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by

Noël Bezette

December, 2010

AN ETHNOGRAPHIC STUDY OF A REFUGEE FAMILY IN THE
INITIAL STAGES OF RESETTLEMENT IN A MAJOR CITY IN THE
UNITED STATES

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Philosophy

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ACKNOWLEDGEMENT

I am dedicating this work to all displaced peoples struggling to reestablish themselves in an unknown environment, with very few resources and limited ability to communicate. In particular, I am thanking the family from Burma for speaking so openly with me and the other members of the film crew. The intimate details of their lives provided a rich vein of information that may assist others in developing a deeper understanding of the barriers refugees face in the resettlement process.

I would like to thank Chris Colaneri, my gatekeeper into the community. Without him I would not have had documentary footage, from which this study arose. He is a man whose heart is in the work of refugee services.

I would like to thank Maung Maung Than for generously donating his time and hard work translating for this project. He also has my admiration for his concern for his fellow Burmans' welfare.

I would like to thank my committee who each brought a unique and critical contribution not just to the dissertation process but also to my overall development as an academic and a scholar.

I would like to thank my family and friends who stood by and tolerated my years of endless distractions working on this study. I love you and hope to spend the rest of my life demonstrating so.

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Bezette, Noël, C. "AN ETHNOGRAPHIC STUDY OF A REFUGEE FAMILY IN THE INITIAL STAGE OF RESETTLEMENT IN A MAJOR CITY IN THE UNITED STATES." Unpublished Doctor of Philosophy Dissertation, University of Houston, December, 2010.

Abstract

The researcher used ethnographic methods to catalog the experiences of a family of Burmese refugees re-settled in the U.S. Archival video footage from a documentary film was analyzed in the light of Bronfenbrenner's (1979) Ecological Systems theory in order to understand: 1) the expectations the family had about life in the U.S. before coming, (2) the way the family acquired resources for setting up a household, (3) the nature of any social or kinship relational networks of which they became a part once arriving, (4) the nature of their institutional interactions with schools, resettlement agencies, or the organs of government, (5) the nature and effectiveness of any interagency collaborations designed to help the family with resettlement. The refugee family was interviewed at three distinct times: upon arrival, six months, and one year after arrival. Their responses to the interview questions were transcribed and then cataloged with respect to Ecological Systems theory (Bronfenbrenner, 1979). Furthermore, key players in the resettlement experience also were interviewed. These participants included school personnel, the resettlement agency director and employees, a city and state level official, representatives of non-profit community assistance agencies, and a representative of a local Burmese community outreach organization. All were asked either about the family in this study or about the re-settlement experience in general, depending upon their acquaintance with the participating family. Their

responses were also transcribed and cataloged with respect to Ecological Systems theory (Bronfenbrenner, 1979). Through a process of data triangulation between the responses of the family and the other participants, the visual ethnographer identified which problems in resettlement consistently arise over time. Ecological Systems theory further informed the ethnographer as to the distance of the solutions to these problems from the family itself. The software application NVIVO, specifically designed for qualitative analysis, provided the heuristic consistency required to establish both inter-rater agreement and the identification of which issues consistently arise throughout the interview footage. Issues resulting from the analysis include, but are not limited to: communication with service providers, inequitable distribution of resources among agencies and states, language acquisition, low wages, and transportation difficulties and how they affect employment. Some of the problems are institutional, such as misinformation refugees receive at orientation prior to resettlement and lack of consortium among the involved agencies. Caseworkers are expected to serve an inordinate number of families whose language they may not know and for whom they are not properly trained to act as social service providers.

Cultural differences cause problems when there are prioritizing decisions to be made concerning the purchase of supplies for the household, as what the families believe is important or acceptable does not always reflect the way their households are supplied when they arrive. Other issues involve the mental health of the family members themselves, and these arise when the cultural differences are in play.

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CHAPTER I

INTRODUCTION

The researcher qualitatively examined barriers of resettlement for a refugee family from Burma (Myanmar) settled by the U.S. State Department in Houston, Texas, a major U.S. city. The researcher used ethnographic methods to analyze archival data. Utilizing the framework of Bronfenbrenner's Ecological Systems Theory (EST), (Bronfenbrenner, 1979) this study describes the overlapping systems in the families' environment affecting the resettlement process.

Refugees are distinct from other immigrant groups in that their motives for leaving their home countries are compulsory "push-factors", whereas other immigrants are largely drawn to the U.S. for "pull-factors" (DeLaet, 2000): economic opportunity, ethnic and social networks, etc. Refugees are forced from their home countries, usually under violent circumstances, such as civil war, and often must live in temporary refugee camps with inadequate food, shelter, and medical care (McBrien, 2003). Except in special circumstances, refugees may not choose their new country. Many are poor with few possessions, and most have never visited the host country before (McBrien, 2003). The United Nations (UN) defines a refugee as a person

Who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group or political opinion, is outside the country of his nationality

land is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear is unwilling to return to it (Convention and Protocol, 1951/1996 in McBrien, 2003).

While immigrants' difficulties in assimilating into American society are well represented in scholarly work (Reese, 2002), the difficulties of refugees as a distinct group are not. DeLaet (2000) points out that the immigration policy of the U.S. has only recently allowed for the number and diversity of refugee immigration observed today. Since 1975, the U.S. has resettled more than 2 million refugees (McBrien, 2005). Admission of refugees dropped sharply after September 11, 2001, but the numbers are increasing (McBrien, 2005). Typically, 70,000 refugees are resettled in the U.S. per year. For FY 2008, that number increased to 80,000 (Bush, 2008). From East Asia, the region from which the participating family in this study originated, one fourth of the 80,000 refugees are allocated. Along with Vietnamese refugees and children of U.S. servicemen, many of these 20,000 East Asians are from Burma, where the military junta has killed approximately 10,000 people each year since 1962, and where hundreds of thousands have been forced to resettle in makeshift camps along the Thai border. Checchi, et al. (2003) documents some of the more pressing medical crises of refugees in 9 resettlement camps.

In the resettlement camps where refugees lived before being relocated to the United States, health care is sub-par, so refugees often arrive in the United

States critically in need of medical attention (Skidmore, 2003). This includes psychiatric attention required because of the violence that refugees often survive in their home countries. Children of refugees are of particular concern. Refugees in camps throughout the world are often malnourished, and education at best is rudimentary. It is not uncommon for teenaged refugee children to arrive in the United States having completed fewer than five years of formal schooling. The conditions of the camps often are unsanitary, lack formal education programs, overseen by abusive guards and propagate a myriad of other conditions that inevitably lead to further medical and psychological stress for the families (Skidmore, 2003). To extricate themselves from an insecure living environment some of the families apply for refugee status through the UN. Once considered refugees the family can then be processed for entry into the United States by the International Organization of Migration (IOM). A large portion of these refugee families are resettled into major cities in the United States.

Cultural and linguistic issues also surface during resettlement. Problems in the interactions between service personnel and immigrant families arise both from the disparity between pre-settlement expectations and the realities of life in the U.S., and the linguistic barriers to clear communication. There are multiple dimensions to the importance of learning the new country's language; employment, dealing with various authorities, and generally functioning as a citizen depend upon acquiring language skills (McDonald, 2000). Refugee women's lack of English skills undermines their abilities to work, or socialize (Carey, 2002). Many of the women are isolated as they confront the challenges of

adapting to a new culture while missing their families and homelands (Carey, 2002). The additional strains of learning the language and adapting to the host country's culture have been associated with the higher rates of mental disorders among refugees (Sande, 1997).

Depression, suicide ideation and attempts, substance and chemical abuse, parent-child conflict, and wife and child abuse are among the commonly reported problems. As men and women shift in their traditional marital roles (particularly when wives are employed and husbands are unemployed or earn less than the wives), marital conflict or dissolution may surface even among cultures where divorce is rare.

Refugees in the United States are often resettled into urban enclaves and face many of the barriers to resettlement of other immigrant groups. Reese (2002) describes the way Mexican immigrants to the U.S. must cope with the social problems of their impoverished communities:

...they must adapt to specific local conditions linked to their working-class, non-English speaking, nonwhite, and noncitizen status. For example, I have discussed ways in which low-paying service and factory jobs place Immigrants in low-income, high-crime, inner-city neighborhoods in the Los Angeles area. The strategies parents employ to protect their children from physical and moral dangers in these neighborhoods do not represent accommodations to U.S. cultural norms or the adaptation of

American cultural patterns. Nor do they represent the simple transference of Mexican cultural patterns to the American settings. Rather, culturally available strategies are utilized to meet specific needs in the new setting.

These immigrants are subtly, yet inexorably marginalized into their own caste by virtue of their limited proficiency in English, lack of valuable technical skills, access to meager resources, and previous education that is either lacking or not valued in the host country (Reese, 2002).

The Gulfton neighborhood, where Houston's resettlement agencies have until recently resettled the majority of their refugee clients, has a population density of 16,000 persons per square mile (Neighborhood Centers Inc., 2005). This is 3 times the population density of the inner city of Houston, and 8 times the population density of the surrounding county. 62% of the households have school age or preschool children, and approximately 40% of the families with young children live below poverty level (Neighborhood Centers Inc, 2005). The Gulfton neighborhood has been the community of choice for resettlement agencies for refugee placement due to accessibility to social services, public transport, service providers, and other resources. Unfortunately, Gulfton is also an impoverished urban enclave with all the social problems attending a community of that kind. The resettlement experience is endemically characterized by danger, want, fear, and uncertainty, all of which are intensified by the current practice of resettling refugees into communities like Gulfton.

CHAPTER II

REVIEW OF LITERATURE

THEORETICAL FRAMEWORK

Professional literature describes several perspectives from which the refugee experience can be explained. A large body of literature about refugees comes from mental health professionals to whom the refugees are referred for treatment. Kirmayer (2003) describes the use of the narrative, which “in contemporary psychiatric practice [is taken] at face value as accounts of [the patient’s] experience,” or is evaluated by the clinician for “signs and symptoms of psychopathology” (Kirmayer, 2003 p. 167). Narrative is of basic importance to the refugee, as gaining that status requires one to relate the facts of the forced migration in such a way that the narrative “fits with some larger account of what is happening to people of a certain background from a certain part of the world” (Kirmayer, 2003 p.173). More broadly the examination and interpretation of the refugee’s claims often occurs in the absence of shared cultural background knowledge that would render stories intelligible and motivation credible. Thus, many refugees from South Asia share a notion of personhood that is not centered on the individual but on extended networks. And this makes determinations of how directly they have been and are threatened, how personal and individual their own vulnerability, difficult to determine from a frame that privileges the isolable individual of western psychology (Kirmayer, 2003). Yet, psychiatry is a minor player in a global drama in which the refugees are at center stage (Kirmayer, 2003). The treatment of the refugees’ mental problem constitutes only an

institutional layer of culture, power, and events that impacts the experience of resettlement. What Kirmayer and others (e.g., Segal & Myadas, 2005) have emphasized is the inherent difficulty of serving the needs of refugee populations because of disparity of experience, culture, and basic assumptions about life. “Understanding stories of suffering and healing depends on a shared world of assumptions, ideas, values, and motivations” (Kirmayer, 2003 p. 167). Segal and Mayadas (2005) call for “an ecological perspective” (Segal & Mayadas, 2003 p. 573) in order to better understand the refugee experience.

From the perspective of Self Determination theory (Deci & Ryan, 1992), the refugee resettlement experience would seem to be a textbook case. Deci and Ryan (1992) define self-determination with respect to their theory as “the capacity to choose and to have those choices, rather than reinforcement contingencies, drives, or any other forces or pressures, to be the determinants of one’s actions” (Deci & Ryan, 1985, p. 38). As a characteristic of mental health, “self-determination is about the human need for autonomy, competence, and relatedness” (Clements, 2004). Since refugees often lack these traits, Self-Determination theory would imply that the responsibility of host countries is to facilitate the acquisition of these traits as soon as possible. In practice, however, professionals in fields which serve the needs of refugees have problems with their own cultural experiences. Subconscious ideas about the clients interfere with their ability to serve them (Clements, 2004). Elizabeth Clements (2004) described her experience in New Zealand with a housing project with which she was appointed to work. She relates how she viewed the tenants as a group of

oppressed people, and that it was her duty to organize them politically in order to give them more control over their living conditions (Clements, 2004). Though her clients did become politically active, there were undesirable side effects to this approach to their problems.

The first thing she realized was that she had polarized the tenants view of the world into mutually exclusive castes- “haves” and “have nots” (Clements, 2004 p. 69). Negotiations between tenants and landlords were characterized by hostility and occasional violence (Clements, 2004). For the tenants, their ability to improve their situation depended upon their membership in a group that others thought of as *oppressed*, and their future ability to redress grievances required that they always bear a grudge against their landlords for being oppressors. While this had some short term benefits in getting some things changed in their housing, it was not conducive to peaceful and satisfying relationship with the landlords. Another difficulty that Clements (2004) describes is the deleterious effect that her involvement had in the tenants’ relationship with one another. Some tenants gained power over others and abused it. Tenant committees that were given control over public money allocated to the housing project tended to use that money to gain control over the other tenants, mimicking the relationship between tenant and landlord (Clements, 2004).

What worked better for Clements in this situation was learning to take a more holistic approach to the tenants (Clements, 2004) as people. She learned which groups they considered themselves to be part; she learned the survival tactics that impoverished tenants employed; she participated in their festivals and

special events (Clements, 2004). Her role changed from an organizer of public demonstrations to something of an intermediary between the tenants and the institutions of New Zealand society designed to serve their needs (Clements, 2004). Clements (2004) gives a salutary nod to the efficacy of ecological theories because they are focused upon interrelationship that exists between an organism and its environment. Indeed, “ecologists accept the view that we cannot be separated from our ecosystem” (Clements, 2004 p. 74).

Segal and Mayadas (2005), in identifying for social workers the common problems of immigrants and refugees, emphasize the importance of “an ecological perspective” in gaining “a more complete picture of clients’ experiences” (Segal & Mayadas, 2005 p. 573). The Lazarus model examines individual behavior, reported feelings, reported physical sensations, participant fantasies or imagined experiences, cognitions, interpersonal relationships, etc. (Segal & Myadas, 2005). Although the Lazarus model of conceptualization (Lazarus, 1976; 1989) “provides a tool to understand the biopsychosocial condition of the individual,” (Segal & Mayadas, 2005 p. 572) it does not address the individual in the context of the collective experience. Segal and Mayadas (2005) state, “Each factor in Lazarus’ model as well as the social environment should be explored within both the United States context and the immigration, cultural, and cross-cultural experience” (Segal & Mayadas, 2005 p. 573). Furthermore, significant individuals, family members, the community, social and formal organizations, and the society at large affect individuals in a variety of ways (Zastrow & Kirst-Ashman, 2004). Lazarus’ model is a transactional approach to looking at the

individual refugee's experience in a clinical setting. The theoretical model focuses on stress for the individual as perceived threat. Research done with this model is said explicitly to apply to physiological and physical stimuli as well as psychological ones, most of the work has been applied exclusive of the environmental influence.

Bronfenbrenner's Ecological Systems theory also takes into consideration the individual, but does not exclusive of the context of other aspects of environmental influence. The crucial idea of Ecological Systems theory is that humans develop in, and as an integral part of, their environment. Academic attempts to isolate the person from the environment, or to isolate variables in the environment which in isolation significantly affect human development, ignore the holistic agents of change. Ecological Systems theory portrays an individual at the center of concentric systems of family, community, culture, and politics. All these systems affect the individual, and the individual is a part of each of them. Each system, however, works simultaneously with the other systems, so the effect of each can never be completely isolated from the perspective of the individual.

The first system of the model is the microsystem, "the complex of relations between the developing person and environment in an immediate setting containing that person (e.g., home, school, workplace, etc.). A setting is defined as a place with particular physical features in which the participants engage in particular activities in particular roles (e.g., daughter, parent, teacher, employer, etc.) for particular periods of time. "The factors of place, time, physical features, activity, participant, and role constitute the elements of a setting"

(Bronfenbrenner, 1977, p. 514). Bronfenbrenner wished to distinguish by use of the word *activity* rather than *behavior* the fact that roles other than those of experimenter and subject might be relevant, that the content of the behavior can be as important as the process (Bronfenbrenner, 1977).

Radiating outward, concentrically one level removed from the microsystem is the mesosystem. Bronfenbrenner (1977) defines this as “the interrelations among major settings containing the developing person at a particular point in his or her life. Thus, for an American 12-year-old, the mesosystem typically encompasses interactions among family, school, and peer group; for some children, it might also include church, camp, or workplace, although the last would be less common in the United States than in some other societies. “In sum, stated succinctly, a mesosystem is a system of microsystems” (Bronfenbrenner, 1977, p. 515).

More distal institutions which concretely impact the person, but do not contain him, comprise the exosystem (Bronfenbrenner, 1977). “These structures include the major institutions of society, both deliberately structured and spontaneously evolving, as they operate at a concrete local level. They encompass, among other structures, the world of work, the neighborhood, the mass media, agencies of government (local, state, and national), the distribution of goods and services, communication and transportation facilities, and informal social networks” (Bronfenbrenner, 1977 p. 515).

Abstract norms, customs, cultural ideas and patterns that guide the ways societies do certain things comprise the macrosystem. In a given society, one classroom looks and functions a great deal like every other classroom (Bronfenbrenner, 1977). An office looks like an office just about everywhere in a given country. These customs, rules, forms, and other guiding principles are macrosystems (Bronfenbrenner, 1977). “Some actually exist in explicit form as recorded laws, regulations, and rules. But most macrosystems are informal and implicit- carried, often unwittingly, in the minds of the society’s members as ideology made manifest through custom and practice in everyday life” (Bronfenbrenner, 1977, p. 515). A macrosystem is the set of “overarching institutional patterns of the culture or subculture, such as the economic, social, educational, legal, and political systems, of which the micro-, meso-, and exo-systems are the concrete manifestations. Macrosystems are conceived and examined not only in structural terms but as carriers of information and ideology that, both explicitly and implicitly, endow meaning and motivation to particular agencies, social networks, roles, activities, and their interrelations” (Bronfenbrenner, 1977, p. 515).

