

# **Sample Proposal: Dialogue 1**

## **Title (10 Words)**

### **Discussion of Issues Regarding Students with Interrupted Education**

#### **Description (300 Words)**

This dialogue session will provide participants the opportunity to share the difficulties their students are facing who are arriving with limited or interrupted educational backgrounds. The session will be appropriate for educators who work with elementary and secondary students, as well as organizations and programs that work with newly-arrived adults.

These students often have limited or even no literacy in their home language and may also demonstrate serious gaps in content subject knowledge, especially mathematics. (Freeman and Freeman, 2002, and DeCapua and Marshall, 2011) The causes of these missing years of school may be attributed to war or political upheaval in the home country, as in the case of refugee children, or limited access to schooling in the home country for multiple reasons such as poverty, rural location, societal expectations for school attendance, or a need for early employment. (WIDA, 2015) Consequently, schools are desperately seeking appropriate measures to ensure that these students gain the literacy and content knowledge they are missing, and ways to help them make up lost ground in the most expedient way possible.

For programs that work with immigrant and refugee adults, the government focus is on speedy employment—often as the cost of basic literacy and civic knowledge. Teachers in adult programs and resettlement case workers find immigrants trapped in low-level jobs with little chance of upward progress. What can be done?

Discussion questions to be shared:

What issues and barriers are your students facing, whether they are elementary or secondary level or adults?

What is your school or organization doing to ameliorate these issues?

Do you have suggestions to share with other education professionals?

Do you have an interest in networking, and if so how could this best be done?

#### **Abstract (50 Words)**

The percentage of students entering school with interrupted education is estimated to be up to 20%, while the requirements and rigors involved in integration are ever increasing. This dialogue session will provide opportunities for participants to share the issues they are facing and meet other professionals to share solutions.