most requested methods to improve communication												**Liaison/knowledge of who to contact**	
second most requested methods to improve communication												**Regular meetings/established regular communication**	

What would need to be in place to make this happen?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Communication	n/a
Centralized push from state or community											4		
Somebody needs to pull us together, whether it's at the state level or local.		X									1		
a community leader to focus on this issue (from city, school or agency) who serves as coordinator for all agencies and school communications. It needs to be centralized somewhere						X	X				2		
Results of this paper		X									1		
Time											4		
time for the relationship to develop - we're in the beginning stages of communication now				X							1		
time - we're all busy					X			X			2		
directors need to train new caseworkers about the process - to include us in the process				X							1		
Commitment, recognition that there is a need											3		
commitment from both parties					X						1		
school has to understand how great the need is									X		1		
If the agencies are talking to the welcome center, this info needs to be passed to teachers.								X			1		
Education on the part of agencies for schools/districts											2		
if the agencies could come to us with basic info, that would help								X			1		
someone at agency who understands this need and creates a workshop									X		1		
QUESTION SCORE													
most often suggested												**Centralized push from state or community, time**	
second most often suggested												**Commitment/recognition of need, push on part of agencies**	

Level of respect for agency's work with refugee teens	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Reputation	Legitimacy
Very high (4 points)				4						4	8		
Somewhat high (3 points)					3						3		
Mediocre (2 points)						2					2		
Quite low (1 point)									1		1		
Very low (0 points)		0					0				0		
Unsure, n/a (X_1)								X_1			0		
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.0	2.0	2.0
median											2.0	2.0	2.0
mode											**4 and 0**	**4 and 0**	**4 and 0**

Level of trust in resettlement agencies' commitment to teens	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Reputation	Legitimacy
Very high (4 points)											0		
Somewhat high (3 points)					3	3					6		
Mediocre (2 points)											0		
Quite low (1 point)											0		
Very low/never existed before this year to my knowledge (0 points)		0					0		0		0		
Unsure, n/a (X_1)				X_1				X_1		X_1	0		
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.2	1.2	1.2
median											0.0	0.0	0.0
mode											**0 and X**	**0 and X**	**0 and X**

What level of respect do you think the agencies have for your school's/district's work?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Reputation	Legitimacy
Very high (4 points)											0		
Somewhat high (3 points)				3	3			3			9		
Mediocre (2 points)											0		
Quite low (1 point)		1								1	2		
Very low (0 points)									0		0		
Unsure, n/a (X_1)						X_1	X_1						
No answer (X_2)	X_2		X_2								0		
QUESTION SCORE													
mean											1.8	1.8	1.8
median											2.0	2.0	2.0
mode											**3.0**	**3.0**	**3.0**

What level of trust do you think the agencies put in your school's/district's work with the students?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Reputation	Legitimacy
Very high (4 points)											0		
Somewhat high (3 points)		3		3	3			3			12		
Mediocre (2 points)											0		
Quite low (1 point)						1					1		
Very low (0 points)									0		0		
Unsure, n/a (X_1)							X_1			X_1	0		
quite low though maybe it's higher and that's why they trust us just to do our jobs													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.2	2.2	2.2
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

Adequacy of agency funding for refugee high school students	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Resources	n/a
Very adequate (4 points)											0		
Somewhat adequate (3 points)								3			3		
Less than adequate (2 points)											0		
Completely inadequate (1 point)		1				1	1	1			4		
Unsure, n/a (X_1)				X_1					X_1	X_1	0		
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.4	1.4	1.4
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

Adequacy of school's/district's funding base for refugee high schoolers	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Resources	n/a
Very adequate (4 points)							4				4		
Somewhat adequate (3 points)								3	3		6		
between somewhat adequate and less than adequate (2.5 points)					2.5						2.5		
Less than adequate (2 points)		2		2							4		
Completely inadequate (1 point)					1						1		
Unsure, n/a (X_1)										X_1	0		
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											**2.5**	**2.5**	**2.5**
median											2.5	2.5	2.5
mode											**3 and 2**	**3 and 2**	**3 and 2**