Ecological Systems theory (Bronfenbrenner, 1977) was originally conceived as a model of cognitive development for an individual child, the center of the concentric systems that comprise the environment. However, Bronfenbrenner (1986) later pointed out how previous research models could be reconciled and interpreted with Ecological Systems using only higher level systems, an important application of the theory for the purposes of this research as

it studies the resettlement process of a refugee family. Bronfenbrenner (1986) uses the common example that what happens to a child at home influences what happens at school, and vice versa. Despite the intuitive obviousness of this fact, not all developmental studies employ research designs that can measure effects operating in both directions. Those that do, however, Bronfenbrenner (1986) characterizes as mesosystem models.

According to Bronfenbrenner (1986), three different environmental systems that can serve as sources of external influence on the family (Bronfenbrenner, 1986): the mesosystem, the exosystem, and what Bronfenbrenner (1986) termed the *chronosystem*, the time factor in developmental psychology. The simplest chronosystem is centered in transitions of life, either normative or non-normative (Bronfenbrenner, 1986). Normative transitions are those changes that can be expected to happen in most lives simply because they are endemic to being human: entering school, puberty, getting a job, marriage, etc. Non-normative transitions are caused by extraordinary events: death or severe illness in the family, divorce, moving- this is what the participating family of this study experienced, winning the lottery, etc. (Bronfenbrenner, 1986).

IMMIGRATION/ REFUGEE POLICY AND RESETTLEMENT PROCESS IN THE U.S.

It is important to understand from a sociological perspective the differences in meaning of the terms *immigrant*, *asylee*, and *refugee*. An immigrant is anyone who voluntarily leaves the sending country for a variety of motives, what Pores and Rumbaut (1996) term the “push and pull” that together motivate the immigrant to leave the sending country. “The basic reason why immigrants come to America is the gap between life aspirations and expectations and the means to fulfill them in the sending countries. Different groups feel this gap with varying intensity, but it clearly becomes a strong motive for action” (Portes & Rumbaut, 1996, p. 12). The critical distinction between someone labeled as an immigrant and someone labeled as a refugee is one of choice. A refugee is a non-citizen outside the U.S. who, having fled the native country and taken up temporary residence in a country offering asylum, is unable or unwilling to return to the country of nationality because of persecution or a well-founded fear of persecution (Alfred, 2001). The difference between a refugee and an asylee is one of geography; a refugee from the perspective of the United States is outside its borders, requesting entry and protection from the U.S. State Department. An asylee is inside U.S. borders, requesting or enjoying the same protection that the refugee seeks. Both groups are immigrants, and both have fled dangerous situations in their countries of nationality, but asylees are inside the U.S., and refugees are not.

The process for refugees to gain permission and assistance to resettle in the United States is a difficult one. The United Nations High Commission on Refugees (UNHCR) provides the definitions and policies concerning the resettlement of refugees from which the U.S. State Department sets its policies and recommendations for legislation to the U.S. Congress and the President of the United States. The UNHCR defines resettlement as “the making available in a third country, on a voluntary basis, permanent residence to a refugee who is in another country, in a manner where the resettled person enjoys civil, political, economic, social and cultural rights similar to nationals” (UNHCR, 2004, p. 152). And the U.N. views refugee resettlement as an extraordinary solution (UNHCR, 2004), “even in the most ideal of circumstances only a minority of the world’s refugees could hope to be resettled to a third country” (UNHCR, 2004, p. 160). From the U.N.’s perspective, the best solution is for the refugee to be repatriated and for him to voluntarily return to the country of his nationality (UNHCR, 2004).

Once the U.N. has decided that someone is a refugee, the U.S. State Department in cooperation with the Department of Homeland Security determines the number of refugees who will be allowed to resettle in the U.S. annually (Goetz, 2005). In the case of an asylee, permission to stay in the U.S. must be granted either by a Citizenship and Immigration Services official or a federal appellate judge (Nawyn, 2006). Admission to, or permission to remain in the U.S. is an act of the U.S. Government.

International Organization for Migration (IOM) is the agency that manages most of the refugee experience before the émigré arrives in the United States. In its own words, the IOM is “an intergovernmental organization established in 1951, IOM is committed to the principle that humane and orderly migration benefits migrants and society” (<http://www.iom.int/jahia/Jahia/lang/en/pid/1>). The U.S. State Department makes the determination from the perspective of American humanitarian interest who qualifies as a refugee; however, IOM takes charge of much of the dangerous work involved in transporting refugees from their country of nationality to an asylum country, or from one asylum country to another. They also train refugees about their receiving countries by giving them orientations about life in the U.S., Canada, or whatever country has offered to receive them.

Once a refugee arrives in the United States, a private sector resettlement agency is assigned to the case and the process becomes entirely local (Nawyn, 2006). This nongovernmental organization (NGO) serves the personal needs of the refugee establishing a household (Goetz, 2005). The relationship with the NGO lasts typically from 3 months to 1 year (Goetz, 2005), but the list of services is comprehensive. The refugee is personally greeted at the airport (or other point of entry) by a representative of the NGO, or a sponsoring family. They are taken to their new home, shown where to buy groceries, and how to get federal aid (Nawyn, 2006). They are offered classes in English, or in vocational training, coached for the U.S. citizenship exam, and introduced to other refugees from their home countries with whom they exchange news and experiences about settling in

the U.S. (Nawyn, 2006). NGOs work with the U. S. Office of Refugee Resettlement, which disperses the funding necessary for NGOs to provide the 120 days of service to the refugees. However, the office also provides additional funding opportunities in the form of grants, small business loans, employment assistance, and job training (Nawyn, 2006).

NGOs fall into one of three types: voluntary agencies (VOLAGs), mutual assistance agencies (MAAs), and support agencies (Nawyn, 2006). VOLAGs are organizations that specialize in the refugee resettlement and contract directly with the State Department to resettle a set number of refugees. The VOLAG national office assigns refugees to their local VOLAG offices in the cities where the refugees are to be settled (Nawyn, 2006). All organizations that do resettlement need to be affiliated with a national VOLAG, so even MAAs are affiliated with at least one national VOLAG (Nawyn, 2006).

MAAs differ from VOLAGs in three ways. First, they are organized principally as ethnic organizations serving a particular immigrant group. MAAs are formed by settled groups of immigrants to help others from that group adapt to life in the United States. This is the *mutual assistance* that they provide their compatriots (Nawyn, 2006). The second difference between the MAA and the local VOLAG is that not all MAAs resettle or serve refugees (Nawyn, 2006), but those that do serve fewer refugees and offer a wider variety of services. The third difference is that MAAs are always secular organizations (Nawyn, 2006). The family that participated in this study was resettled by an MAA in Houston, Texas called the Alliance for Multicultural Services.

The Alliance, according to its own website, “Alliance for Multicultural Community Services (the Alliance) was incorporated as a Texas non-profit corporation in 1986. Representatives of the Vietnamese, Cambodian, Laotian and Ethiopian communities in Houston created the Alliance to serve as a mutual assistance association” (<http://www.allianceontheweb.org/main.html>). When the Alliance resettles a refugee, they take the client through a process of setting up life in the U.S. - they secure an apartment, locate employers, offer vocational training, driver’s education (Houston is a very large city, geographically speaking, and the ability to drive is critical to both securing and maintaining employment), health services, English classes, and guidance for attaining public assistance. According to their website on resettlement services the agency provides, Reception and placement services, “Under this program "Core" services that include the following are provided: airport pick-up, orientation, transportation assistance, housing, furnishings, clothing, food, medical and employment referrals, school enrollment, sponsorship of relatives overseas, and assistance with applications for Social Security, Food Stamps, and Medicaid. Core services are made available for at least 30 days after a refugee's arrival, while Reception and Placement follow-up and self-sufficiency services are provided at a minimum, for the first 180 days of a refugee's arrival.”

<http://www.allianceontheweb.org/resettlement-repatriation.html>

CONFLICT IN BURMA

Since the participating refugee family in this study is Burmese, it seems appropriate to review the history of the civil war in that country which has been displacing so many people. Burma was a British protectorate until the Japanese invaded in World War II. After the war, the country's economy and physical infrastructure were in complete disarray (International Crisis Group Report, 2008), but Burma secured its independence from Britain in 1948. Burma is one of the most ethnically diverse countries in the world (International Crisis Group Report, 2003), and since its inception the central Burmese state has struggled to maintain control of ethnic minorities seeking independence. Indeed, no government has ever been in complete control of the country (International Crisis Group Report, 2008).

Civil war began in the 1950s, and the military took control of the country in 1962. Ever since, the military has been engaged in armed conflict with the Mon, the Karen, and other minority groups; this has been one of the longest running armed conflicts in the world (International Crisis Group Report, 2008). These minority groups, comprising one third of Burma's population, live along the borders with economically prosperous neighbors, and in mountainous regions which contain most of Burma's substantial natural resources (International Crisis Group Report, 2004). The ruling Burmese junta, then, has strategic, economic, and political interest in these border areas. The border with Thailand, for example, has been the location of intense fighting with Karen revolutionaries called The Karen National Liberation Army (KNLA). The fighting has displaced

many thousands of civilians to temporary camps along the Thai border (Skidmore, 2003) where the Burmese military indiscriminately terrorizes the refugees in retribution for the rebellion and where the revolutionaries recruit new soldiers, creating a vicious cycle of violence in which the line between combatant and non-combatant is inexorably blurred (Lang, 2002). The Burmese family participating in this study is ethnically Karen and from one of the refugee camps along the Thai border.

ISSUES FOR REFUGEES IN RESETTLEMENT

“With ambitious goals and rich life experiences in China, I came to the dreamed-of promised land: America. I was excited about my bright future in the United States because I believed that I had enough skills and guts to face the tough challenges ahead of me. However, when I came to the United States, I felt totally lost, incompetent, and dysfunctional. I lost my voice (because I could not speak English), my ideas, and even my thinking skills. I could not communicate with people and I could not even order my food at McDonald’s. People saw me as different, somebody unable to do anything. I was depressed and isolated myself from the outside world. I was afraid to meet people. The only way I could express my bitter feelings was by writing letters to my family and friends in China. I told them that “here is paradise because there is everything you want; but also there is hell because you suffer too much.” I felt utterly hopeless (Zou, 2002, p. 259).

Common issues in resettlement include the cumulative stress of the family, the discrepancy between the realities of the quality of life in the new country and the expectations that the family has, and the quality of the reception in the receiving country (Pine & Drachman, 2005). In the U.S., the caseworker with the resettling VOLAG or MAA plays a critical role as the gatekeeper to the resources the country offers (Segal & Mayadas, 2005). This is difficult; the caseworker must establish trust with the family before they will accept assistance (Segal & Mayadas, 2005). “Many non-Occidental immigrant groups traditionally use personal networks to resolve issues, only seeking outside help when they have exhausted their own resources. Even then, the client may not offer personal information. Research has found, for example, that lack of communication about domestic violence correlates with immigrant status and lack of direct questioning by the clinician. The barriers confronting those working with immigrants and refugees are substantially greater with newer arrivals to the United States; however, these issues may persist through the lives of the first-generation immigrant” (Segal & Mayadas, 2005, p. 571). It is the caseworker who guides the refugee through the common tasks of living, such as grocery shopping, and any omission in that guidance has serious consequences for the family.

Food security of the refugee household is a serious problem in the U.S. (Hadley & Sellen, 2006) A household is considered food secure “when all of its members are assured access to enough food for an active, healthy life,” (Hadley & Sellen, 2006, p. 369). Food insecurity is unavailability of nutrition or the inability to acquire it (Hadley & Sellen, 2006). In 2003, 11% of all households within the

United States were insecure, and 3.5% of those were hungry (the more intense form of food insecurity) (Hadley & Sellen, 2006). Lack of money no doubt is a part of the problem, but food insecurity is also associated with depression, behavior disorders, and excessive body weight in women (Hadley & Sellen, 2006). There are data to suggest that food insecurity among refugee households in the United States is high (Hadley & Sellen, 2006). A study of Sudanese refugees in Atlanta, Georgia estimated that 73% of their households were food insecure, and that 12% were hungry (Hadley & Sellen, 2006). At first blush, this might seem scandalous, but one must keep in mind that the common methods of acquiring food in the United States are not necessarily intuitive to a refugee. Simply arranging transportation to the grocery store can be problematic even if one has the funds to purchase food.

Refugees because of the nature of their flight from their homes often arrive in the United States with various mental health problems. They have stress of differing types: migration stress, acculturative stress, and traumatic stress (Adkins, Sample, & Birman, 1999). Migration stress is associated with the multiple and simultaneously occurring difficulties of moving to a new country (Adkins, Sample, & Birman, 1999). In addition, much of the loss they suffer in their move is the loss of family, friends, and other resources normally used to cope with stress (Adkins, Sample, & Birman, 1999). Acculturative stress arises in the process of learning to function in a culture categorically different from the one in which an individual was raised. The mundane tasks of life can become exceedingly difficult when the refugee must overcome a language barrier and the

potential for cultural misunderstanding (Adkins, Sample, & Birman, 1999).

Kirmayer (2003) describes the difficulty that refugees in Canada face in the application interview that the Canadian government requires of refugee applicants before they are permitted entry and assistance:

“The examination and interpretation of the refugee’s claims often occurs in the absence of shared cultural background knowledge that would render stories intelligible and motivations credible.

Thus, Daniel points out that many refugees from South Asia share a notion of personhood that is not centered on the individual but on extended networks (Daniel, 2002) and this makes determinations of how directly they have been and are threatened, how personal and individual their own vulnerability, difficult to determine from a frame that privileges isolable individuals of western psychology” (Kirmayer, 2003, p. 176).

Adkins, Sample and Birman (1999) lastly describe traumatic stress as the distress caused by extremely harmful events. Refugees survive great violence; things like torture and genocide cause great changes in those who survive them, and research suggests that the changes are psychological, social, and physical (Pynoos, Sorenson, & Steinberg, 1993 in Adkins, Sample & Birman, 1999).

“Culture shock has been defined as the anxiety caused from contact with a new culture combined with feelings of confusion, loss, and powerlessness that accompany the loss of familiar cultural cues and social norms” (Oberg, 1954, 1960; Winkelman, 1994 in Affolter & Findlay, 2002).

Additionally, the acquisition of the English language is a serious problem for many refugees. “The lack of English language proficiency of parents is among the biggest risks to the well-being and successful integration of immigrant families. The lack of such proficiency is associated with a host of other risks, including limited labor market opportunities and less desirable jobs, lower income, poorer health, more crowded housing, and poverty” (Pine & Drachman, 2005, p. 540). Learning another language requires certain conditions (McDonald, 2000). For learners who have survived trauma, learning occurs within a context in which the traumatic experience seriously and deleteriously impacts their ability to learn (McDonald, 2000). Traumatic events deprive people of a sense of personal control (McDonald, 2000) in such a way that learners can have difficulty taking risks and trying new things because they fear punishment, humiliation, or rejection (McDonald, 2000). Previous education for refugees can be, at best, incomplete. Refugees are often illiterate in their own language (Townsend & Fu, 2001), and literacy in the native language is an important tool in learning a second language (Townsend & Fu, 2001). The refugees must often move after flight from their home country, interrupting their education which, in refugee camps, is of the most rudimentary kind (Townsend & Fu, 2001). Compounding the problem for females is that some traditions place a premium on personal feminine conduct best characterized as “silent”; one Laotian girl told Townsend and Fu (2001, p. 107), “In my culture, girls are not supposed to talk too much or make any noise. Otherwise, they don’t think you are nice. When I was little, I liked to talk a lot. Once my father yelled at me: ‘Nobody like to hear you, and nobody

want to listen to you!’ Since then I never like to talk”. Unfortunately, this girl did not often practice speaking English because of a cultural norm.

Acculturation stress (Adkins, Sample, & Birman, 1999) arises when the refugee’s own cultural patterns differ sufficiently with the host country to evoke confusion by the “rules and regulations” of this country (Townsend & Fu, 2001, p. 106). Moreover, in that confusion they feel isolated from their own families, both by the distance from extended family left behind in the old country and the daily routine of work, school, and household chores which forces parents and children to be in different places much of the day (Townsend & Fu, 2001; Weine, Murzurovic, et al., 2004).

Questions about the way refugees perceive their trauma from a familial perspective are not trivial, but conspicuously absent from the refugee research (Weine, Murzurovic, et al., 2004). “There are no family-focused theories concerning refugees, and there is little research on the refugee family. This includes qualitative research that is especially well suited to understanding how families assess and manage changes,” (Knafl & Detrick, 1986; Knafl & Gillis, 2002 in Weine, Murzurovic, et al., 2004, p. 148). Immigrant literature (Suarez-Orozco, 1995; Portes & Rumbaut, 2001; Zhou & Bankston, 1998 in Weine, Murzurovic, et al., 2004), however provides more insight into the familial dimensions of their lives.

Their own traditional family power structures often conflict with American life (Weine, Murzurovic, et al., 2004). The traditional patriarchal family power structures are threatened when the wife and the teenaged children

attain employment; the father is no longer the sole provider, so he can no longer use that position as means of controlling the family (Weine, Murzurovic, et al., 2004). Also, the freedom of American women and children in this society does not go unnoticed, and refugee husbands often find their wives and children more difficult to control (Weine, Murzurovic, et al., 2004). Families must learn to trust their children with a great deal more freedom than they are accustomed to giving them (Weine, Murzurovic, et al., 2004) simply because they cannot be with them much of the day to provide parental supervision.

The children in refugee families feel that their parents are dependent upon them excessively. "My brother and I feel that my mother is like a small child. She relies on me and my brother for everything," reported one Bosnian boy (Weine, Murzurovic, et al., 2004, p. 152), but they accept this as a new family obligation. The parents are hopeless about their own future, but they see their children and their futures as the purpose and meaning of their lives (Weine, Murzurovic, et al., 2004). This understandably creates a great risk for despair; if the children experience difficulty the parents often do not deal with it very well (Weine, Murzurovic, et al., 2004).

"Refugee parental beliefs and parents' confusion in their own quest for social integration can become obstacles to the children.

Therefore, social support is important for refugee parents as well as for youth. Researchers have suggested that parents be welcomed and informed by school personnel. Refugee adults can be important links between schools and ethnic communities. To

overcome prejudice and discrimination refugee youth need support at the structural and personal levels” (McBrien, J.L., 2005, p. 349.