Sustainability of resettlement agencies' programs for high school students	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Resources	Stability
Very sustainable (4 points)											0		
Somewhat sustainable (3 points)							3				3		
Not very sustainable (2 points)				2		2					4		
Entirely unsustainable (1 point)		1			1			1	1		4		
Unsure, n/a (X_1)										X_1	0		
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											1.6	1.6	1.6
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

Sustainability of your own programs for refugee high school students	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Resources	Stability
Very sustainable (4 points)						4					4		
Somewhat sustainable (3 points)		3		3	3			3			12		
between somewhat and not very (2.5 points)									2.5		2.5		
Not very sustainable (2 points)											0		
Entirely unsustainable (1 point)											0		
Varies depending on number of refugees and where they come from							0				0		
Unsure, n/a (X_1)										X_1	0		
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.6	2.6	2.6
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

What are your district's primary mission and goals with respect to refugee high schoolers?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	Reciprocity
Prepare them for their futures											*5*		
give them a learning environment where they will be prepared academically and socially to fit into U.S. society. (4 points clarity; 4 points uniqueness)		X			X			X			3		
functionally literate and able to join the work force (4 points clarity; 4 points uniqueness)							X				1		
give them as many post-high school choices as possible (3 points; 3 points uniqueness)					X						1		
Meet their basic/immediate needs											*5*		
Every child will learn. (1 point clarity; 2 points uniqueness)				X							1		
Provide for students' immediate needs (1 point clarity; 1 point uniqueness)					X						1		
basic literacy skills (2 points clarity; 4 points uniqueness)									X	X	2		
graduate high school, pass AIMS (4 points clarity; 4 points uniqueness)										X	1		
Teach them about U.S. culture,beliefs and laws											*2*		
understand beliefs/culture in U.S. (3 points clarity; 2 points uniqueness)		X									1		
understand laws in U.S. (3 points clarity; 2 points uniqueness)		X									1		
There is no shared vision in our district											*2*		
there is no shared vision or goal for these kids that I've seen - it depends on who you talk to in the schools (1 point clarity; n/a)						X					1		
The school is limited in vision because of limited experience. If we had more outreach, more folks coming in to conduct workshops, perhaps it would improve. (1 point clarity; n/a)										X	1		

QUESTION SCORE (primary mission and goals)													
Very clear goal/objective (4 points)											20		
Somewhat clear goal/objective (3 points)											9		
Primarily unclear goal/objective (2 points)											4		
Entirely unclear goal/objective (1 point)											4		
Clarity of mission/goals stated (Mean)											**2.6**	**2.6**	**2.6**
Clarity of mission/goals stated (Median)											3.0	3.0	3.0
Clarity of mission/goals stated (Mode)											**4 and 3**	**4 and 3**	**4 and 3**
Very unique purpose (4 points)											24		
Somewhat unique purpose (3 points)											3		
Purpose somewhat shared with agencies (2 points)											6		
Purpose greatly shared with agencies (1 point)											1		
Uniqueness of purpose stated (Mean)											2.8	2.8	2.8
Uniqueness of purpose stated (Median)											3.0	3.0	3.0
Uniqueness of purpose stated (Mode)											**4.0**	**4.0**	**4.0**
Most frequently mentioned											**prepare them for their futures**		
Next most frequently mentioned											**meet refugee students' basic/immediate needs**		
Other mentions											**teach them about U.S. culture, laws, beliefs; no shared vision**		

What do you feel are the agencies' primary missions and goals with respect to refugee high schoolers?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	Reciprocity
Help entire family become acclimated, self sufficient, and/or linked to appropriate basic systems in Tucson											6		
help the entire family become self-sufficient, so they are comfortable with system in a year. (2, 3)		X		X							2		
to provide them a home atmosphere - give them a place to live, provide a livable income, standard of healthcare, enroll kids in school, help them acclimate (3, 4)					X	X		X			3		
meet non-English requirements (health, housing, anything not relating to formal education) (3, 3)										X	1		
No mission with respect to students											1		
with relation to students, the students become the school's responsibility. The agencies have no responsibility to the students. (1, n/a)		X									1		
Unsure											2		
When you were there, to link school with community and give kids a forum to interact with the community; now I don't think the agencies have any goals for the kids… (1, n/a)									X		1		
It should be acculturation and smooth transition into school and community, but I'm not sure what it is now. (1, n/a)							X				1		

QUESTION SCORE (primary mission and goals)													
Very clear goal/objective (4 points)											0		
Somewhat clear goal/objective (3 points)											12		
Primarily unclear goal/objective (2 points)											4		
Entirely unclear goal/objective (1 point)											9		
Clarity of mission/goals stated (Mean)											2.8	2.8	2.8
Clarity of mission/goals stated (Median)											1.5	1.5	1.5
Clarity of mission/goals stated (Mode)											**1.0**	**1.0**	**1.0**
Very unique purpose (4 points)											12		
Somewhat unique purpose (3 points)											9		
Purpose somewhat shared with agencies (2 points)											0		
Purpose greatly shared with agencies (1 point)											0		
Uniqueness of purpose stated (Mean)											3.5	3.5	3.5
Uniqueness of purpose stated (Median)											3.0	3.0	3.0
Uniqueness of purpose stated (Mode)											**3.0**	**3.0**	**3.0**
Most frequently mentioned											**help entire family become acclimated, self-sufficient and linked to systems**		
Next most frequently mentioned											**unsure**		

How closely do you feel your school's/district's and the agencies' visions for the refugee high schoolers correspond?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	Reciprocity
Very closely (4 points)											0		
somewhat closely (3 points)					3	3						6		
Not very closely (2 points)							2		2			4		
Not closely at all (1 point)		1										1		
Unsure, n/a (X_1)							X_1		X_1	X_1	3		
when you were there, very closely, but now I don't know what the agency's visions are													
No answer (X_2)	X_2		X_2										
QUESTION SCORE													
mean											2.2	2.2	2.2
median											2.0	2.0	2.0
mode											**X**	**X**	**X**

In what ways do they converge?	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	Reciprocity
We all want them to adjust, succeed and get jobs											*5*		
Help them integrate into the community						X					1		
Want students to adjust							X				1		
We all want them to succeed				X	X						2		
Getting them ready for jobs is a shared vision						X					1		
We all want students to have the basic needs taken care of to allow them to attend and be productive in school.											2		
Want students to have the basic necessities that allow them to come to school, concentrate, and be productive								X			1		
Agencies know they need to be in school, so they bring them to school.		X									1		
QUESTION SCORE													
Most frequently mentioned											**We all want them to adjust/succeed/get jobs.**		
Next most frequently mentioned											**We all want students to have the basic needs taken care of to allow them to attend and be productive in school.**		

	A1	A2	A3	A4	A5	T1	T2	T3	T4	T5	Total	Legitimacy	Reciprocity
Measurement of success is different/ no shared vision of what students are capable of.											2		
Their measurement of success is different than ours. Self-sufficiency does not necessarily mean meeting their dreams.				X							1		
There's no real shared vision that the kids can achieve excellence and attain that voice in the community						X					1		
Agency doesn't focus solely on education.											2		
Our main goal is to provide an education; that's just a piece for the resettlement agencies.					X						1		
The agency trusts us to take over with education aspect…this isn't really diverging though…								X			1		
Unsure - I don't know what the agencies' vision for the students really is…		X_1					X_1		X_1	X_1	4		
QUESTION SCORE													
Most frequently mentioned											**Unsure**		
Next most frequently mentioned											**Measurement of success is different; agency doesn't focus solely on education.**		

												Associated Isett Element	
												1	2
Would you say the environment in Tucson is	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
Very conducive to forming collaborations (4 points)		4	4				4				12		
Somewhat conducive (3 points)	3			3	3	3			3	3	18		
Neither conducive nor deterrent (2 points)											0		
Somewhat deterrent (1 point)											0		
Very deterrent (0 points)											0		
There is desire to form them, but everyone has their own agenda (X)								X					
Unsure, n/a (X_1)													
No answer (X_2)													
QUESTION SCORE													
mean											3.3	3.3	3.3
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

On what percentage of your organization's projects do you collaborate with other organizations?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
More than 50% (4 points)			4	4	4	4					16		
Approximately 50% (3 points)											0		
Between 10 and 50% (2 points)	2						2	2	2		8		
Less than 10% (1 point)											0		
Unsure, n/a (X_1)		X_1								X_1			
No answer (X_2)													
QUESTION SCORE													
mean											3.0	3.0	3.0
median											3.0	3.0	3.0
mode											**2 and 4**	**2 and 4**	**2 and 4**