Despite the hope that refugee parents see in their children’s well-being, the pressure to exploit economic opportunities creates logistical problems that undermine their ability to manage the situations of the children. Refugee families report having less family time (Weine, Murzurovic, et al., 2004). Parents often work multiple jobs and report that they see their children far less often than they did in their home countries (Weine, Murzurovic, et al., 2004).

Issues for refugee families in resettlement are numerous and warrant further need for study. As to date there is very little comprehensive literature published on this pressingly important matter. This researcher addresses the refugee family in context utilizing the framework of Bronfenbrenner’s ecological systems theory using these questions:

- What were the expectations of the refugee family prior to arrival in the United States?
- How did the refugee family acquire resources needed to set up households?
- What, if any, kinship and social networks did the refugee family utilize in their resettlement process?
- What were the issues, if any, that the refugee family encountered when interfacing with agencies and institutions (i.e. schools, resettlement, and other governmental agencies) including case

workers during the resettlement process? Were any trusting relationships developed in personal interactions?

- What, if any, collaboration existed between agencies helping the refugee family? How helpful was this collaboration effort?

CHAPTER III

METHODS

PRELIMINARY STUDIES

The researcher's previous study of the refugee population has given the researcher contacts with resettlement agencies who aided in identification of refugee families with school age children that may want to participate in the filming of a visual ethnography documentary. One of the researcher's earlier projects was designed to provide tutorial services to the children of refugee families (Bharadwaja, 2004). The tutorial intervention helped four refugee children in ESL classes learn the words in the Dolch (1948) lists of sight word vocabulary. The results were presented in a paper to the APS conference in Chicago (Bharadwaja, 2004). The researcher has also explored the possibility of offering basic videography instruction to refugee children (Colaneri & Bharadwaja, 2004). It was hypothesized that videography classes would offer refugee children an opportunity to learn a skill that is both valuable in the U.S., and an effective medium of self-expression (Bharadwaja & Colaneri, 2005), which is always difficult in a foreign language. Through contact with the refugee children and their public school, the principal videographer acquired cooperation of "gatekeepers" in resettlement agencies that manage initial resettlement of the refugees. Through these contacts the investigator gained access to refugee families from initial arrival in the U.S., and these families indicated an eagerness to converse with the principal ethnographic videographer. A three person team comprised the filming and data collection team for the documentary. All three

persons including the researcher assisted in sound, lighting and filming involved in the production process. The researcher made the filming arrangements with participants in private and public venues, and conducted the interviews.

The study utilized a single case of a Burmese family from the documentary film. The family case study demonstrated both common and particular; the end result, however, presented something unique (Stake, 1994, in Denzin & Lincoln, 1994). This uniqueness extended to: 1) the nature of the case, (2) its historical background, (3) the physical setting, (4) other contexts, including economic, political, legal, and aesthetic, (5) other cases through which this case is recognized, (6) those informants through whom the case can be known (Stake, 1994, in Denzin & Lincoln, 1994). To achieve its objective the researcher through the detailed examination of the documentary footage: identified key informants, identified ethnographic field observations through the footage, examined informal interviews or conversations, watched the videographers “shadowing” of the refugees while their daily experiences were videotaped and examined semi-structured face-to-face informal interviews at three different times. Descriptive summaries of data were prepared by source (observations and ethnographic interviews) and by time (weekly, monthly) to ensure reliability. The interviews are videotaped and recorded. The taped interviews were used as observational data, coded in relation to the numbers on the DV tape recordings. Any data to be used in analysis was transcribed.

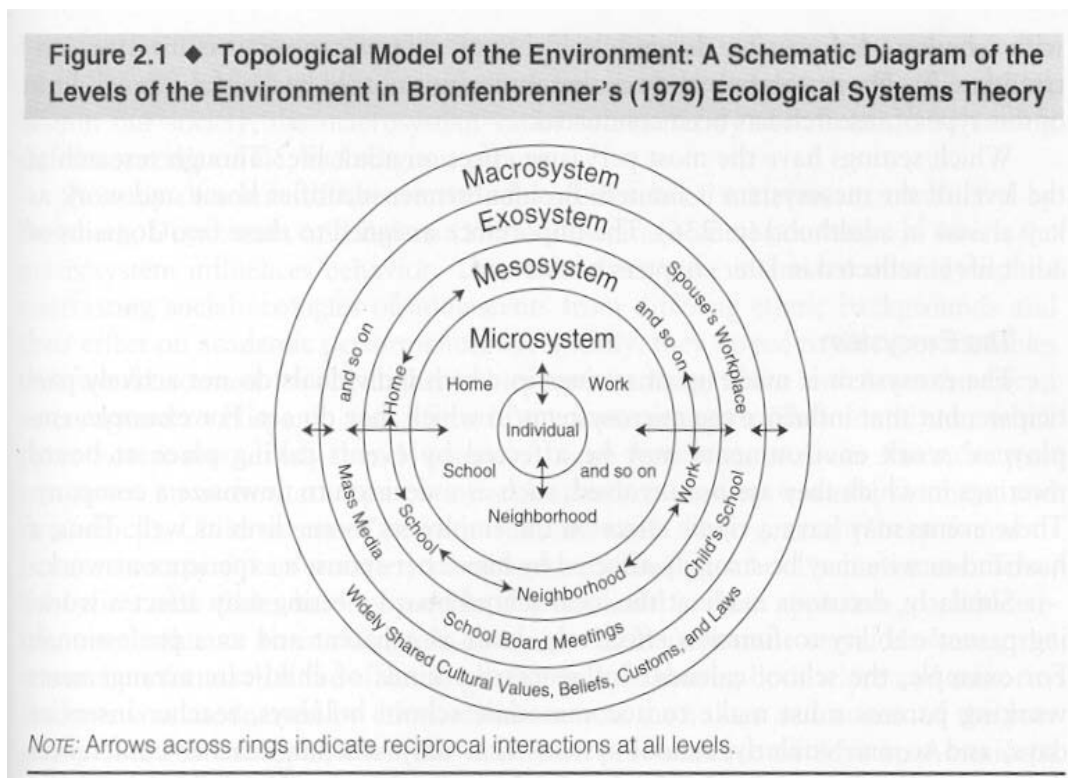
The use of visual ethnographic methods allowed the videographers to collect qualitative data. Ethnographic methods are unique; they permit study participants

to elaborate in the interview or information sharing process (Thompson, 1999).

Ethnographic research focuses on the behaviors (including the linguistic behaviors) of the members of a particular community by studying them in naturally occurring, ongoing settings, typically while they participate in mundane day-to-day events. Its aim is to provide a *thick description* (Geertz, 1973).

“Currently, there are no family-focused theories concerning refugees, and there is little research on the refugee family” (Weine, et al, 2004, p. 148). This includes qualitative research that is especially well suited to understanding how families assess and manage changes (Knafl & Deatrick, 1986; Knafl & Gillis, 2002 in Wine, et al, 2004, p. 148). The chronosystem level in Bronfenbrenner’s Ecological Systems Theory, attempts to account for non-normative events in families’ lives allowing for description of change in the families’ environment (Bronfenbrenner, 1986). Bronfenbrenner’s theory analyzes interactions between the individual and the community environment, and the societal landscape that fuels and steers his development. This researcher proposes to employ the Ecological Systems Theory of Urie Bronfenbrenner (1979) as a framework for a critical examination of the barriers that refugees face in their attempt to make new lives in the United States. Ecological Systems Theory has much to commend its use in this study, as it portrays the universe from the perspective of an individual (microsystem) or family (mesosystem), with systems of influence radiating concentrically from the subject. The theory describes the influencing systems in terms of their intimacy with respect to the individual family, which is particularly appropriate for the present study, and portrays these systems as interacting. The information garnered from the interviews of other key players provided data for

examination at systemic levels outside of the ‘micro’ and ‘meso’ system of the case study family. With the proper elicitation of data from a wide diversity of participants, common themes emerged that were amenable to analysis through this theory. This was accomplished through viewing multiple interviews from video footage collected for an ethnographic documentary film.



<http://www.education.umd.edu/Depts/EDHD/geron/lifespan/6.html>

To study the effect of resettlement on a family, therefore, it is necessary to look at layers in the environment the family (children and adults) function within. This includes the child's interaction with his/her immediate environment i.e. parents, siblings within the context of the family, as well as the larger environment of community such as the school's expectations for the children and

the safety of the neighborhood the family is resettled into.

Identifying Key Informants

Prior to the filming, a key informant was chosen from the refugee families based on his ability to speak functional English. The key informant assisted the filmmakers in translation and introductions made with other families in the community.

Ethnographic Observations

The videographers began their filming at initial entry or airport arrival, and continued filming in the refugees' neighborhood, which is located in the southwest of Houston, through the end of the documentary. The video footage offers variability in observations by demonstrating a wide range of activities, distinct characteristics of the settings, and the dynamics of personal relationships. The camera served as a notebook with the additional benefits of capturing images.

Ethnographic Interviews

During the first six months, the videographers identified and selected a refugee family with children that resulted in 4 individuals that were interviewed. The videographers developed trust, rapport and access to all these family members to conduct successful participant observation. The family's country of origin was Burma, but they had been displaced through border conflicts to a U.N.

supported refugee camp on the border of Thailand where they spent many years in limbo prior to arrival and resettlement in the U.S. The family was in a refugee assistance program and was processed by the United Nations for refugee status before traveling to this country. The interviews conducted by the videographers were done at three points in time. There were initial “intake” interviews to establish the state of the refugees upon arrival. The initial interviews were conducted within two weeks of their arrival to the U.S. There was a six-month follow up interview conducted by the ethnographers for all the individual members of the family. Additionally, there was a brief one-year follow-up interview with the parents. In addition to the family’s video footage the researcher has access to video footage interviews from various “players” in the resettlement process, e.g. Refugee Services Coordinator for the Houston Independent School District, the Director for the Mayor’s Office of Immigrant and Refugee Affairs (MOIRA) in Houston, case worker for the Houston area resettlement agency, Director of the Alliance for Multicultural Services (refugee resettlement organization in Houston), principal of Bonham Elementary School in the Houston Independent School District, where the refugee students attended, Director for the non-profit Burmese-American Association of Texas in Houston, and the Texas state Refugee Coordinator for Texas Department of Health and Human Services. The documentary interviews followed a semi-structured interview guide that was developed from a careful initial analysis of possible themes that emerged from earlier field note observations. The interviews will provide greater insight into (1) what the refugees perceive to be the important events in their relocation, (2) how

the refugees report they are faring in their attempts to establish households in this country, (3) what the refugees perceive to be the most obstinate barriers to their securing the goods and services they need, and (4) what mechanisms the refugees employ to secure these goods and services and (5) how well the service organizations provide for or collaborate in providing assistance in the resettlement process.

RESEARCH SITE/ SETTINGS

Texas has four cities that resettle refugee families, and these cities accepted close to 3000 families in 2005. According to Caitriona Lyons (personal communication, November 2005) U.S. Health and Human Services coordinator for refugee affairs in Texas, the majority of these were settled in Houston. More specifically, they settled a region in the southwest of the city known as “Gulfton”. In Houston, there are three agencies that resettle refugees, four large and one small. The four large ones are Catholic Charities, YMCA International, Interfaith Ministries, and the Alliance for Multicultural Community (The Alliance) Services. The smaller one is a Lutheran organization called Refugee Services of Texas. At the time of the documentary filming the agencies settled 90% (Neighborhood Centers Inc., 2005) of the refugees into two neighboring large apartment complexes that offer the right balance of affordability, easy access to public transportation, proximity to grocery stores, schools, and hospitals. The visual ethnographers filmed the majority of their footage in the neighborhood and the apartments of the individual families. Additional footage was taken at

locations the refugees visit including, but not exclusive to the management's recreation rooms that are used for ESL classes, after school computer applications and tutorials, the DPS office, the grocery store, etc. Interviews conducted with major "players" in the refugee family's resettlement process occurred at primarily at their places of business.

SAMPLING/ SELECTION METHODS

Eligibility

The family needed to be in the refugee assistance program, and have school-aged children. A further qualification for selection will be that they were willing to be interviewed on video. The Burmese family consisted of two adults and two elementary school-aged children, one female and one male. Key informants were selected based upon their ability to translate the interviews into English and their sociability with the other refugees in the documentary.

Selecting Procedures and Recruitment

The Gatekeeper alerted the videographers as to when possibly cooperative families that met the criteria were to arrive in this country. Key informants then aided the videographers with translation and interfaced with the families considered for selection. Once an eligible family was identified, the videographers and the key informant approached the family to ascertain their willingness to be interviewed on camera. During the first six months, the videographers identified and selected a refugee family with children that resulted

in 4 individuals that were interviewed. The videographers developed trust, rapport and access to all these family members to conduct successful participant observation. The family's country of origin was Burma, but they had been displaced through border conflicts to a U.N. supported refugee camp on the border of Thailand where they spent many years with indeterminate citizenship prior to arrival and resettlement in the U.S. The family was in a refugee assistance program and then processed by the United Nations for refugee status before traveling to this country. The International Organization of Migration facilitated the family's pre-entry to the US orientation and their travel plans to the US. The refugee resettlement agency in Houston processed the family from arrival at the airport (reception) to a post-entry US orientation and Harris County health screening. The refugee resettlement agency also placed the family in an apartment complex and was their primary access to necessary resources and official documentation, ex. Social security card, driver's license, and state identification card.

SELECTION AND TRAINING

The videographers have a minimum two- year history of work in the neighborhood conducting programs with the refugees. They have rapport with and are trusted “visitors” in the community. The film crew had extensive training in videography and additionally were interns or producers at a local cable access channel.

DATA COLLECTION METHODS

The ethnographic videographers ensured the variability in footage by focusing on a wide range of activities, distinct characteristics of the settings, and the dynamics of personal relationships. There were initial “intake” interviews to establish the state of the refugees upon arrival. This was conducted within two weeks of their arrival to the U.S. There was a six-month follow up interview conducted by videographers for all the individual members of each family. The researchers anticipated that the data from the family (adults and children) interviews at three points in time would be sufficient to identify any patterns or similarity in the narratives of these very diverse groups. The first two interviews followed an interview guide that was developed from a careful initial analysis of possible themes that emerge from earlier field note observations. The interviews were conducted according to a guide developed by the videographer to investigate the following domains: 1) the resettlement process, (2) governmental or other agency involvement, (3) refugees’ educational background, (4) refugees’ employment background, (5) refugee families’ wellness (psychological, physical,

and emotional health), (6) refugees' religious or spiritual background, (7) refugees' feelings toward their new community. The third interview was a one year follow up in which the following questions were posed to identify the overall well-being of the family (1) What is the main barrier you are still facing one year into the resettlement process? (2) Do you do feel more comfortable than when you arrived? And (3) Can you tell me how you are feeling overall and about any difficulties you might be facing? During the one year follow-up the children were asked questions by the interpreter about their school (1) Are you happy at school (2) What grade are you in? (3) Is your teacher good? (4) How many friends do you have?

TIMELINE

The videographers followed the refugee family from point of arrival in the United States through the one-year period of resettlement. The face-to-face interviews were conducted at three points in time, with an initial interview within two weeks of arrival, a six-month, and one-year follow-up interview. At the mid-point of the study the videographers visited the research site of the apartment complex and "shadowed" the refugee families approximately twelve hours of one day videotaping. Over the course of the documentary filming semi-structured interviews with other "players" in the refugee family's environment were also conducted.

THE “PLAYERS”

The video footage captures several types of activities. These activities include: personal interviews with the members of the family, employees of the resettlement agency (“The Alliance” for Multicultural Services), non-profit ministry directors, a non-profit ethnic family support organization director, school officials, a city official, and a state official, an initial intake orientation held at the Alliance, an initial health screening also held at the Alliance but administered by Harris County Health Officials, an orientation for public school held at the apartment complex recreational room facilitated by the Houston Independent School Refugee Coordinator and an informal interview with the husband at a Burmese gathering and luncheon. All participants in the study had to sign releases for a future documentary film, so the data of this study are not confidential. However, as a courtesy to the family, the true names of the family members were changed to fictional ones to protect their privacy.

The Family

The family’s country of origin was Burma, but they had been displaced through border conflicts. Initially they were relocated to a town on the Thai border and later to a U.N. supported refugee camp in the same vicinity where they spent many years waiting for processing and resettlement in the U.S. The family

was in a refugee assistance program and was processed by the United Nations for refugee status before traveling to this country.

The family consisted of the husband who at the onset of the study was 40 years of age and named Mya Sein. The father found immediate employment through a kinship network. Before displacement, the father was a KNLA member in Burma and a truck driver in Thailand prior to entry into the refugee camp. Upon entry in the US he secured employment as a factory worker. The wife Naw Su was 36 years of age and was not employed upon arrival but formerly was a seamstress in Burma. The daughter Chaw Su was seven years old and in the second grade and the son Pho Kaw was six years old and in the first grade. Neither child had received any formal education prior to entry in the US as the refugee camp did not have a facility or support for a school. Just prior to the family's resettlement to the US, Maung, the father had assisted in the completion of a school, though unfortunately, neither child was able to benefit from that project.

The Refugee Coordinator for the Houston Independent School District

At the time of the study Bonham Elementary due to its proximity to the Gulfton neighborhood had absorbed most of the refugee influx in the city. Many resettlement agency providers were strategically locating their clients in the Gulfton area. In response to the need HISD had secured grant money and funded a liaison position to provide outreach to that community. Shirin Herman who is the Refugee Program Coordinator for HISD was that liaison. Shirin had been in

the position about five years and initially was seeing a lot of Bosnian refugees arriving with all the Eastern European conflict. After that there was a major influx of Sudanese lost boys. She stated that all along there had been a sprinkling of Iranians and Middle Easterners. She also stated that recently she had seen more African refugees for instance Somali Bantu's and most recently a shift to the Burmese. The refugee program falls under the auspices of the multilingual department in HISD. Shirin serves as a liaison between the school district and the refugee parents and students in schools. She provides orientations at the school or at a facility provided by the refugee resettlement agencies shortly after the refugee family initially arrives in the Houston area.