In these collaborations, how closely do you work with partnering organizations?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
Very closely (4 points)							4				4		
Somewhat closely (3 points)	3		3	3	3			3	3	3	21		
It depends - sometimes very closely, sometimes just a phone call for (2 points)						2					2		
Very little (1 point)											0		
Not closely at all (0 points)											0		
Unsure, n/a (X_1)		X_1											
No answer (X_2)													
QUESTION SCORE													
mean											3.0	3.0	3.0
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

How often do you communicate with partnering organizations?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
Daily (4 points)						4					4		
Weekly (3 points)							3	3			6		
Depends - daily with some schools and churches; Monthly with many community partners, through RISP-Net; Quarterly with the state (2 points)			2								2		
Between monthly and quarterly (1 point)	1			1	1				1	1	5		
Only for the agreement and reports (0 points)											0		
Unsure, n/a (X_1)		X_1											
No answer (X_2)													
QUESTION SCORE													
mean											1.9	1.9	1.9
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

Leadership within the schools	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Legitimacy	n/a
Outstandingly competent (4 points)	4										4		
Good (3 points)			3	3	3	3	3	3			18		
It varies (some individuals are outstanding, but things would fall apart without them) 2.5 points		2.5									2.5		
Less than acceptable (2 points)											0		
Incompetent (1 point)											0		
Unsure, n/a (X_1)									X_1	X_1			
No answer (X_2)													
QUESTION SCORE													
mean											3.1	3.1	3.1
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

Organization leadership within community	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Legitimacy	n/a
Very effective (4 points)		4	4								8		
Quite effective (3 points)							3				3		
Not effective enough (2 points)								2		2	4		
my program was quite effective, overall organization, not effective enough													
Ineffective (1 point)									1		1		
Unsure, n/a (X_1)	X_1			X_1	X_1	X_1							
Don't really see our role as leadership; we're here to provide a federally mandated service													
No answer (X_2)													
QUESTION SCORE													
mean											2.7	2.7	2.7
median											2.5	2.5	2.5
mode											**X_1**	**X_1**	**X_1**

Local political support for refugee teen transition	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
Very strong (4 points)	4										4		
Somewhat strong (3 points)											0		
Weak (2 points)		2					2	2		2	8		
None whatsoever (1 point)									1		1		
Unsure, n/a (X_1)			X_1	X_1	X_1	X_1							
No answer (X_2)													
QUESTION SCORE													
mean											2.2	2.2	2.2
median											2.0	2.0	2.0
mode											2 and X_1	2 and X_1	2 and X_1

Local monetary support for refugee teen transition	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Resources	n/a
Very strong (4 points)											0		
Somewhat strong (3 points)											0		
Between somewhat strong and weak (2.5 points)											0		
Weak (2 points)	2						2	2	2		8		
None whatsoever (1 point)		1	1								2		
Unsure, n/a (X_1)				X_1	X_1	X_1				X_1			
No answer (X_2)													
QUESTION SCORE													
mean											1.7	1.7	1.7
median											2.0	2.0	2.0
mode											2 and X_1	2 and X_1	2 and X_1

Local volunteer support for refugee teen transition	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Resources	n/a
Very strong (4 points)	4						4	4			12		
Somewhat strong (3 points)		3		3	3				3	3	15		
Weak (2 points)											0		
None whatsoever (1 point)											0		
Unsure, n/a (X_1)			X_1			X_1							
No answer (X_2)													
QUESTION SCORE													
mean											3.4	3.4	3.4
median											3.0	3.0	3.0
mode											3.0	3.0	3.0

Public awareness of refugee teen issues	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
Very aware (4 points)											0		
Somewhat aware (3 points)											0		
Primarily unaware (2 points)	2						2			2	6		
Entirely unaware (1 point)		1	1	1	1				1	1	6		
Unsure, n/a (X_1)						X_1							
No answer (X_2)													
QUESTION SCORE													
mean											1.3	1.3	1.3
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

Local funder awareness of refugee teen issues	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
Very aware (4 points)											0		
Somewhat aware (3 points)											0		
Primarily unaware (2 points)				2	2		2	2	2		10		
Entirely unaware (1 point)		1	1							1	3		
Unsure, n/a (X_1)	X_1					X_1							
I don't know who the local funders are - we receive primarily federal funding.													
No answer (X_2)													
QUESTION SCORE													
mean											1.6	1.6	1.6
median											2.0	2.0	2.0
mode											**2.0**	**2.0**	**2.0**

Local politician awareness of refugee teen issues	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Stability	n/a
Very aware (4 points)											0		
Somewhat aware (3 points)											0		
Primarily unaware (2 points)	2										2		
Entirely unaware (1 point)		1	1				1	1	1	1	6		
Unsure, n/a (X_1)				X_1	X_1	X_1							
No answer (X_2)													
QUESTION SCORE													
mean											1.1	1.1	1.1
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

How often does your agency communicate with the high schools?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Daily (4 points)											0		
Weekly (3 points)	3	3							3	3	12		
Weekly to biweekly (2.5 points)							2.5				2.5		
Monthly (2 points)			2	2	2	2				2	10		
Quarterly (1 point)											0		
Rarely, if ever (0 points)											0		
Unsure, n/a (X_1)													
No answer (X_2)													
QUESTION SCORE													
mean											2.5	2.5	2.5
median											2.3	2.3	2.3
mode											**2.0**	**2.0**	**2.0**

Who usually contacts whom?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Caseworkers contact someone within the schools - nurse, counselor	X							X			2		
Varies			X			X			X		3		
School contacts agency				X	X		X			X	4		
Unsure, n/a (X_1)		X_1									1		
No answer (X_2)													
QUESTION SCORE													
mode											**school contacts agency**		

How often do you personally communicate with resettlement agencies about students?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Daily (4 points)											0		
Weekly (3 points)								3			3		
Monthly (2 points)		2	2	2	2		2				10		
Quarterly (1 point)											0		
Rarely, if ever (0 points)	0					0			0		0		
Unsure, n/a (X_1)										X_1			
No answer (X_2)													
QUESTION SCORE													
mean											1.4	1.4	1.4
median											2.0	2.0	2.0
mode											**2.0**	**2.0**	**2.0**

Who usually contacts whom?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
The school contacts me.		X						X			2		
Varies							X				1		
I contact the school.			X	X	X				X		4		
When we have a problem, we contact them.											0		
QUESTION SCORE													
mode											**I contact the school.**		

What are common issues about which you are in communication with schools?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Behavior issues; frequent absences	X	X		X	X	X	X	X			7		
Translation/interpretation	X					X					2		
Tracking down parents	X										1		
Medical - the student is sick/vaccinations		X					X				2		
To see how students are doing			X								1		
Teachers worried about what is going on at home (nutrition, domestic violence, etc.)						X		X			2		
Registration; family moving to new district or school								X		X	2		
QUESTION SCORE													
Most frequently mentioned issue												**Behavior issues/frequent absences**	
Next most frequently mentioned issues												**Translation/interpretation, medical issues, worries about home situation, registration/moving**	
Other issues												**Track down parents, see how students are doing**	

With whom do you generally communicate about these issues?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Nurses (regarding illness)		X					X				2		
Administration at principal level (regarding behavior issues)		X				X	X				3		
Teachers			X			X	X		X		4		
Counselor						X	X				2		
Welcome Center						X		X			2		
Wellness Center								X			1		
QUESTION SCORE													
Most frequently mentioned												**teachers**	
Next most frequently mentioned												**administration (principal level)**	
Next most frequently mentioned												**nurses, counselors, Welcome Center**	
Other												**Wellness Center**	

Where would you rank communication between schools and resettlement agencies in Tucson?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Excellent (4 points)			4								4		
If a problem occurs, excellent! But I would love to see us communicate before a problem occurs. (3.5 points)						3.5					3.5		
Good (3 points)	3			3	3						9		
Mediocre (2 points)							2	2	2		6		
Below average (1 point)		1									1		
Very poor (0 points)											0		
Unsure, n/a (X_1)										X_1			
No answer (X_2)													
QUESTION SCORE													
mean											2.6	2.6	2.6
median											3.0	3.0	3.0
mode											**2 and 3**	**2 and 3**	**2 and 3**