The Senior Community Liaison for the Mayor's Office of Immigrant and Refugee Affairs (MOIRA)

The Gulfton neighborhood is a diverse section of the city and the city of Houston is one of the most diverse in the world. The Mayor's Office for Immigrant and Refugee Affairs (MOIRA) was established May, 2001 under former Mayor Lee Brown to look at refugee and immigrant issues and raise levels of awareness. MOIRA's mission is to encourage good citizenship and facilitate integration of immigrant and refugee communities living in the city. This includes educating immigrant communities about their rights and responsibilities, as well as services provided and administered by the City of Houston. The current Senior Community Liaison Benito Juarez is the Mayor's representative in Gulfton and similar communities across the city. Benito is an immigrant and recently became

naturalized. He understands the plight of the immigrant and the refugee. Although the Burmese family in the study never directly interacted with Benito the coordination of services and outreach he provides from the city indirectly affect them. MOIRA currently publishes a monthly electronic newsletter that can be subscribed to, supports monthly immigration and refugee forums, and provides a comprehensive booklet addressing concerns, questions and listing resource providers such as Mungu's House Ministries so that refugees know how to connect with support services.

The Director for the Non-Profit Burmese Family Association of Texas

Traditionally the refugee resettlement agency caseworker would be the family's most intimate contact and resource from entry through the first four months, but in this instance the caseworker abdicates that position to Maung Maung Than (Maung). Maung is the director of BFAT and a critical resource in this family's resettlement. Maung also came from Burma but not as a refugee. He left his country in 1981 for Singapore. There he worked as an engineer in one of the government companies. In 1982 he worked in Brownsville, Texas with a company that secured his green card. Currently he works for an off-shore drilling company in Houston. Early in the interview Maung reflects on his experiences in the US, "I can wear my own dress, support my own culture because in America you can be free to express your culture" (Maung, personal interview, 2005). Maung not only interpreted for the family but in many cases took on caseworker type duties although non-paid.

Caseworkers for The Alliance for Multicultural Community Services

Michael

Michael, the Burmese family's assigned caseworker, is a former refugee who was resettled by the same organization that he was working for. His country of origin is Sudan. He was not conversant in the Burmese family's native language making communication extremely difficult. He also was assigned a large number of cases making his workload difficult to manage.

Mohamad

Mohamad, similar to Michael, is also a resettled refugee who is now a senior caseworker for the resettlement agency The Alliance. He is from Somalia. He had no direct contact with the Burmese family as he was not responsible for their resettlement. He did have some significant information to contribute about the physical process the refugees go through and caseworker's responsibilities in general.

Driving Instructor for The Alliance for Multicultural Community Services

Dario Lipovac, also an employee of the The Alliance, is a driving instructor for the clients. Additionally, he is a resettled refugee from Bosnia. He arrived as an adolescent and worked for several years along with other family members to

establish themselves in the United States. He had been an employee for The Alliance for Multicultural Community Services for seven years.

Non-Profit Ministry Directors for Mungu's House Ministries

Pastor Paul Wemba

Pastor Paul, was from the Congo, and also a refugee. He was resettled by the YMCA and had the experience of being told to work a low-paying labor job when he was a Pastor by vocation. He helped start Mungu's House Ministries to serve the refugees in the Gulfton Community.

Sister Tessi Joyne

Tessi Joyne is an American. She works as a paralegal in a law firm and resides in the Gulfton Community. Tessi's apartment served as a home base for operations for outreach to the refugees. She co-founded Mungu's House Ministries with Pastor Paul.

The Executive Director of the Alliance for Multicultural Community Services

Kassahun Bisrat helped found The Alliance in July, 1985. At that time refugee organizations comprised of Vietnamese, Cambodian, Laotian, and Ethiopians combined efforts to create a mutual assistance association. In January 1986, they incorporated into what was known as Refugee Services Alliance, and about the same time were funded by the Texas Department of Human Services to provide what was then called adjustment counseling. Kassahun is an Ethiopian

immigrant. He states that the current mission of The Alliance is to provide comprehensive services to newly arrived refugees and immigrants. Additionally to help low income residents of Harris County in order to address two core purpose; one is cultural adjustment and the other is economic self-sufficiency, and this broad mission allows The Alliance to offer a large mix of services ranging from advocacy to social services, access to health care, economic development, and many, many other issues that are relevant to newcomers.

The Principal of Bonham Elementary School

Bonham Elementary School is situated in the Houston Independent School District and is the school the refugee students attended. Ms. Joseph's background is in English as a Second Language (ESL) where she taught 15 years. She had been at Bonham for six years and in the school district for nine years. Ms. Joseph had seen an enormous influx of refugee children zoned into her school from the Gulfton area complex since 2003. To accommodate the needs of those children she developed some innovative curricular and socialization strategies. She stated she works for the children not the district.

The Texas State Refugee Coordinator for the Texas Department of Health and Human Services

Just as there is city appointed leadership for the immigrant and refugee communities there is also leadership at the state level. Caitriona Lyons has been

involved in refugee resettlement for approximately 15 years. Caitriona is an immigrant from Ireland. She started out in the nonprofit world providing case management for refugees. Caitriona was then promoted to director for the refugee resettlement program at a non-profit agency. She later was hired at the Texas Department of Health and Human Services to work as an immigration specialist and eventually she was promoted to her current position as the State Refugee Program Coordinator. In that position she is responsible for the allocation of funding that is received from the federal government for the refugee program in Texas.

DATA ANALYSIS

The researcher transcribed data generated from the video documentary. The software application NVivo, which is specifically designed for qualitative analysis, was used to analyze the field observations and informal interviews obtained by the videographers. NVivo facilitates textual as well as numerical analysis. NVivo permits the user to code textual data in such a way that data can be mined using searches and conclusions that follow from theoretical implications. Data was coded and analyzed for patterns and themes that lend themselves to theory construction. NVivo allows researchers to link and compare patterns within and across documents and the results can be saved, printed, or undone at will (Walsh, 2003, p. 253). The researcher maneuvers from one document to another using NVivo features called “doclinks”, “nodelinks” “databites” and “datalinks” (Walsh, 2003) (Note that the recent version 9.0 of

NVivo has changed the terminology to “documents”, “nodes”, “datasources”, and “links”). At the beginning of the project documents can be created, text, numerical, and graphics files can be added from compatible software programs. Video images can also be linked to text documents. NVivo organizes raw data (interviews, observations, etc.) and links them with memos and ‘databites’ where the researchers might make codes and analytical notes, and then edit and rework ideas as the project progresses (Walsh, 2003, p. 253). As the interview data are analyzed, the Ecological Systems (Bronfenbrenner, 1979) perspective will facilitate the classification of layers of the environment that the refugees are interacting with. What came through in the interviews were mostly the issues that fall in the Microsystem, Mesosystem, Exosystem and Chronosystem (Bronfenbrenner, 1979) of the family’s environment. With data from a number of individuals, we were able to perceive the effects of the Macrosystem, especially as the individual interfaces with the U.S. Government and other agencies. In these patterns the researcher began to understand how the systems of the environment interact. Lifted from the fieldwork context in which they took place, the images interpreted by academic protocol became significant in different ways; the images themselves were not only analyzed, but the subjective meaning that image producers and viewers ascribe to them were examined as well (Pink, 2005). The data from all informants was triangulated to establish validity, and the use of videotape captured clear representations of social activities.

CLASSIFICATION CRITERIA

Classifying interview responses into particular ecological levels of Bronfenbrenner's (1979) theory involved a certain level of subjectivity. In the heuristic interest of this process, the following criteria for classifying responses are listed in the table below in Table 1.

Table 1 Classification Criteria	
Ecological Level	Response describes interaction between:
Microsystem	A dyad of a family member and another key player in the environment
Mesosystem	At least 1 dyad of key players in the environment about whose actions a family member is the subject, but in which the individual is not directly participating.
Exosystem	At least 1 dyad of key players in the environment whose actions are not geared to those of an individual family member, but whose actions nevertheless affect the individual directly, and in an articulably immediate way. An example would be the change in employment of a parent whose new position requires more time away from home. Such an event occurs in the children's exosystem.
Macrosystem	At least 1 dyad of key players in the environment, the context of whose actions are part of the broader culture and society. An example would be the making of policy for distributing public funds specifically appropriated for people in the individual family member's situation.
Chronosystem	At least 1 dyad of key actors in the environment identified with environmental events, social and historical circumstances, normative developmental events in life (coming of age, marriage, aging, and dying), or non-normative events such as moving, natural disasters, or winning the lottery.

It should not be construed from these criteria that key players must act in pairs. "At least 1 dyad" could mean three or more people. For the purpose of this

study, the “individual” is considered as the family unit. Individual feelings or concerns are classified as Microsystem issues, and while the present study considered these, the focus of this study is the “impact of extrafamilial transitions on intrafamilial processes” (Bronfenbrenner, 1986) using what Bronfenbrenner (1986) classifies as a Mesosystem model. The benefit of this model accrues from the fact that what might appear to be a Microsystem issue often, in fact, arises from an event occurring outside the family but simultaneously impacts the lives of everyone in that household. Guided by the classification table for Bronfenbrenner’s theory, the researcher determined from the text into which system of the theory the passage seems to lie. The transcripts were organized in tables by timestamp, which is uniquely assigned to the individual frame of digital video by the camera’s onboard computer. The researcher then parse the text of the transcripts for contextual cues that best seem to identify which system of EST (Bronfenbrenner, 1986) is apparent in the text. With manual coding complete, NVivo facilitated the analysis in the following manner: for each system, a “node”, which is NVivo jargon for “user-specified category” was created, i.e., a “Microsystem” node, a “Mesosystem” node, an “Exosystem” node, etc. Text that identifies a Microsystem interaction was selected and tagged, or “coded” as belonging in the Microsystem node. Employing the same procedure for all the coded text was parsed the whole of a given transcript into the proper NVivo nodes for analysis.

INTER-RATER AGREEMENT

Naturally, the value of such analysis is enhanced if the researcher can demonstrate the reliability of the heuristic from one rater to the next. NVivo fortunately ships with a “Coding Comparison Query” utility specifically designed to assess inter-rater agreement, and that is the method used in this study. Using the Classification Criteria in Table 1, two raters independently coded three (3) complete interviews for EST (Bronfenbrenner, 1986) systems and the results of a Coding Comparison query by system and rater (A and B) for each interview was reported as an average agreement for all five systems across all three articles. An average level of agreement of 70% between the two raters was determined sufficient to establish the reliability of the coding methods. Furthermore, each rater annotated the justification for classifying a particular passage at a particular system to facilitate identification of repeating themes of the interviews. In those passages where the raters did not agree, their annotations were compared and discussed until the two raters came to a consensus. The results of these discussions are what is recorded in the interview transcripts, Appendix B.

LABELING OF THEMES

Once the reliability of the classification scheme was established, the raters' notations were used to create thematic nodes in NVivo. So, a given selection of text was classified with a theme as well as with its identified system. The labels of these themes are categorical "nodes" in NVivo, as are the research questions and the systems of EST (Bronfenbrenner, 1979). Where these themes facilitate the analysis in NVivo is in the software's query utility which can construct a table of, for example, the theme labels in the rows and the EST systems in the columns. Those passages that are identified as, for example, "cultural values" as well as "Macrosystem" are collected into their own node, or category, represented as the contents of a table cell which are, in turn, linked to particular textual passages in question as well as the source of the data from which they derive. Textual data was parsed into thematic nodes as clearly as the context will allow. This minimized the error that a particular phrase was inappropriately accounted for under two different themes. As a hypothetical example, a passage such as "school gets out at 4" should be coded under a theme of "policy" rather than "education," since educational services are distinct from the rules of the institution which provides them. There are, however, some examples in which the accounting for a single phrase in multiple themes is justifiable. For example, a sentence like, "I ride to work with a friend" would simultaneously be a transportation reference, a social or kinship networking reference, and a reference to a resource. All are justifiable classifications just like a woman can simultaneously be a "daughter" and a "wife."

Before analysis began, the transcripts of three of the interviews were independently coded on spreadsheets (the completely coded transcripts of all the interviews are in the appendices, but the themes and research questions were not yet identified when this analysis was done) according to each rater's interpretation of Bronfenbrenner's (1986) theory with notations justifying the assignment. The coding process produced two different coded "datasources" for NVivo to analyze. For all five systems, a "Coding Comparison Query" returned an average rate 83.2% agreement, thus establishing the inter-rater reliability of the coding method. When the raters differed in agreement they negotiated based on the classification for Bronfenbrenner's and the annotations each rater made justifying that classification until they arrived at a consensus. From the raters' annotations, the following themes emerged and thematic nodes were created in NVivo:

Table 2 Emerging Themes	
Theme	Indicates an implied or explicit reference to:
Agencies	A resettlement agency
Caseworker	The services of an agency caseworker
Childcare	Supervision of children
Cultural Values	Culture
Documentation for ID or Resettlement	Any official documentation that the refugees were required to acquire and keep.
Education	Educational goods and services (other than ESL,

	see “Language”)
Environmental Change	Changes in environment otherwise not specific to the resettlement process (see “Resettlement”)
Food Stamps or Medicaid	Either getting or keeping these services
Gender Roles	Describing the culturally informed ideas of appropriate male and female behavior
Language	Issues related to learning English, including ESL services and the need for English in employment
Neighborhood	The characteristics of the neighborhood, good or bad
Parenting	Parental responsibilities
Phone and Utilities	Telephone, power, water, gas, or other utilities
Physical Health	Medical services
Policy	Laws, rules, and explicitly known procedures
Political Issues	Issues that have some sort of governmental significance, either in the U.S. or in another country.
Psychological or Emotional	Mental health, feelings, likes and dislikes
Religion	Access to religious goods and services
Resettlement	The events in the process of getting to the U.S. and making a life here.
Resources	Money, food, household items, goods and

	services not otherwise specified or the means of acquiring them, and housing
Social or Kinship	Networks of friends or family who can help, but who are not acting in an official capacity
Support Organizations	Organizations that contribute support over and above what the resettlement agencies offer
Transportation	The means to travel to and from home to a required destination in a timely manner
Trusting Relationships	Relationships characterized by unusual levels of trust or intimacy based upon extraordinary service.
Unmet Expectations	Expectations of the refugees before they came to the U.S. which did not materialize upon their arrival.

These emerging themes were crossed with Bronfenbrenner's systems and research question nodes at three points in time in the resettlement process: an initial interview, six months interview (separate adults and children) and one year follow-up.

IDENTIFICATION WITH RESEARCH QUESTIONS

Finally, as thematic references arise from an examination of the text, the researcher will determine to which, if any, of the research questions the theme

seems most significant. In the computer, this classification process is identical to that described above. Nodes are created for each research question, and the parsed text is tagged with a question node in exactly the same way that it is tagged with a system node and a thematic node. Those themes determined significant to a particular question will then be classified as falling under the purview of that question. The research questions are not to be confused with the interview guide used in the initial and six-month interviews. Those themes were designed to identify responses in the respondents which would aid the researcher in capturing the emerging themes.

- (1) what the refugees perceive to be the important events in their relocation,
- (2) how the refugees report they are faring in their attempts to establish households in this country,
- (3) what the refugees perceive to be the most obstinate barriers to their securing the goods and services they need, and
- (4) what mechanisms the refugees employ to secure these goods and services and
- (5) how well the service organizations provide for or collaborate in providing assistance in the resettlement process.

ANALYSIS

Once the emerging themes have been identified, and coded along with the systems and the research questions, NVivo analyzed the coded text for common references using its “Matrix Query” feature. The application enabled the researcher to include and exclude interviews that are pertinent to a particular question and then made queries of those sources. A query of selected interviews revealed the number of times a given textual passage was coded in two different nodes, thus indicating a relationship between the nodes. The unit of measurement for this project was the number of independent references appearing in two given NVivo nodes. NVivo has the capability to measure commonality in other ways, but this one seemed the most appropriate for this project as it managed the confounding variables in the respondents: culture, the idiomatic use of the English language by non-native speakers, profession, education, and age. There were two types of matrices generated: Themes x Systems (T x S), and Themes x Questions (T x Q). These results were reported in a series of tables arranged chronologically, comparing the refugees’ responses over time to those of other “key players” in the resettlement process.

REPORTING THE RESULTS

Of interest in this study was: (1) at which levels of EST (Bronfenbrenner, 1986) the themes tended to be coded, thus informing the researcher as to how distal themes were from the influence of the family, and (2) the research questions to which the themes were regarded to be most significant. A series of tables

reported the numbers of independent references to two given nodes, thus demonstrating the relationship between the two. The tabular results of the matrix queries was organized chronologically according to the three different times the refugees were interviewed during resettlement. Their responses were compared to those of other “key players” in their resettlement. Similarities in this case are as informative as differences, as similarities indicate issues known to all parties and differences indicate a disparity of experience worthy of further study.

CHAPTER IV

RESULTS

Ethnographic interviews were the method employed to gather specific data from the case study family. The semi-structured interviews conducted by the videographers were done at three points in time. The first two documentary interviews followed a semi-structured interview guide that was developed from a careful initial analysis of possible themes that emerged from earlier field note observations. The interviews provided greater insight into (1) what the refugees perceive to be the important events in their relocation, (2) how the refugees report they are faring in their attempts to establish households in this country, (3) what the refugees perceive to be the most obstinate barriers to their securing the goods and services they need, and (4) what mechanisms the refugees employ to secure these goods and services and (5) how well the service organizations provide for or collaborate in providing assistance in the resettlement process. The term services also refers to educational and employment services.