Could communication be improved?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Yes	X	X	X	X	X	X	X	X	X		9		
No													
Unsure, n/a (X_1)										X_1			
No answer (X_2)													

How could communication be improved?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Establish liaison and/or knowledge of who to contact for what											5		
full time school liaison/staff person at resettlement agency	X								X		2		
have specific contact person at the schools (they have a person for registration but we need someone to cover grade issues, suspensions, student progress, etc.)				X	X		X				3		
Hold regular meetings/opportunities for regular communication											5		
monthly or quarterly meetings with the teachers who have refugees in their classrooms		X				X		X			3		
organize a meeting with refugee parents and the schools			X								1		
schools invite parents to explain how they operate.						X					1		
Education of schools/districts on part of agencies											2		
have teachers/school admin shadow caseworkers to learn what they do on daily basis						X					1		
educate schools about incoming populations…foresight								X			1		
QUESTION SCORE													
most requested methods to improve communication												**Liaison/knowledge of who to contact; regular meetings/established regular communication**	
second most requested methods to improve communication												**Education of schools/districts on part of agencies**	

What would need to be in place to make this happen?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Communication	n/a
Centralized push from state or community											5		
someone to organize it/assign the job to someone						X	X				2		
something like RISP-Net…that's what they were trying to do								X			1		
development of a new position at each school perhaps				X	X						2		
Resources (time, funding, space)											4		
funding	X						X				2		
space/location						X					1		
time to attend meetings and implement actions						X					1		
Education/communication											3		
communication		X									1		
educating school employees about resettlement agencies and their role in refugees lives				X	X						2		
Commitment/recognition that there is a need											3		
the will to do it/commitment			X					X			2		
seeing the issue, seeing what the problems are, being open to different points of view								X			1		
QUESTION SCORE													
most often suggested												**Centralized push from state or community**	
second most often suggested												**Resources**	
third most often suggested												**Education/communication, commitment/recognition of need**	

Level of respect for schools' work with refugee teens	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Reputation	Legitimacy
Very high (4 points)	4		4				4				12		
Somewhat high (3 points)				3	3	3			3		12		
Mediocre (2 points)											0		
Quite low (1 point)								1			1		
Very low (0 points)		0									0		
Unsure, n/a (X_1)										X_1			
No answer (X_2)													
QUESTION SCORE													
mean											2.8	2.8	2.8
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

Level of trust in schools' commitment to teens	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Reputation	Legitimacy
Very high (4 points)	4						4				8		
Schools are really doing a good job, they work their butts off. The problem is lack of knowledge, which I put on the resettlement agencies for not sharing the information.													
Somewhat high (3 points)				3	3	3					9		
Mediocre (2 points)									2		2		
Quite low (1 point)								1			1		
Very low (0 points)		0									0		
Never existed before this year to my knowledge													
Unsure, n/a (X_1)			X_1							X_1			
No answer (X_2)													
QUESTION SCORE													
mean											2.5	2.5	2.5
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

What level of respect do you think the schools have for your organization's work?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Reputation	Legitimacy
Very high (4 points)											0		
Somewhat high (3 points)									3		3		
Somewhere between mediocre and somewhat high (2.5 points)	2.5										2.5		
Mediocre (2 points)				2	2						4		
Quite low (1 point)			1					1			2		
Very low (0 points)		0				0					0		
Unsure, n/a (X_1)							X_1			X_1			
Don't know, but they seem to be happy with us													
No answer (X_2)													
QUESTION SCORE													
mean											1.4	1.4	1.4
median											1.5	1.5	1.5
mode											**2, 1 and 0**	**2, 1 and 0**	**2, 1 and 0**

What level of trust do you think the schools put in your agency's work with the students?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Reputation	Legitimacy
Very high (4 points)											0		
Somewhat high (3 points)	3		3								6		
Mediocre (2 points)				2	2		2		2		8		
Quite low (1 point)								1			1		
Very low (0 points)		0									0		
Unsure, n/a (X_1)						X_1				X_1			
No answer (X_2)													
QUESTION SCORE													
mean											1.9	1.9	1.9
median											2.0	2.0	2.0
mode											**2.0**	**2.0**	**2.0**

Adequacy of school funding for refugee high school students	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Resources	n/a
Very adequate (4 points)											0		
Somewhat adequate (3 points)	3										3		
Less than adequate (2 points)				2	2					2	6		
Completely inadequate (1 point)		1					1	1			3		
Unsure, n/a (X_1)			X_1		X_1				X_1				
No answer (X_2)													
QUESTION SCORE													
mean											1.7	1.7	1.7
median											2.0	2.0	2.0
mode											2, 1 and X_1	2, 1 and X_1	2, 1 and X_1

Adequacy of agency funding base for refugee high schoolers	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Resources	n/a
Very adequate (4 points)											0		
Somewhat adequate (3 points)											0		
Less than adequate (2 points)	2						2	2	2		8		
Completely inadequate (1 point)		1	1	1	1					1	5		
Unsure, n/a (X_1)						X_1							
No answer (X_2)													
QUESTION SCORE													
mean											1.4	1.4	1.4
median											1.0	1.0	1.0
mode											**1.0**	**1.0**	**1.0**

Sustainability of schools' programs for high school students	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Resources	Stability
Very sustainable (4 points)											0		
Somewhat sustainable (3 points)		3						3	3	3	12		
Not very sustainable (2 points)			2	2	2						6		
Entirely unsustainable (1 point)											0		
Unsure, n/a (X_1)	X_1					X_1	X_1						
No answer (X_2)													
QUESTION SCORE													
mean											2.6	2.6	2.6
median											3.0	3.0	3.0
mode											**3.0**	**3.0**	**3.0**

Sustainability of your own programs for refugee high school students	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Resources	Stability
Very sustainable (4 points)											0		
Somewhat sustainable (3 points)	3										3		
between somewhat and not very (2.5 points)											0		
Not very sustainable (2 points)									2		2		
between not very and entirely unsustainable (1.5 points)								1.5			1.5		
Entirely unsustainable (1 point)											0		
Unsure, n/a (X_1)		X_1	X_1	X_1	X_1	X_1	X_1			X_1			
No answer (X_2)													
QUESTION SCORE													
mean											**2.2**	**2.2**	**2.2**
median											2.0	2.0	2.0
mode											**X_1**	**X_1**	**X_1**

What are your organization's primary mission and goals with respect to refugee high schoolers?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Legitimacy	Reciprocity
Initial resettlement, adjustment, self-sufficiency											5		
same as they are for refugees for all ages - cultural orientation, adjustment services, health and welfare systems, getting them enrolled in school, providing adjustment services for up to five years (4, 4)	X										1		
client self-sufficiency and successful resettlement (3, 4)				X	X						2		
I don't think they had any - well, to enroll the kids in school (4, 4)							X				1		
Provide outstanding refugee resettlement (1, 4)										X	1		
Prepare them for future success											2		
to help the teens succeed (1, 1)							X				1		
to make them successful people (1,1)						X					1		
Keep them out of trouble and educate them											2		
protect them and educate them (1,1)			X								1		
don't go to jail or get deported, or make a bad name for the agency in any way (3, 3)									X		1		
None - our efforts include basic registration and reactionary measures											2		
don't have any - haven't written any (1, n/a)		X									1		
whatever help we give now is in response to what the teachers ask for (1, n/a)							X				1		

QUESTION SCORE (primary mission and goals)														
Very clear goal/objective (4 points)												8		
Somewhat clear goal/objective (3 points)												9		
Primarily unclear goal/objective (2 points)												0		
Entirely unclear goal/objective (1 point)												6		
Clarity of mission/goals stated (Mean)												2.1	2.1	2.1
Clarity of mission/goals stated (Median)												1.0	1.0	1.0
Clarity of mission/goals stated (Mode)												**1.0**	**1.0**	**1.0**
Very unique purpose (4 points)												20		
Somewhat unique purpose (3 points)												3		
Purpose somewhat shared with agencies (2 points)												0		
Purpose greatly shared with agencies (1 point)												3		
Uniqueness of purpose stated (Mean)												2.9	2.9	2.9
Uniqueness of purpose stated (Median)												3.5	3.5	3.5
Uniqueness of purpose stated (Mode)												**4.0**	**4.0**	**4.0**
Most frequently mentioned												**initial resettlement, adjustment, self sufficiency**		
Next most frequently mentioned												**prepare them for success, keep them out of trouble, none**		