The initial family interview took place within two weeks of the family's July 21st, 2005 arrival to the US and was filmed at their apartment in the Gulfton neighborhood of Houston, TX. The family was interviewed together and the mother and father randomly answered the questions posed. The initial interview guide probes were designed to inform the visual ethnographer more about the initial resettlement process. The visual ethnographer asked the participants to describe the time of conflict or stress in their country of origin prior to being

processed as refugees and the actual process that occurred when they became refugees. The refugees reported that they had a better temporary resettlement on the Thailand border prior to being resettled into the refugee camps to be considered for official refugee status to travel to the US. Other probes identified emerging themes around the adequacy of the agencies in handling the refugees' needs and the support received in the transition from country of origin, temporary facility, and travel/resettlement in the United States. The responses gave insight into their concerns about the inequity between services they were provided by their agency upon arrival and a family resettled by another agency. There was also frustration reported by the family about misinformation provided at orientations both pre-entry and post-arrival to the US. When asked to identify issues around education the parents were asked: level of educational attainment of each family member, type of educational instruction children were exposed to during resettlement process, expectation of parents for educational achievement of children, and expectation/concerns about U.S. educational experiences. The responses informed the videographer that the children had not had access to formal school until arrival in the US. Additionally, it was identified that the father had more formal school than the mother. It was a great concern for the father that his children have educational opportunities leading to a better future. Issues surrounding employment were also asked including: transition to U.S. labor force participation, concerns about barriers to employment, and employability. To determine themes that may emerge around the family's wellness/health-physical, emotional, psychological probes were designed that

addressed: frequency of visits to places of worship, previous affect of religion on family prior to destabilization and conflict, level of familial involvement in their faith, role of faith in daily activities, role of religious institution on family's transition and adaption. The family reported that because they were Buddhist they could worship anywhere the monk was, but alluded to the fact that they were isolated and did not enjoy access to the social networks.

The children were not asked any direct questions at the initial interview. The children were in a silent period phase of the adjustment process where they appeared inhibited and disoriented. They were burrowing their faces in the mother and appeared very clingy. The videographers deemed it inappropriate to interview them at that time.

The second point in time family interview occurred approximately six months post-arrival on February 5th, 2006. During this semi-structured interview the family members were interviewed individually at their new apartment in the Bellaire area of Houston, TX. The subsidy from The Alliance for rent through their Matching Grant Program had expired (maximum 180 days). The husband was now solely providing for the family on minimum wage so they moved to an apartment that had better access to carpooling for transportation and fellow Burmese to network with.

The interview guide utilized for the two children sought to provide greater insight into: (1) what the refugee children perceive to be the most important events in their relocation process (2) how the children are faring in their attempts

to assimilate into the United States school system (3) what the students perceive to be their most favorable experiences in school (4) what the students perceive to be the barriers, if any, to do well in school (5) what mechanisms do the students employ to cope with their frustrations, if any. The probes were designed to:

Explain qualitatively the child's current state:

A) Identify the students concerns about their family.

Describe qualitatively the children's state in school:

B) Identify the students concerns about their school.

The children's primary concerns for their family may have been related to the mother's psychological breakdown shortly after arrival in the U.S. She reported being depressed and stated that she wanted to return to Burma and told her husband that he and the children could stay in the U.S. The children then reported separately concerns over being left alone in America. They both expressed liking different things at school, the daughter liked computers and the son preferred free hamburgers at lunch but both liked their respective teachers stating that they taught them well. There were some concerns on the children's parts about bullying and disruptive classmates. The boy reported having more friends than his sister.

The final family interview took place approximately one year post arrival. The interview was similarly conducted in the family's apartment. The interpreter engaged the children in informal conversation which was captured on film and subsequently transcribed. The semi-structured adult interviews were designed without an official interview guide and with very few probes. The intention was

to pose two or three open-ended questions to explore their overall states of well-being and perceived major barriers to their own successful resettlement.

The videographer poses these following probes for the husband and wife:

HUSBAND (Mya):

- 1) What is the main barrier you are still facing one year into the resettlement process?
- 2) Do you feel more comfortable than when you arrived?
- 3) What states do you have friends in?

WIFE (Naw):

- 1) Can you tell me how you are feeling overall and about any difficulties you might be facing?
- 2) What is the greatest barrier to your working?
- 3) Is there any way that you feel more comfortable than you did before?

The caseworker assigned to oversee the initial placement and resettlement for the family is a key player in the study. During the family's initial orientation he is informally interviewed by the cameraman. The videographers were on-site to film the orientation process. Michael, the caseworker, is a former refugee who was resettled by the same organization that he was working for. His country of origin is Sudan. He was not fluent or conversant in his clients' native language of Burmese. Hence he is somewhat paralyzed in his ability to communicate and effectively assist the family in securing their needed resources to set up a household or sufficiently explain the resettlement process. Maung is called in to

translate at the orientation. Maung takes a half day off from work and assists gratis. Questions posed directly to Michael by the cameraman occurred at The Alliance where the initial intake orientation was held. The cameraman follows Michael from the orientation room to the copy room to ask him about the documents that he is copying from the International Office of Migration (IOM) bag. He also asks him a few questions about his role as a caseworker. Michael briefly explains his job functions, e.g. handling paperwork and processing for social security, food stamps, Medicaid, identification and social security cards. Michael also describes the paperwork he was handling at the orientation from the IOM for placement through the US Department of Health and Human Services.

Another caseworker, Mohamad, was also interviewed primarily in reference to Somali family clients that were also present at the orientation on the same day as our case study family. For the purpose of this study the footage was not coded for consideration in the study. Some of Mohamad's questions and responses address the generalities of resettlement and thereby are of significance to the Burmese family. Similar to Michael, Mohamad is also a resettled refugee who is now a senior caseworker for the resettlement agency The Alliance. He is from Somalia.

The Alliance is a Mutual Assistance Association (MAA) and thereby also a multi-service provider to the refugees. One of the more valuable services provided by The Alliance is driving instruction. This is of specific importance in Houston, where the refugee clients reside as the city is geographically large. Dario Lipovac, also an employee of the The Alliance, is a driving instructor for

the clients. Additionally, he is a resettled refugee from Bosnia. In his interview he discusses the unrealistic expectations he came to the US with. He also states that it brings him much satisfaction to assist a client in securing their driver's license as that is one of the first major steps on the journey to rebuilding their lives. Reliable transportation is key to secure employment.

Although The Alliance and non-profit organizations provide many services to the clients there are other agencies or institutions that play a vital role in the refugee family's resettlement. The family has two school age children and outside of the family's interaction with The Alliance employees and the husband's place of employment the children also would be attending the local school. The apartment where the family was initially placed zones into Bonham Elementary in the Houston Independent School District (HISD). The caseworker will set up a home visit with the family. In the orientation Shirin Herman, the Refugee Program Director for HISD, covered the basic policies, procedures and expectations for school attendance in America. She also gave the parents a guide and student backpacks with supplies.

Additional footage was transcribed and coded of Shirin's public school orientation that the Burmese mother and her Burmese neighbor attended. The neighbor had been resettled at the same time as the case study family but through a different agency than The Alliance. Also present at that orientation was a newly resettled Sudanese family and interpretation of Shirin's information was being repeated in Arabic and Burmese. The Burmese language interpretation service was once again provided by Maung gratis. The Alliance caseworker Michael was

nowhere to be found. Shirin was noticeably upset that the caseworker was not there for his clients. There had also been some scheduling problems and the communication was not transferred to the mother that the orientation would take place at that day and time. Maung retrieved the client, Naw and walked her over to the apartment recreation room for the orientation. Shirin relies on the caseworkers to communicate with the refugee parents as they have no phone service upon arrival. If the caseworker cannot speak the clients' language or does not visit the client then no information is transferred to them. Shirin also provides the refugee families with critical information about free and reduced lunch programs, paperwork required to qualify and bus transportation times with location for pick-up.

Beverly Joseph the then administrator at Bonham Elementary also recognized the need for orientations not just for the parents but also for the refugee children. At the time of the study she had been in education 15 years and was previously an ESL teacher. When interviewed about her strategies for successful integration and resettlement of the refugee children she had developed a plan that included not just English as a Second Language supports but also basic skill sets instruction.

Beverly Joseph is the administrator at the Burmese children's school and although she does not typically have any direct contact with the children her managerial decisions do have a direct impact on them. Similarly, the Executive Director of The Alliance may not ever have direct contact with the Burmese family in the study but his administrative policies and managerial decisions do.

Kassahun Bisrat helped found The Alliance in July, 1985. At that time refugee organizations comprised of Vietnamese, Cambodian, Laotian, and Ethiopians combined efforts to create a mutual assistance association. In January 1986, they incorporated into what was known as Refugee Services Alliance, and about the same time were funded by the Texas Department of Human Services to provide what was then called adjustment counseling. The purpose for that grant was to assist a number of Cambodian widows and elderly Vietnamese who had prolonged adjustment problems. The goal was to help them meet their emotional as well as psycho social needs leading to a faster adjustment in their new homes. Kassahun states that the current mission of The Alliance is to provide comprehensive services to newly arrived refugees and immigrants. Additionally to help low income residents of Harris County in order to address two core purpose; one is cultural adjustment and the other is economic self-sufficiency, and this broad mission allows The Alliance to offer a large mix of services ranging from advocacy to social services, access to health care, economic development, and many, many other issues that are relevant to new comers. And it could effectively contribute to their quick adjustments to this country (Kassahun, 2005, personal interview). Kassahun states that The Alliance is a mutual assistance organization providing a multitude of services to not only the refugees but also those in the area who demonstrate a need.

The videographer interviewed Pastor Paul Wemba and Tessi Joyne from the non-profit Mungu's House Ministries who claim that there was such an unmet need in the Gulfton neighborhood and a particularly acute need amongst the

refugees that they collaborated with other faith based organizations to provide services to meet those needs. Pastor Paul Wemba is a refugee from Congo and Tessi Joyne is an African-American. Tessi states in the interview:

“About a year and a half ago we started a ministry called Mungu’s House Ministries which is geared toward assisting the refugees in this area with food, with clothing, sometimes monetary needs they may have, furniture as well as transportation. We have also started a helping little bit with spiritual counseling. And we have found that the greatest need is basically that someone to take the time sit down with them and really assess their needs and help with them with the small things that would help them get acclimated to our society, such as a job search. Maybe understanding how the system works, how to handle money. A lot of them are not even taught how to handle money. We have even found cases where refugees are given the opportunity to work but the job is generally temporary and they may be paid \$5.00 to \$6.00 an hour” (Tessi, personal interview, 2005).

Pastor Paul and Tessi identified that there was an unmet need that the refugee resettlement agencies are not providing and that other non-governmental, non-profit and faith based organizations are rallying to meet.

The funding from the state is distributed to non-profit agencies, community agencies, and some for-profit agencies throughout the state to provide social services for refugees that are arriving into Texas, asylees who have received their asylum status and more recently for those who have been certified as victims of severe forms of trafficking. The funds are distributed and in turn the state asks the agencies to provide social services such as employment, English as a second language, case management programs, and other type of education programs. The state program also offers a refugee cash assistance program and refugee medical assistance programs, a number of discretionary programs for older refugees, and also more recently refugee school age programs, and programs for unaccompanied refugee minors. The state actually contracts through the Federal State Department of Health and Human Services to provide refugee health screening. Additionally, her department contracts through the Department of Family and Protective Services for the unaccompanied refugee minor program. Where the family had the greatest frustration lie in the mesosystem level where these agencies directly provide services to the refugees as a result of exosystem-level policies and funding procedures.

FAMILY RESPONSES: INITIAL INTERVIEW

Table 3 reflects the responses of the family at their initial interview. There were two respondents the father (Mya) and the mother (Naw) as the children were not asked to participate at that point in time.

	Chronosystem	Macrosystem	Exosystem	Mesosystem	Microsystem	Totals
1 : Agencies	0	0	1	1	0	2
2 : Caseworker	0	0	1	2	0	3
3 : Childcare	0	0	0	0	0	0
4 : Cultural Values	0	0	0	0	0	0
5 : Documentation for ID or Resettlement	0	0	0	0	0	0
6 : Education	0	0	3	2	5	10
7 : Employment	0	1	0	0	1	2
8 : Environmental Change	0	0	0	0	0	0
9 : Food Stamps or Medicaid	0	0	1	0	0	1
10 : Gender Roles	0	0	0	0	0	0
11 : Language	1	0	0	0	1	2
12 : Neighborhood	0	0	0	0	0	0
13 : parenting	0	0	0	0	0	0
14 : Phone and Utilities	0	0	0	0	0	0
15 : Physical Health	0	0	0	0	1	1
16 : Policy	0	0	0	0	0	0
17 : Political Issues	0	0	0	0	0	0
18 : Psychological or Emotional	0	0	0	0	2	2
19 : Religion	0	0	0	2	0	2
20 : Resettlement	1	1	1	0	1	4
21 : Resources	0	0	1	2	0	3
22 : Social or Kinship	0	0	0	2	1	3
23 : Support Organizations	0	0	0	0	0	0
24 : Transportation	0	0	0	0	0	0
25 : Trusting Relationships	0	0	0	0	0	0
26 : Unmet Expectations	1	0	0	0	1	2

The most commonly emerging themes at this point in time in resettlement are “Education” 10, “Resettlement” 4, “Resources” 3, “Caseworker” 3 and Social or Kinship” 3. Following closely are the themes “caseworker”, “language”, “psychological” “religion”, “employment”, “social or kinship networks” and “unmet expectations” all with 2 references.

Responses for education centered primarily on the father’s desires for the children to attain an education. Most of the parent’s responses for education can be found at the microsystem of Bronfenbrenner’s theory. Mya uses first person pronouns in the interview about his desire for his children to attain an education.

One that he was not afforded in Burma as a freedom fighter or Thailand as a refugee. He states in the initial interview “I want them to be educated” (personal interview, Mya, 2005) also states that he was helping build the school in the refugee camp, and it was completed just prior to their departure. Beverly Joseph, the principal of Bonham Elementary School, where the students attend class, states that many of her students come in with lack of formal education and she has developed a newcomer’s program to try to help them assimilate with ESL supports (personal interview, Beverly, 2005). Although the husband found immediate employment through a Burmese friend who had previously resettled, there were confounding issues. The husband’s absence and the children starting school affected the mother’s stability. She was left alone in an unfamiliar place with an inability to communicate. The mother states “That is one of the reasons why I became depressed when we first arrived” (personal interview, Naw, 2005). This is, again, a microsystem level response but to a chronosystem event as noted in Table 5 under resettlement and unmet expectations.

The father’s ability to use a kinship network to attain employment is evidence of the mesosystem level in their resettlement. The father alludes to the difficulty in resettlement transition when he states, “In Thailand we felt like we were more at home because everyone spoke our language and we got to know everyone. Here we only know a couple people” (personal interview, Mya, 2005). The participating family happened to be resettled simultaneously with another family by another one of the other four major resettlement agencies in the city. The refugee family size is also the same, but the participating family received less

money. “Some people are receiving \$700 at a time. The Burmese family that lives upstairs came the same time as we did and Catholic Charities gave them that much. They have four people also,” (personal interview, Mya, 2005). “Catholic Charities gave them \$600 one time and \$600 another time and plenty of food. So much food that they are sharing with us,” (personal interview, Mya, 2005). At the initial orientation post-entry to the US their caseworker, Michael, explained to the interpreter, Maung Maung Than, “The money is coming from the State Department. Because they are four, they get \$1600 [per month].” Michael went on to explain that the furnishings and other essentials of setting up a household were deducted from that money, “Within the \$1600 we buy basic necessities like mattresses- a lot of stuff for the apartment before they came” (personal interview, Michael, 2005). Other respondents, however, assert that, “We have seen cases where families are left for four or five months with no furniture in the house, and very little clothes and again their food is very limited where we have begun to step in and keep food on site for things like that that come up,” (personal interview, Tessi, 2005).

The family states, “When we came we received one gallon of milk, one gallon of water, four apples, one banana, one small bag of rice that was what food the Alliance provided when we arrived” (personal interview, Mya, 2005). This is attributable to issues with the caseworker and how well he is fulfilling his duties and the The Alliance agency providing only minimum resources required by the state.

Most themes at initial point of time are at the micro and mesosystem level.

The only macro level references are about “not knowing what to expect” and one micro level statement that had macro level effects “I want them to choose their own career” in reference to his children’s future.

FAMILY SIX MONTH INTERVIEWS (ADULTS)

	Chronosystem	Macrosystem	Exosystem	Mesosystem	Microsystem	Totals
1 : Agencies	0	0	5	13	1	19
2 : Caseworker	0	0	1	8	3	12
3 : Childcare	0	0	0	0	1	1
4 : Cultural Values	0	5	0	0	0	5
5 : Documentation for ID or Resettlement	0	1	0	1	0	2
6 : Education	0	1	3	6	2	12
7 : Employment	1	1	2	7	11	22
8 : Environmental Change	0	0	0	0	0	0
9 : Food Stamps or Medicaid	0	4	0	0	1	5
10 : Gender Roles	0	2	0	0	1	3
11 : Language	0	0	2	5	9	16
12 : Neighborhood	0	1	0	4	1	6
13 : parenting	0	0	0	0	0	0
14 : Phone and Utilities	0	0	0	0	0	0
15 : Physical Health	0	0	0	2	3	5
16 : Policy	0	0	1	0	0	1
17 : Political Issues	0	0	0	0	0	0
18 : Psychological or Emotional	0	0	0	0	12	12
19 : Religion	0	0	0	0	0	0
20 : Resettlement	2	3	0	7	3	15
21 : Resources	0	8	3	8	13	32
22 : Social or Kinship	0	2	0	8	3	13
23 : Support Organizations	0	0	0	4	0	4
24 : Transportation	0	0	2	6	4	12
25 : Trusting Relationships	0	0	0	6	3	9
26 : Unmet Expectations	0	4	1	4	4	13

Table 4 reports the coding of references the refugee father and mother made during their six months interview. “Resources” had the highest number of

references with 32, followed by “Employment” with 22, “Agencies” with 19, “Language” with 16, and “Resettlement” with 15. The sources of these references are actually two interviews, one with the father and one with the mother. Table 4 contains their aggregated coded references. After six months, the agency had ended its subsidies. The father had found a higher-paying job through a friend, and the family moved to a smaller and cheaper apartment closer to that new job. The parents both responded that their new neighborhood was an improvement over the old one. As their subsidy ended, the mother felt a sense of urgency to find work. “Employment” has 22 references. Even when she speaks about Thailand, she mentions the employment situation, “I was working in Thailand but not regularly. Then we went to the refugee camp and there was no work” (personal interview, Naw, 2005). Issues attending employability such as her lack of English and lack transportation come out in the interview. “Transportation” has 12 references and “Language” has 16.

The professional literature (Carey, 2002) documents the link between mental illness in immigrant women and their lack of English. Table 4 shows 16 references to “Language”, some of these are in context of employability, some are within the context of discussing the mother’s mental health (“Psychological or Emotional” had 12 references). Some have to do with the family’s lack of a social support system, and this is confirmed by the 13 references in “Social or Kinship.”

The mother stated of her husband, “He has learned a lot of patience in the U.S. Over there I might be scared of him, but here I do not have to. [in response

to how is it different than in Burma or Thailand]” (personal interview, Naw, 2005). She also recognized the economic necessity of her obtaining employment. “Traditionally, the man should work to support the family, but things are hard and many women working to help” (personal interview, Naw, 2005). When viewed together with the 5 references to “Cultural Values” and 3 to “Gender Roles”, there seemed to emerge a familial shift in gender roles (3 references),

For the family, their experience on the border in Thailand seemed to be a positive one. Unfortunately, they had to move into a refugee camp to be considered for refugee status. The experience in the camp was bad. “There was no work. The food was not good. Even the rice was bad. We call it in Burma like ‘dog food’” (personal interview, Naw, 2005). However, before they went to the refugee camp, the mother remembered Thailand fondly. “Unmet Expectations” had 13 references. But most telling are the combinations of the highest totals: “Resources”, with 32 references, “Employment” with 22, “Agencies” with 19. “Caseworker” also had 12 references. Furthermore, a disproportionately large number of those “Agencies” and “Caseworker” references were at the mesosystem, where services are provided directly to the refugees.

FAMILY SIX MONTH INTERVIEWS (CHILDREN)

The second point in time interview with the children gave the researcher the most insight into the most frequently emerging themes of “social or kinship” 17 responses, “psychological or emotional” 15 “education” 14, and “resources”

10. There were also scores worth noting for “resettlement” 8 “neighborhood” 7 and “trusting relationships” 6.

	Chronosystem	Macrosystem	Exosystem	Mesosystem	Microsystem	Totals
1 : Agencies	0	0	0	0	0	0
2 : Caseworker	0	0	0	0	0	0
3 : Childcare	0	0	0	0	0	0
4 : Cultural Values	0	0	0	0	0	0
5 : Documentation for ID or Resettlement	0	0	0	0	0	0
6 : Education	1	0	0	4	9	14
7 : Employment	0	0	0	0	0	0
8 : Environmental Change	0	0	0	0	0	0
9 : Food Stamps or Medicaid	0	0	0	0	0	0
10 : Gender Roles	0	0	0	0	0	0
11 : Language	0	0	0	1	3	4
12 : Neighborhood	0	0	0	5	2	7
13 : parenting	0	0	0	2	0	2
14 : Phone and Utilities	0	0	0	0	0	0
15 : Physical Health	0	0	0	0	2	2
16 : Policy	0	0	0	0	0	0
17 : Political Issues	0	0	0	0	0	0
18 : Psychological or Emotional	0	0	0	2	13	15
19 : Religion	0	0	0	0	0	0
20 : Resettlement	5	2	0	0	1	8
21 : Resources	0	0	0	2	8	10
22 : Social or Kinship	0	0	0	11	6	17
23 : Support Organizations	0	0	0	0	0	0
24 : Transportation	0	0	0	0	2	2
25 : Trusting Relationships	0	0	0	1	5	6
26 : Unmet Expectations	0	0	0	0	0	0

There are two children in the family, one girl (Chaw) and one boy (Pho) with the girl being the elder. The children both expressed things they liked at school and seemed to have established trusting relationships with their respective teachers. This would account for the relatively high total under both “Trusting Relationships” (Table 5, total of 6 references) and “Education” (Table 5, 14 references). Chaw, in reference to her teacher, states “good and I understand

how she teaches me,” and similarly Pho states, “she is real good and if I don’t understand I can ask her” (personal interview, Chaw and Phon, 2006). There is a sharp contrast though in their responses to what they purport to like at school. Chaw loves everything about school and especially computers. Pho seems to enjoy the free and reduced lunch of hamburgers and drinks although he states that he has to buy bottled water. The children expressed no food insecurity even though the parents mentioned The Alliance had not supplied them with adequate food in the initial interview. Food insecurity is a common problem for refugees. The parents accommodated by seeking out food resources from a social/kinship network and apparently camouflaged the issue. Interview questions for the children on the issue of resources included: access to discretionary or spending money, food, and clothes. Chaw reported that she had spending money and Pho reported that he did not. Most of the resources responses for the children occurred at the micro and meso system levels. This is pretty consistent for their ages as children at the ages of seven and six may not understand the greater forces at play in their access to resources as evidenced by their lack of knowledge about the initial food insecurity the family faced albeit temporary. The children also seem to have differing opinions on whether life is better pre or post resettlement as noted in Table 6 with references to chronosystem event and macrosystem responses. Chaw prefers school and all that it has to offer, a luxury she could not enjoy in the camp. Pho seems wistful about his time running around and playing with friends in the camp absent of much structure. The family had moved recently to a new apartment but both parents were making

sacrifices of sleep and time with a complex transportation solution to have the children finish out the academic year at Bonham Elementary. Pho states “My daddy drops me in the morning. In the afternoon my mommy picks me up and we take the bus (METRO) home. Both students mention having either been bullied or dealt with to some degree aggressive boys in their ESL classes.

Beverly (2005) the principal of Bonham refers to other refugee children, who are Somali Bantu that may be disruptive,

If there is a parent does not agree then we are required to do a conference so once we the conference we explain that if they opt out of this program they will be treated like any other child and we try to explain to them what you will be putting your child through or allow your child to go through and the expectations of the classroom will be there. That is not in the best interest of this child. The other piece too is that there is also a socialization process too. For many we actually have to stop and teach social skills especially we see this a lot in our Somali Bantu because they do not have the social skills. We had issues with them standing in line, eating in the cafeteria, using the restroom. The Kids are not going anywhere so we had to teach social skills (personal interview, Beverly, 2005).

The mother mentioned that the school had called her because one of her children had pushed another because her children did not “know how defend themselves with words” because of the language barrier. However, there could

have been an underlying psychological issue related to the mother's bout of culture shock. "Psychological or Emotional" was the theme second highest total number of references at 15 (Table 5). Pho answered "yes" when asked, "Do you have any worry about your parents?" He elaborated, "[I] worry that mommy and daddy will leave me alone." His concern extended to his sister, as well, "I worry she might be lost somewhere in the U.S. I want to be with her all the time." Pho also said, "I sleep with my mom." Chaw said the same thing, "I sleep with my mommy." She also said that she, "worried Mommy and Daddy would leave me alone because we are in America." Maung gave us insight into the possible source of these fears. In her depression and anxiety, the mother said she wanted to leave the children with the father and return to Burma. This might have sublimated in the children as social problems at school.

With the reference count so high under "Social or Kinship" (17 references, see Table 6), it is noteworthy that the children referred to issues in the "neighborhood" theme seven times. Pho responded that he did have friends in the neighborhood, whereas Chaw did not. Pho also reported that "here is all right" in response to, "Do you feel safe in your neighborhood?" Chaw answered "no" to the same question. Strong social and kinship networks are evidenced in responses by Pho and also by the parents in the one year follow-up interview.

FAMILY ONE YEAR FOLLOW-UP INTERVIEW

The most recurring references identified at the one year follow-up interview with the whole family are: “resources” 7, “agencies” 6, “employment” and “food stamps or Medicaid” both at 5, and “Social or Kinship” with 4.

	Chronosystem	Macrosystem	Exosystem	Mesosystem	Microsystem	Totals
1 : Agencies	0	2	4	0	0	6
2 : Caseworker	0	0	1	0	0	1
3 : Childcare	0	0	0	0	0	0
4 : Cultural Values	0	0	0	0	0	0
5 : Documentation for ID or Resettlement	0	0	0	0	0	0
6 : Education	0	0	1	0	2	3
7 : Employment	0	0	1	0	4	5
8 : Environmental Change	0	0	0	0	0	0
9 : Food Stamps or Medicaid	0	2	3	0	0	5
10 : Gender Roles	0	0	0	0	0	0
11 : Language	0	0	0	0	1	1
12 : Neighborhood	0	0	0	0	0	0
13 : parenting	0	0	0	0	0	0
14 : Phone and Utilities	0	0	0	0	0	0
15 : Physical Health	0	0	2	0	1	3
16 : Policy	0	0	2	0	0	2
17 : Political Issues	0	0	0	0	0	0
18 : Psychological or Emotional	0	0	0	0	2	2
19 : Religion	0	0	0	0	0	0
20 : Resettlement	0	0	0	0	2	2
21 : Resources	0	1	2	0	4	7
22 : Social or Kinship	0	0	1	2	1	4
23 : Support Organizations	0	0	0	0	0	0
24 : Transportation	0	0	1	0	1	2
25 : Trusting Relationships	0	0	1	1	0	2
26 : Unmet Expectations	0	0	0	0	0	0

This interview was conducted quite differently than the other two points in time with the refugee family. The initial and six months follow-up interviews had informed interview guides with very specific questions designed to identify particular issues at different points in the early phases of resettlement. This

interview had two or three open-ended questions directed toward Mya and Naw. Mya was asked, 1) What is the main barrier you are still facing one year into the resettlement process? 2) Do you do feel more comfortable than when you arrived? Questions posed to Naw were: 1) Can you tell me how you are feeling overall and about any difficulties you might be facing? 2) What is the greatest barrier to your working? 3) Is there any way that you feel more comfortable than you did before? 3) What states do you have friends in? was a follow up question to a comment made by Mya “we have friends in other states that are in the same situation we are in now” (personal interview, Mya, 2006).

Even though the probes were few and divergent which reduced the number of responses the themes stayed fairly consistent with resources still reported as a major concern. The responses for food stamps and Medicaid have increased, which aligns with the changes in access to these subsidies. Mya states “the main thing I am facing is that I am working alone. When we first came we received food stamps and Medicaid and so we had no problems. Now the food stamps is stopped and the Medicaid is stopped” (personal interview, Mya, 2006).

Some health concerns arose as evidenced in Table 6 as the children needed shots for school and they do not have the Medicaid or the resources to pay for the clinic. “My single income now is not sufficient for my family to run. The agency is not helping anymore. “After five months they do not help anymore” (personal interview, Mya, 2006). Naw also expresses concern over her lack of employment. She was briefly hired and laid off due to unreliability of transportation. Most of the jobs are low-paying and temporary making it easy

for employers to release a refugee for any minor infraction. Naw states “After one year I do not have a job and I had a job for a short time and then I was laid off. That is the main reason why I am not happy” (personal interview, Naw, 2006). Michael the caseworker had stated in their initial orientation post-arrival in the US that they would be eligible for assistance for one year “this \$1,600 is only for one year. Beginning July 21-August 20th finishes” (personal interview, Michael, 2005). in reference to the \$400.00 per person per month subsidy. His statement is contradictory to what Mohamed another caseworker by the same agency reported. He states that clients (refugees) get services for “up to 180 days” (personal interview, Mohamed, 2005). The face to face interaction with a caseworker is at the microsystem level and the agency is at the mesosystem or exosystem level. Most responses for this point in time fall within the micro or exo system. The effect of the initial displacement and initial resettlement in the US seems to be waning as the responses for resettlement issues or issues occurring at the chrono and macro system level have declined. In spite of Naw’s issues overcoming depression, language barriers, and unemployment she ends her final interview with “There is no comparison between US and refugee camp. America is better (personal interview, Naw, 2006).

NON-FAMILY RESPONSES

Table 7 Non-Family Themes vs. Systems		Chronosystem	Macrosystem	Exosystem	Mesosystem	E : Microsystem	Totals
1 : Agencies		0	7	25	27	6	65
2 : Caseworker		0	1	4	9	11	25
3 : Childcare		1	0	0	2	5	8
4 : Cultural Values		0	20	0	0	0	20
5 : Documentation for ID or Resettlement		0	7	3	4	5	19
6 : Education		0	4	19	40	11	74
7 : Employment		1	1	5	11	14	32
8 : Environmental Change		0	1	0	0	0	1
9 : Food Stamps or Medicaid		0	2	3	0	2	7
10 : Gender Roles		0	0	0	0	1	1
11 : Language		0	1	2	11	9	23
12 : Neighborhood		0	0	0	5	1	6
13 : parenting		0	0	0	6	1	7
14 : Phone and Utilities		0	0	1	2	2	5
15 : Physical Health		0	1	4	2	1	8
16 : Policy		0	30	39	6	2	77
17 : Political Issues		0	6	8	4	0	18
18 : Psychological or Emotional		1	0	1	4	11	17
19 : Religion		0	0	0	1	0	1
20 : Resettlement		7	15	9	24	18	73
21 : Resources		2	14	30	35	18	99
22 : Social or Kinship		0	2	4	9	3	18
23 : Support Organizations		0	0	14	13	1	28
24 : Transportation		0	0	4	11	3	18
25 : Trusting Relationships		0	0	0	9	1	10
26 : Unmet Expectations		1	2	3	0	2	8

Table 7 shows the pattern of references by theme and Bronfenbrenner's (1986) system for all respondents who were either not members of the participating family or was part of an informal interview. The most commonly emerging theme is "Resources", which means money, food, clothing, furniture, or other goods, housing and services otherwise unspecified. There are 99 coding references to "Resources". The second and third most frequently occurring themes that arose were 77 references to the classification "Policy", 74 under "Education", 73 under "Resettlement" and 65 under "Agencies". Some of these

results are to be expected. There were among the respondents two professional educators consulted in educational matters. Therefore, their responses inflated the total references for “Education”. The same can be said for the local and state officials, as well as Kassahun, the resettlement agency director, with respect to the theme of “Policy”. What is compelling from these results is that the highest number of references were classified under “Resources”, corroborating what the family members themselves said about this theme.

Further examination of the “Resettlement” theme indicates that 24 of the 73 “Resettlement” references were at the mesosystem (See Table 7), the level of service providers directly providing services to the refugees. This also corroborates the results of the family members. The parents’ six month interview contains, respectively, 13 references to “Agency” at the mesosystem and 8 references to “Caseworker” at the mesosystem. Totals for “Agency” are 19 and for “Caseworker”, 12. For the sake of comparison, non-family references coded at “Agency” numbered 27 at the mesosystem out of 65. For “Caseworker”, non-family references were coded at the mesosystem 11 times for the 25 total references (See Table 7).

Results such as these merit an examination of the interviews to explain just what is happening. Another caseworker at the Alliance, Mohamed, shared the following information about several programs designed to get more money into the hands of the refugees over and above their normal State Department stipend:

Yes that is funded by state dept. If they finish and they want to stay with us then we will give them orientation and then they have different programs that they can choose. There is a time program and we have in house matching grant programs. And we have refugee programs that are for single people or for couples who have no minor grant programs (personal interview, Mohamed, 2005).

There was no such information given to this family in their orientation that Michael hosted at The Alliance.

IDENTIFICATION OF THEMES WITH THE RESEARCH QUESTIONS

Table 8 Themes vs. Questions					
	Question 1 Expectations	Question 2 Resources	Question 3 Networks	Question 4 Institutions	Question 5 Collaboration
1 : Agencies	2	43	3	62	30
2 : Caseworker	2	15	0	36	5
3 : Childcare	0	7	0	3	1
4 : Cultural Values	11	7	2	9	1
5 : Documentation for ID or Resettlement	0	4	0	15	5
6 : Education	6	35	1	80	13
7 : Employment	3	37	3	16	3
8 : Environmental Change	1	0	0	0	0
9 : Food Stamps or Medicaid	0	10	1	12	1
10 : Gender Roles	2	2	0	0	0
11 : Language	5	23	4	14	7
12 : Neighborhood	1	13	2	0	0
13 : parenting	0	6	0	5	0
14 : Phone and Utilities	0	3	0	1	0
15 : Physical Health	1	10	0	8	3
16 : Policy	0	13	0	54	26
17 : Political Issues	0	2	1	8	7
18 : Psychological or Emotional	8	9	4	3	1
19 : Religion	0	1	0	2	0
20 : Resettlement	25	20	4	35	7
21 : Resources	9	109	6	57	16
22 : Social or Kinship	2	20	47	8	4
23 : Support Organizations	1	13	15	4	13
24 : Transportation	0	27	2	15	4
25 : Trusting Relationships	0	5	9	15	5
26 : Unmet Expectations	17	6	0	4	0
Totals	96	440	104	466	152

Table 8 displays the results of an NVivo matrix query of Themes vs.

Questions. Recall that the research questions were:

1. What were the expectations of the refugee family prior to arrival in the United States?
2. How did the refugee family acquire resources needed to set up households?

3. What, if any, kinship and social networks did the refugee family utilize in their resettlement process?
4. What were the issues, if any, that the refugee family encountered when interfacing with agencies and institutions (i.e. schools, resettlement, and other governmental agencies) including case workers during the resettlement process? Were any trusting relationships developed in personal interactions?
5. What, if any, collaboration existed between agencies helping the refugee family? How helpful was this collaboration effort?

By a wide margin, the majority of the themes were coded with Question 2, Resources, and Question 4, Institutions. This corroborates what the other results show. The majority of people involved in the resettlement process whether they are refugees themselves or service providers referenced issues that were simultaneously coded under resources and the institutions responsible for making sure the refugees have resources. Table 7, therefore supports what the refugees say throughout their first year of resettlement, and what non-refugee “key players” have to say. There is a problem with getting resources and the institutions responsible for getting resources.

CHAPTER V

DISCUSSION

One of the points of interest in this study was illuminating the emerging themes of the refugees' responses. Clearly the issues that arose most often had to do with what was coded as "Resources," meaning food, clothing, money, housing, and other goods and services not otherwise specified. This theme fell broadly under the second research question: "How did the refugee family acquire resources needed to set up households," returning a total of 440 references (Table 10) for all interviews and all themes which were simultaneously coded to be Question 2 issues. Only Question 4, "Institutions" returned more references with 466. This is not surprising since so many of the institutional interactions dealt with their efforts to get necessities.

Furthermore, acquiring resources is a known issue. The non-family members referred to it 99 times (Tables 4, 7, and 9). The next most frequently referenced theme was "policy" with 77 references. This is very compelling, considering that among the respondents were professional bureaucrats whose expertise is policy. The family referred to resource acquisition most often at the six month interviews, with 32 references from the parents. The next most frequently referenced theme is "employment," with 22 references. The relationship to "resources" is obvious. At that time, even the children referred to "resources" 10 times (the "social or kinship" theme returns 17 references, the highest number, and "psychological or emotional" had 15 references).