What do you think are the schools' mission and goals in relation to these students?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Legitimacy	Reciprocity
Educate											5		
to teach refugee children (3, 4)	X		X								2		
educate and serve students (3, 2)				X	X		X				3		
Prepare students for their futures											3		
to make them successful people (1, 1)						X	X				2		
to educate students to create upstanding adults, to provide a well-rounded education (4, 4)										X	1		
Prepare them to pass tests											3		
to pass tests and contribute to making the school a passing school…this is overall, in management, there are individuals like Julie Kasper who have more missions and goals… (4, 4)									X		1		
to make sure they pass AMES so they can get their money (4, 4)								X			1		
prepare them to pass AMES (4, 4)		X									1		

QUESTION SCORE (primary mission and goals)											Total	Legitimacy	Reciprocity
Very clear goal/objective (4 points)											16		
Somewhat clear goal/objective (3 points)											15		
Primarily unclear goal/objective (2 points)											0		
Entirely unclear goal/objective (1 point)											2		
Clarity of mission/goals stated (Mean)											3.0	3.0	3.0
Clarity of mission/goals stated (Median)											4.0	4.0	4.0
Clarity of mission/goals stated (Mode)											**4.0**	**4.0**	**4.0**
Very unique purpose (4 points)											24		
Somewhat unique purpose (3 points)											0		
Purpose somewhat shared with agencies (2 points)											6		
Purpose greatly shared with agencies (1 point)											2		
Uniqueness of purpose stated (Mean)											2.9	*2.9*	2.9
Uniqueness of purpose stated (Median)											4.0	4.0	4.0
Uniqueness of purpose stated (Mode)											**4.0**	**4.0**	**4.0**
Most frequently mentioned											**to educate them**		
Next most frequently mentioned											**to prepare them for their futures**		
Other mentions											**to prepare them to pass state exams.**		

How closely do you feel your organization's and the schools' visions for the refugee high schoolers correspond?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Legitimacy	Reciprocity
Very closely (4 points)						4					4		
Somewhat closely (3 points)	3		3						3		9		
Not very closely (2 points)				2	2		2				6		
Not closely at all (1 point)		1						1		1	3		
Unsure, n/a (X_1)													
No answer (X_2)													
QUESTION SCORE													
mean											**2.2**	**2.2**	**2.2**
median											2.0	2.0	2.0
mode											**3, 2 and 1**	**3, 2 and 1**	**3, 2 and 1**

In what ways do they converge?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Legitimacy	Reciprocity
We converge in that we don't have any truly good goals for them; or we're just working to meet requirements											2		
We don't have any for the teens, and working with them just to pass AMES is stupid.		X									1		
We are all working to meet requirements for state department and state								X			1		
We both want to educate and help students succeed											3		
The primary goal of the resettlement agencies is to resettle, then educate; for schools, the primary goal is to educate			X								1		
We converge when it comes to educating the students, making them succeed and graduate							X				1		
both want them to succeed in a number of ways									X		1		
QUESTION SCORE													
Most frequently mentioned											**We all want them to succeed.**		
Next most frequently mentioned											**We're all working to meet requirements; we don't have good visions for the kids.**		

In what ways do they diverge?	RD1	RD2	RD3	CW1	CW2	CW3	CW4	CW5	V1	V2	Total	Legitimacy	Reciprocity
Amount of time for service provision											1		
They have students captured for up to 12 years; Our services really focus on the first six months from the date they arrive.	X										1		
For resettlement agencies, education comes after health/self-sufficiency of family											5		
Schools have the goal of education as highest priority; resettlement agency realizes there are sometimes more important issues like the health of the family or having a teen work instead of going to school if they are older				X	X					X	3		
We diverge when it comes to special needs of the students (expectations of the schools on the agencies)							X				1		
We're focused on self-sufficiency and independence; they're focused on growth-related/development issues.	X										1		
Other											2		
I don't know - I think all both care about is meeting the requirements of the state department and state…								X			1		
With schools, refugees aren't a priority, and within the agencies, teens aren't a priority									X		1		
QUESTION SCORE													
Most frequently mentioned											**For agencies, education comes after self-sufficiency of family.**		
Next most frequently mentioned											**Other, time**		