“Resources” was still the most frequently referenced theme at one year with seven references. The next highest number was 6, under “agencies,” the institutions on whom the refugees depended so much for “resources.” Only during the initial interview did the family reference “resources” infrequently, with three references compared to ten for “education.” At this time, the family’s living was subsidized by the agency and the U.S. Government (food stamps and Medicaid).

“Education” is another important theme over time. Once the children were enrolled in school and were having a largely positive experience with it, they referred to “education” issues often, with 14 references (Table 6). In summary, the children liked their teachers who were able to effectively instruct non-English learners and made personal efforts to demonstrate their concern (e.g. visiting the house and bringing Christmas presents). As they learned a little English, they were able to start making friends, and they had access to things that had not been available to them in the past, e.g. hamburgers, computers, sodas, and fieldtrips. The children’s education was an ambition of the parents, as it is the dominant theme in the initial family interview with 10 references (Table 3), and still important at six months (12 references for adults in Table 5 and 14 for children in Table 6). It comes up again at one year though with less frequency (3 references in Table 8). Furthermore, it is also a major concern for the other key players, who refer to education themes 74 times (third highest number after “resources” with 99 and “policy” with 77, see Tables 4, 7, and 9).

The other research questions show 96 references for Question 1 (see Table 10), the expectations of the refugees before arrival in the U.S., 104 references

under Question 3 (see Table 10), social networks, and 152 references were under Question 5 (see Table 10), collaboration. This last result is curious since the officials involved in the process all mention the importance of one agency collaborating with another to affect an efficient distribution of goods and services. Benito Juarez, whose MOIRA office works for the Mayor of Houston, specifically mentions this with respect to funding:

Yes, they have to implement the program in which they can reach into other sources of funding in order to supplement whatever the federal government is providing for this (resettlement) program. So that is this times we are economic crunch everywhere it is even more difficult to try and find funding sources and sometimes again if there are four or five agencies applying trying to get from the same purpose that is another thing that has happened in the last five years too. Foundations want to see collaboration rather than just giving than just giving money to this agency, and this agency, and this agency-they want consortium (Personal Interview, Benito, 2005).

Kassahun Bisrat's Alliance for Multicultural Community Services (Alliance) organizes local community service organizations so they can take over some of the work providing for their own communities:

The purpose of this uh community organizing to help them to evolve into an independent uh self directed, service

providers themselves as oppose to being served by different main stream organizations or developed community based organizations like us. And of course at the center a number of different of activities in the last few years, it was the focal point for bringing together to share cultural experiences, there was after school uh activities such as computer literacy classes, so yes they have classes, yoga programs, name it and in fact currently they have received a small grant from the dept. of labor so that they would liaison between themselves and the work force development and their communities in order to help their communities access the workforce development services and resources (personal communication, Benito, 2005).

Benito Juarez's office published a booklet which they distribute to immigrants listing agencies in the Houston area who provide different services. Shirin Herman at HISD collaborates with the resettlement agencies to organize school orientations for refugee parents,

When the refugee family initially arrives in the Houston area the caseworker will give me a call and I will set up a home visit with the caseworker. I just go over the orientation and the basics about attending school in America and how the logistics work. I also give them a parents' guide which we have in several different languages and talk to them about attendance, discipline,

and schoolwork. I also give them school supplies and backpacks and leave them my phone number in case they need anything they can give me a call. Very often I see the children at school if there are any issues that come up at the schools (personal communication, Shirin, 2005).

Her position was funded by a grant broadly written “so that we could better take care of whatever the families needed along into their resettlement into their academic life in America” (personal interview, Shirin, 2005).

Caitriona Lyons, a state official, was aware that, “Shirin has done an extraordinary job in the Houston area.” Caitriona participated in a focus group in the state capital where she learned from the refugees themselves that their pre-entry orientation about life in the U.S. did not prepare them for the realities of living here, “...it is an ongoing learning process and uh I took that to heart when they said that we really needed to use other refugees to provide the orientation” (personal interview, Caitriona, 2005).

But the collegial values expressed in the interviews by the professional service providers, however, does not reflect the experience of people who try to help out on a volunteer basis. Tessi described an experience where she experienced resistance from the agency:

There is something else that we personally have experienced. Last year a couple of churches came out and handed toys to the children because they don't

understand the demographics in this area as we didn't either when go to the particular agency that we did we were actually fought. They did not want to provide us any information. We have found in trying to give out food and it was raining and we literally had to beg with using a small room at the corner of the building and we were given stall tactics. We need a collective. If we gather together and work together a lot of these needs will be eliminated for the most part (personal interview, Tessi, 2005).

One might easily blame the individual caseworker or the employing agency, but Maung Maung Than had a similar experience with another caseworker with another agency:

Well, if I am in their shoes, assuming I am a refugee as soon as land in the US I want to see the Burmese the other people. Then I will feel like home, I am more secure. Everybody will feel that way. So I request the agency anytime Burmese come please let us know. I will come and we can have free transport. One of the sad stories though is I went to go and meet one of my friends, friends and they came from Catholic Charities. Then Charlotte working with the

Catholic Charities said Maung why are you here?

You are not supposed to be here. I am the agency. I

am Burmese, Burmese came to meet the Burmese at

the airport so she kind of like chase me out. I don't

want to make the problems though. It is individual

problems not Catholic Charities problem. I

understand, you know? (personal interview, Maung,

2005).

Shirin's orientation for the Burmese parents was actually prepared for Sudanese parents. During her orientation when she usually has vernacular literature, she asked Maung to translate documents because she did not have anything printed in Burmese:

"This explains in Arabic how to read the report card

(Shirin hands a book to the other parent from Sudan). I

do not have one in Burmese (to the translator) you will

have to translate for her. Burmese is not a common

language so we do not have one translated for you. Can

you explain to her how the report card works? There are

two grades, the academic grade and the conduct grade

(personal communication, Shirin, 2005)"

During that same orientation, the mother asks about free lunch because no one has informed her. Conspicuously absent is Michael, the family's caseworker from the resettlement agency.

This is clearly a fertile field for future study, as the term "collaboration" clearly does not characterize the interactions of the service providers with each other. Information is not consistent from one institution to the next, caseworkers are improperly trained and unavailable, important forms are lost in the mail, available funds and services are not utilized, and information disseminated to the refugees prior to their arrival is described by all players in the resettlement process as misleading.

Many of the phenomena described in the professional literature were actually observed in this study. The mother did experience culture shock (Oberg, 1954, 1960; Winkelman, 1994 in Affolter & Findlay, 2002). Certainly there was an operant food security (Hadley & Sellen, 2006) issue: the father mentioned the lack of food his family had in the apartment during the initial interview, "When we came we received one gallon of milk, one gallon of water, four apples, one banana, one small bag of rice that was what food the Alliance provided when we arrived" (personal interview, Mya, 2005). The mother wistfully remembered the fruit trees in Thailand, "In Thailand there was fruit growing and if there was no food we could get fruit. Here if you don't have food, who is going to give it to you?" The food security (Hadley & Sellen, 2006) issue was not separately coded, and this might explain part of the dominance of "resource" themes in the interviews.

Mastering English is another recurring theme in the literature (Carey, 2002). Language skills are specifically documented barriers to social interaction and employment (Carey, 2002), and references to the undesirable effects of a lack of English mastery abound in these results. The mother attributed her culture shock in part to her not being able to communicate, “I do not know the language, doctor, where to go for anything and what I watched in the video was not happening. All that came together and I was mad, upset (In response to six months ago how did you feel)?” The documented link (Sande, 1997) between the language barrier and mental health issues in female refugees was in high relief for this family. Furthermore, it permeated many areas of the family’s life. The mother felt it at work, “I was working two months in the CD factory and I realized I need to go to English classes. I am going to need to find work. In the U.S. you have to work so you need to know English” (personal interview, Naw, 2005). She felt it when working with her caseworker, “Michael told me to come for a job interview and is very hard to communicate by phone because of language barrier and every time we would call him it would go to voicemail and we did not know how to leave a message” (personal interview, Naw, 2005). She felt it when her children had problems at school, “There is one thing that happened. My children do not know English and they cannot defend themselves with words when someone is bothering them. So they may push someone and one time the school to complained about this” (personal interview, Naw, 2005). However, despite the presence of phenomena previously documented, the issues

categorized under “Resources” and “Institutions” in the research questions were preponderant in these interviews.

CONCLUSIONS

The family was interviewed at three points in time. Those interviews provided the researcher with substantial textual data to code utilizing the classification table of Bronfenbrenner’s Ecological Systems Theory. From the notes of that classification process, the researcher identified emergent themes in the interviews and aligned them with the research questions of the study. Other people involved in the resettlement of this family were interviewed, as well. The transcripts of these additional videotaped interviews were also coded to triangulate the family’s data in an effort to verify the proper identification of emergent themes and their proper identification with the research questions.

The most commonly emerging themes at the first point in time interview or Table 3 results are “Education” 10, “Resettlement” 4, “Resources” 3, “Caseworker” 3 and Social or Kinship” 3. Following closely are the themes “caseworker”, “language”, “psychological” “religion”, “employment”, “social or kinship networks” and “unmet expectations” all with 2 references. Responses for education centered primarily on the father’s desires for the children to attain an education. Most of the parent’s responses for education can be found at the microsystem level of Bronfenbrenner’s theory.

The interview at the second point in time or Table 4 reports the coding of references the refugee father and mother made during their six months interview. “Resources” had the highest number of references with 32, followed by

“Employment” with 22, “Agencies” with 19, “Language” with 16, and “Resettlement” with 15. The sources of these references are actually two interviews, one with the father and one with the mother. Table 4 contains their aggregated coded references.

The second point in time interview with the children as reported in Table 5 gave the researcher the most insight into the most frequently emerging themes of “social or kinship” 17 responses, “psychological or emotional” 15, “education” 14, and “resources” 10. There were also scores worth noting for “resettlement” 8, “neighborhood” 7, and “trusting relationships” 6.

The most recurring references identified at the one year follow-up interview with the whole family or as reported in Table 6 are: “resources” 7, “agencies” 6, “employment” and “food stamps or Medicaid” both at 5, and “Social or Kinship” with 4. Even though the probes were few and divergent which reduced the number of responses the themes stayed fairly consistent with resources still reported as a major concern.

Table 7 shows the pattern of references by theme and Bronfenbrenner’s (1986) system for all respondents who were either not members of the participating family or was part of an informal interview. The most commonly emerging theme is “Resources”, which means money, food, clothing, furniture, or other goods, housing and services otherwise unspecified. There are 99 coding references to “Resources”. The second and third most frequently occurring themes that arose were 77 references to the classification “Policy”, 74 under “Education”, 73 under “Resettlement” and 65 under “Agencies”.

Table 8 displays the results of an NVivo matrix query of Themes vs. Questions. Recall that the research questions were:

1. What were the expectations of the refugee family prior to arrival in the United States?
2. How did the refugee family acquire resources needed to set up households?
3. What, if any, kinship and social networks did the refugee family utilize in their resettlement process?
4. What were the issues, if any, that the refugee family encountered when interfacing with agencies and institutions (i.e. schools, resettlement, and other governmental agencies) including case workers during the resettlement process? Were any trusting relationships developed in personal interactions?
5. What, if any, collaboration existed between agencies helping the refugee family? How helpful was this collaboration effort?

By a wide margin, the majority of the themes were coded with Question 2, Resources, and Question 4, Institutions. This corroborates what the other results show. The majority of people involved in the resettlement process whether they are refugees themselves or service providers referenced issues that were simultaneously coded under resources and the institutions responsible for making sure the refugees have resources. Table 8, therefore supports what the refugees say throughout their first year of resettlement, and what non-refugee “key players” have to say. There is a problem with obtaining resources and dealing

with the institutions responsible for providing those resources. The reactions of the family members interviewed indicate that there may be some systemic difficulties with the institutions and procedures responsible for the refugee absorption process. Most of the absorption problems identified by the family occurred at the mesosystem level. However, policy changes necessary to rectify these problems must occur at the exosystem level. Further research with a larger number of families is needed in order to verify these conclusions.

LIMITATIONS OF STUDY

As specificity is the hallmark of any case study, the generalizability of the findings is hampered by the choice of design. Another problem is that there is no available corroborating documentation or testimony to confirm what the family had to say. However, reliability was established through triangulation and redundancy of data. The researcher heard the same issues repeatedly thus making the contention of reliability a reasonable claim. The fact that there is one family (approximately 4 individuals) raises questions as to whether there are enough participants to reach a saturation point. Furthermore, using translators is always an unfortunate concession in any interviewing situation involving persons with limited English proficiency. Unless the translators are exceptionally skilled at both eliciting responses and objectively communicating those responses in English, some data could be lost or misunderstood in translation.

RECOMMENDATIONS FOR FUTURE STUDY

Future researchers should explore strategies for classifying the NVivo nodes. The “Resources” node was not parsed out into sub-nodes of “housing,” “food,” “money,” and other issues alluded to both in the literature and observable from the interviews. The same could have been done for “Language,” which could have had a sub-node for “ESL services” and another for “language barrier.” This study did not parse out into separate nodes the themes of “housing,” “food,” “language barriers,” “ESL Classes or Services,” and other topics of reference that are broadly categorized under “resources” and these could be further explored as possible research sub-categories as the rich vein of data identified would support a more in-depth inquiry of those themes.

The subjective nature of parsing out certain words or phrases from a single sentence that identified one Bronfenbrenner system over another was sometimes difficult in the case of the refugees because their responses were poignantly pithy, dense with meaning, and rich in emotion. When the respondent was professional, educated, and bureaucratic, parsing for the right word was not so difficult. On the contrary, one had so many words to choose from that it was difficult to find the meaning. The upshot for research purposes is that it became apparent in this study that assigning parts of textual passages to NVivo nodes is presently something of an art that requires an uncomfortable level of subjectivity. This study overcame this by using the inter-rater agreement process described above. However, NVivo has utilities that hold great promise for more heuristic methods of parsing text and other data. These should be explored.

One possibility for future research has to do with the combination of using Bronfenbrenner's theory with NVivo for analysis. What became clear from this study's design was that the technology is now in place, informed by Ecological Systems Theory, to depict an environment holistically and comprehensively. The smaller components of a broad theory can be seen working in context, and their effects on the larger whole are easier to understand with NVivo's analytical power.

Another question for future study arises from the present results. This study has documented a serious concern for refugees acquiring and maintaining access to the goods and services they need despite the fact that public funds are available to provide these services. The results point to two types of issues dominating the responses of the refugees, resources and issues with the institutions which are supposed to be helping them acquire these resources. Between the refugee and the pool of public support services in the United States is the resettlement agency. Many times there were references to a caseworker's not being available, not providing information, or not attending arranged appointments or meetings (Michael was supposed to be at the school orientation, for example). There is in the workings of the resettlement agency a rich vein of possible research. Would the family have had a better experience under the supervision of a different agency? Would a different caseworker have prevented many of these issues from arising? What sort of training does a caseworker require? What sort of policy changes would prevent many of the problems the refugees experienced? The answers to these questions could

substantively change if multiple families are studied (using both qualitative and quantitative methods), or if the families' circumstances in life (for example, a younger couple with nursing infants) are different, or if they came from another region of the world and speak a more common language. Another unknown is the effect that the families' previous socio-economic status in the home country has on the resettlement process. This, too, is left for future research. Finally, the mechanisms in place to facilitate the resettlement process in the U.S. are not necessarily the same as those in place in other countries that accept refugees. A comparison of the resettlement experience in the U.S., Canada, and the Netherlands, for example, would merit further study.

The most significant issues of resettlement for our study lie at the mesosystem level of Bronfenbrenner's. The mesosystem is the layer of influence once removed from the individual family. The more distal the problem is from the microsystem the more difficulty they encounter in resolving it.

When a group of citizens can show that the most pervasive problems in their lives derive from sources beyond their control, it is considered appropriate in our country to consider changes in policy or law to redress those problems and bring them under the control of the people whom they affect. The fact that the U.S. and other countries accept refugees for resettlement is a monument to belief on the part of people in the host countries that refugees deserve a chance to live the way that they live themselves. Future scholars have an opportunity to

examine whether or not our current resettlement policies secure or deny refugees that opportunity.

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APPENDIX A
INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

First Point in Time-Family Initial Interview Guide:

I) Resettlement Process-

- 1) Tell me something about the time of conflict or stress in your country of origin prior to your processing as refugees.
- 2) Could you explain the actual process that occurred when you became a refugee?

- *ethnicity/country of origin

- *date

- *time

- *physical description

- *current setting

- *time frame for conflict

- *context of setting for conflict

- *qualifications for processing as a “Refugee” by the State Department

- *effect of resettlement temporary living arrangements, if any

II) Governmental/agency involvement

- 1) What agencies or individuals helped you?
- 2) What did they do?
- 3) Did you receive any kind of training to prepare you for your resettlement in the United States?

- 4) Can you describe your training?
- 5) How many hours?
- 6) How were you prepared for your journey?
- 7) What agencies/ individuals were involved in your travel preparations?
- 8) Could you tell me about the journey to America?
- 9) What happened when you arrived?
- 10) Who picked you up/greeted you?
- 11) Did you know anyone in this country?

*adequacy of the agencies in handling the refugees needs

*support received in the transition from country of origin, temporary facility, and travel/resettlement in the United States

III) Educational Background-

- 1) Can you tell me what kind of education you have had?
- 2) What kind of education have each of your children had?
- 3) How many years?
- 4) Can you tell me about the schools?
- 5) What kind of education do you want for your children?
- 6) What do you think American schools are like?

*level of educational attainment of each family member

*type of educational instruction children exposed to during resettlement process

- *expectation of parents for educational achievement of children

- *expectation/concerns about U.S. educational experiences

IV) Employment Background-

1) What kind of work did you do prior to the conflict in your country of origin or onset of the resettlement process?

- *transition to U.S. labor force participation

- *concerns about barriers to employment

- *employability

V) Family Wellness/Health-physical, emotional, psychological

1) How are you feeling?

2) Are you hopeful about your future now, as opposed to before you came here?

VI) Family Wellness/Health-physical, emotional, psychological VI)

Religion/Spiritual-

1) Did you use to go to a church, mosque or temple?

2) Does your family share a religion?

3) Have you been able to practice your religion since you came here?

- *Frequency of visits

- *previous affect of religion on family prior to destabilization and conflict

- *level of familial involvement in their faith

*role of faith in daily activities

*role of religious institution on family's transition and adaption

VII) Social/Community Factors-

1) How do you feel about your neighborhood/neighbors?

2) Do you feel safe here?

*informal/formal chosen kinship networks

*social support from agency/non-profit

*level of stressors increased/decreased

*impact if any on feelings of alienation

*signifies themes that may emerge from the responders

Second Point in Time-Interview Guide Husband and Wife

Specific Aims- Adult Refugees

I. Explain qualitatively the families' current state

A. Identify the decision-makers in the household

Probes:

1. How are you doing over all?

2. How does your life in this country compare with your life in the
refugee camp/holding facility?

3. How does your life in this country compare with your life in your home country before you fled?

(Margin: How do you feel about the future?)

4. Is anyone working?

5. What do you use for transportation?

6. Who is buying the groceries?

7. Are you receiving food stamps?

8. How do you pay the rent?

9. How do you pay for health care?

B. Describe qualitatively the barriers (circled, with line pointing to margin note: wife, neighborhood, house environment, psychological, work) in their new environment

- a. Setting up house maintenance, acquiring utility services, furniture, appliances, etc.
- b. Explore issues of personal safety in the refugees' neighborhood
- c. Examine refugees access to services, for both children and adults

Probes:

- 1) Is there anyone helping your family? If yes, how? If no, why do you think your family lacks support?
- 2) What have you acquired for your household (Ex. Furniture, care, clothes, TV. And how were you able to get these items?)

- 3) What items do you feel that are necessary, but have not been able to attain?
- 4) Do you feel like you can go out at night and feel safe?
- 5) Are you worried about robbers or being assaulted in your apartment or complex?
- 6) What services, if any, are provided for you? Ex: Medicaid, ESL courses, transportation, vocational training, computer training
- 7) Are there any services you feel you need, but are not able to obtain?
- 8) What services, if any, are provided for your children? Ex: tutoring, after-school activities
- 9) Are there any services your children need, but you are not able to obtain for them?

C. Explore the interface of the refugees with the institutions and service providers necessary to manage their new environment

- a) Educational institutions for children (public, private, charter, etc.)
- b) Educational institutions for adults
- c) Non-profit agencies that provide material assistance
- d) Resettlement agency caseworkers

Probes:

- 1) What school do they (margin: the children) go to?
- 2) How are your children doing in school?

3) Have you met (margin: What do you think about) their teachers?

Principal(s)?

4) Did you have an orientation for the children's school?

5) Do you have any concerns about their experiences in school?

6) Do you receive any paperwork from school? If yes, is it written in your language?

7) How do your children get back and forth from school?

8) Do they wear a uniform? If yes, did someone provide it or did you purchase it?

9) Can you tell me about any adult education you are receiving?

10) Who is providing the classes?

11) Do you have to pay to attend the classes?

12) Can you tell me about any organizations that are providing you with services besides your resettlement agency? Ex. Food truck donations, religious or ethnic organizations that provide you with assistance, transportation, etc.

13) Which group, if any do you feel has been most helpful to you since you have arrived?

14) How do you feel about your caseworker's ability to help you resettle?

15) What types of services did you receive from your caseworker?

16) What types of services did you receive from your resettlement agency?

- 17) Are you enrolled in any special programs for assistance?
- 18) What are your biggest obstacles (margin: Do you have any concerns? (margin: if yes, please describe)
- 19) Have these concerns changed over the last six months?
- 20) Margin: Do you have something to say to refugees coming to America?

Second Point in Time- Interview Guide Children

Specific Aims-

Explain qualitatively the child's current state

- A) Identify the students concerns about their family

Probes:

- 1) Where were you born?
- 2) How long have you been here?
- 3) How have you been doing since you came to the United States?
- 4) Do you think things are better or worse since you came here, if so why?
- 5) Do you have any worries about your parents, if yes, what are they?
- 6) Do you have any worries about your brother(s) and sister(s), if yes, what are they?
- 7) Do you always have food to eat when you are hungry?
- 8) Are you able to go to the doctor when you are sick?
- 9) Do you have your own room or do you share your room?
- 10) Before you came to the United States did you have your own room?

- 11) What do you do for entertainment?
- 12) Do you have spending money?
- 13) Do you have enough clothes to wear?
- 14) Do you feel safe in your neighborhood?
- 15) Do you have friends in the neighborhood?
- 16) Do you have any activities in your neighborhood? Outside of it?

II. Describe qualitatively the children's state in school

A) Identify the students concerns about their school

Probes:

- 1) What school do you go to?
- 2) How do you feel about it?
- 3) How do you get to school?
- 4) What is your most favorite thing about school?
- 5) What is your least favorite thing about school?
- 6) How do you feel about your teacher?
- 7) Have made any friends at school?
 - a. Describe any positive experiences the students had in school.
 - b. Describe any negative experiences the students had in school.
 - c. Describe qualitatively the resources the children use to cope with barriers in school.

- 1) What do you do when things do not work out at school?
- 2) Does anyone help with your homework?

Third Point in Time Interview Questions-Children

Interpreter informally asks the children:

- 1) What is your name (daughter)?
- 2) Tell me what your name is (son)
- 3) What grade are you in?
- 4) Are you happy at the school?
- 5) How many friends do you have?
- 6) Are you happy in the school (Cho)?
- 7) Is your teacher good?

Third Point in Time Interview Questions-One Year Follow-Up Adults

HUSBAND (Mya):

- 1) What is the main barrier you are still facing one year into the resettlement process?
- 2) Do you do feel more comfortable than when you arrived?
- 3) What states do you have friends in?

WIFE (Naw):

- 1) Can you tell me how you are feeling overall and about any difficulties you might be facing?

- 2) What is the greatest barrier to your working?
- 3) Is there any way that you feel more comfortable than you did before?

**Interview Questions- Director for Burmese Family Association of Texas in
Houston-Maung Maung Than**

- 1) Could you introduce yourself?
- 2) Where are you from, what is your personal story?
- 3) How do you see your role with the refugees?
- 4) What services do the refugees come to you in need of?
- 5) Why are you interested in helping these families?
- 6) What organizations, if any, are you affiliated with?
- 7) If yes, then what is your role within that/those organization(s)?
- 8) Do you have a purpose or mission with your outreach to this group?
- 9) Why do you think there is a need for you to offer your services to these families in addition to the services that already are provided by the resettlement agencies?
- 10) In what ways have you helped the Burmese family that we have been interviewing?

**Interview Questions-The Alliance for Multicultural Community Services
Caseworker Michael**

- 1) What is your name and position?
- 2) What are your job functions?
- 3) Is the IOM-Is it a UN organization. Is it an American organization?

4) Where are you now?

Cameraman shows footage of one of the documents and it is from Health and Human Services –Reception and Placement Program Assurance Form.

5) Who are you making copies for?

Interview Questions-The Alliance for Multicultural Community Services

Caseworker Mohamad

The questions listed below are the ones where the responses had significance for the Burmese family study. Additional questions posed that did not hold insight into the Burmese family's plight are excluded.

- 1) What role do you have with the refugees? Your job functions?
- 2) Which organization is the Alliance affiliated with?
- 3) Are there different programs for the refugees?
- 4) Do you have a lot of cases that you are working with?
- 5) Is that more than normal?
- 6) Are there Burmese coming in?
- 7) Is that because of the hurricane?

Interview Questions-The Alliance for Multicultural Community Services

Caseworker Driving Instructor-Dario Lipovac

- 1) How long have you been working with the Alliance?
- 2) What keeps you working there?

- 3) Please describe your job functions and how you serve the refugee clients.
- 4) You were a refugee yourself. Are there any misperceptions that the refugees may come into this country with?

Interview Questions-Houston Independent School District Refugee

Coordinator Shirin Herman

- 1) What is your role as the refugee program coordinator?
- 2) Can you tell us a little about the refugees you serve?
- 3) What part of the city are the refugees living in?
- 4) How does the collaboration between you and the resettlement agencies work?
- 5) How is your position funded?
- 6) Are you involved in parent /teacher meetings?

Interview Questions-Houston Independent School District Principal Beverly

Joseph

- 1) What is your name and background?
- 2) Who do you work for?
- 3) When I first talked to you in 03' there were no programs in place to meet the needs of this unique pop. There was a Newcomer's program at Lee, Sharpstown and Welch. What has happened since?
- 4) How are the students identified?

- 5) Is there a policy about grade level placement?
- 6) What programs or plans have you put in place to effectively handle the issue?
- 7) Are you getting support from your district?
- 8) What is working right now?
- 9) How do you encourage your teachers and staff?
- 10) What are some strategies that have been employed to bridge the cultural gaps?
- 11) What major refugee groups do you have coming in the last two years?
- 12) If there were no underlying political agendas in the world and monetary restrictions did not exist. What would be the ideal program for these children?

Interview Questions-The Alliance for Multicultural Community services

Executive Director Kassahun Bisrat

- 1) Tell us a little bit about how your organization has evolved over time and the services you that offer
- 2) Could you share something with us about your vision or your mission statement for the organization and how you see it moving forward and the direction you want to take the Alliance?
- 3) There are several organizations in the city that handled resettlement, as does yours and what sets the alliance apart? I know that from the history I have with the agency that you have a strong tie to the community, um with

that in mind or maybe something you would like to share, what sets the Alliance for Multicultural Services apart from these other organizations?

4) Over the years, what types of refugees or people have you been able to work with and aide in their re settlement or helping the communities who are at risk for low income, what within the community have you been able to offer them that particularly helped them for the future?

5) So it's about empowerment of the individual so tell me something about some of the services that you've been able to offer onsite where a lot of these people reside, like the community outreach, and computer after school.

6) OK, would you like to; is there anything else you would like to share about maybe what your plans are for the future of the agency?

7) Ok thank you for your time is there anything else you want to talk about, anything else you would like to share?

**Interview Questions-Mungu's House Ministries-Pastor Paul Wemba and
Tessi Joyne**

1) What is your role in the community?

2) Can you identify the community for us and where it is located? 3)

Recently some Burmese have come in. Do you always know when refugee families are arriving?

4) They are illiterate in their native language and they are also learning English. Doesn't the resettlement agency hold ESL classes in the

recreation room for the apartment complex?

- 5) How are you assisting the families with the language barrier?
- 6) What do you think the most important issue the refugees are facing?
- 7) What are your biggest concerns for the refugees?
- 8) What has drawn you to this ministry?

Interview Questions- Mayor's Office for Immigrant and Refugee Affairs

Senior Community Liaison Benito Juarez

- 1) Mr. Juarez, could you give us a little idea of your (marginal note) educational and professional (note ends) background?
- 2) Could you give us an understanding of the position you hold in the city of Houston and how long have you held this position?
- 3) How did the program that you oversee start?
- 4) What is the Mayor's advisory committee of immigrant and refugee affairs and how often do the members get appointed?
- 5) What qualifies a member for appointment?
- 6) Have you observed any changes in the community in Southwest Houston off Bissonett and S. Braeswood in terms of the influx of refugees into that area and the demographic shift that has entailed?
- 7) What kinds of needs do you think there are in that community now?
- 8) What types of services does your office provide to this community?
- 9) How does your office and appointed members of the Mayors Advisory committee of Immigrant and Refugee Affairs work closely with INS to

provide support services for the refugees as they go through the naturalization process?

10) Can you give us an idea of how many people in the community that your office serves in any given year?

11) Could you describe the populations that receive the most assistance from your office?

12) Does your office handle complaints from the refugee community? If so, what kinds?

13) What role do you think communication plays in this issue?

14) Have you noticed that some refugees have unrealistic expectations of services and support they will receive in the U.S. based on their cultural certification courses prior to entry?

Interview Questions- Texas State Refugee Director Caitriona Lyons

1) How many years have you been involved in resettlement?

2) Could you tell us about the scope of your duties?

3) Does her (sic) office have any duties involving the dissemination of funds?

4) A UNHCR report showed a distribution of funds by State. How is this determined? For example, is the distribution made according to the number of people the state resettles? The numbers are not uniform. Can you explain this?

5) Would you consider Texas to be a poorly-funded or well-funded state?

- 6) How is the funding determined for cash assistance per family? For example, a group of Burmese refugees could be resettled by different agencies within the same city, but be funded very differently.
- 7) In the time that you have held your office, what changes have you seen?
- 8) What would you consider to be your greatest accomplishments and/or hurdles you have encountered?

APPENDIX B
CODED TRANSCRIPTIONS

Initial Family Interview				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
1:00-1:08	That is one of the reasons why I became depressed when we first arrived	microsystem-depression	Psychological issue	Ques.1 Ques.4
1:53-2:30	father-I am a high school graduate and she went to the Monk run school. mother-This is not a formal school but they taught me to read and write and about the Buddhist religion. mother-In Burma there are two different types of schools. In the Monk school, the monks trained me	exosystem-types of schooling mesosystem- is type of schooling they received	education	Ques. 4
2:34-2:46	mother-I am starting school tomorrow for English classes. I wanted to start school when I first came but I could not, because I got sick	microsystem- is explaining what she wanted to accomplish and what prevented her from accomplishing it.	education physical health	Ques. 4
2:38-5:04	father-In Thailand we felt like we were more at home because everyone spoke our language and we got to know everyone. Here we only know a couple people. mother-The worst thing for me is I do not know anyone here and that is one of the reasons I became so depressed. father-Overall, we are in much better physical health here. We have seen the dentist and had medical checkups.	chronosystem-resettlement microsystem-depressed reacting to mesosystem mom-not understanding language exosystem-health care Medicaid	resettlement psychological issues physical health kinship-mom states does not know anyone here Medicaid	Ques. 1 Ques. 3 Ques. 4

5:34-5:55	father-we are both Buddhist. No, we have not been able to go to the temple. We did go to a gathering of Burmese and saw the monk there. That made me feel at peace. mother-We do not have to go the temple to practice our faith we can just visit with the monk anywhere.	mesosystem-missing the religious community mesosystem-Burmese gathering	religion social network	Ques. 3 Ques. 4
6:51-7:02	Mother-Yes, I like the beauty field and I was told there was a one-year part time program I could attend and I want to do nails. I need help to find out how to go this school.	microsystem-seeking information about schooling mesosystem-what career she can obtain	employment education	Ques. 4
7:42-8:40	asks interviewer about the process and what to do-and interviewer tries to offer explanation-why does refugee not ask caseworker. They say he does not help them.	mesosystem-lack of trusting relationship with caseworker	caseworker	Ques. 3 Ques. 4
9:55-10:15	Father-All I want for the future is a new future for my children.	microsystem-his wish exosystem and macrosystem because in order to fulfill it he must have successful resettlement	resettlement unmet expectations	Ques. 1
10:47-10:50	father-We have absolutely no idea what to expect.	microsystem-personal fears chronosystem-non-normative event	unmet expectations	Ques. 1
11:19-11:28	father-I want them to be educated, but I do not know what they want to be. I want them to choose their own career.	macrosystem expressing itself in the micro	education employment	Ques. 1

11:55-12:00	father-kindergarten	microsystem	education	Ques. 4
12:23-12:39	father-I helped build the school and when it was done we were already leaving to come here.(speaking about life in the refugee camp)(father responds to gap in schooling as being direct result of resettlement into refugee camp)	microsystem and mesosystem-building school exosystem-gap in schooling due to resettlement	education	Ques. 4
12:42-13:00	Interviewer explains that they will be meeting with Shirin Herman from HISD	mesosystem-one or more dyads meeting	education	Ques. 4
13:18-14:03	Father-There are two agencies one is good and one is terrible. The Alliance and I do not know the other one's name it starts like Chris.(I ask if it is Catholic Charities and they say yes)	mesosystem-comparison	agency-comparisons	Ques. 4
14:19-14:23	father-The leasing office never gave me a key to the mailbox until this day. I asked the agency (Alliance) to help me, Michael (caseworker) said he would take care of it and he never did.	mesosystem-people not following through with promises	caseworker (negative)	Ques. 4

15:02-15:43	<p>father-When we came we received one gallon of milk, one gallon of water, four apples, one banana, one small bag of rice that was what food the Alliance provided when we arrived.(feels this is inadequate for their needs)</p>	exosystem-providing care not meeting needs in mesosystem	resource caseworker	<p>Ques. 1</p> <p>Ques. 4</p>
	<p>father-\$130 one time and \$120 another for four persons in the family. Some people are receiving \$700 at a time. The Burmese family that lives upstairs came the same time as we did and Catholic Charities gave them that much.</p> <p>Four also. (in their family)</p> <p>Catholic Charities gave them \$600 one time and \$600 another time and plenty of food. So much food that they are sharing with us.</p> <p>The other family has seven members and they got \$900 once and \$700 once</p> <p>mother-Yes, \$900 once. They arrived in the U.S. same day as us.</p>	mesosystem-comparing resources and interaction between the two exosystem-what the agencies have to offer	resource agency	<p>Ques. 2</p> <p>Ques. 4</p>

Six Month Interview With Children					
Time Stamp	Respondent	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
	Boy				
1:04-1:52		I got friends, I have one teacher. At school I get a hamburger meal and the soda.	mesosystem-school services; peer group	social resources-food education	Ques. 3 Ques. 2 Ques. 4
2:01-2:08		The school pays for me	exosystem-subsidized lunches through free and reduced lunch program	resources-food provided free of charge	Ques. 2 Ques. 5
2:19-2:27		I was happier over there(in Thailand)	microsystem-personal feelings/ macrosystem-resettlement political/ chronosystem-non-normative event	emotional-happier in Thailand resettlement	NA

2:43-2:58		I have a lot of friends over there and in the camp I did not have to go to school. Now I have to go to school.	mesosystem-friends chronosystem-non-normative event of resettlement; normative event of starting school	social resettlement education	Ques. 1 Ques. 3 Ques. 4
3:14		nods "yes" (in response to do you have any worry about your parents)	microsystem-fear or worry	emotion-fear or worry	NA
3:24-3:26		worry that mommy and daddy will leave me alone	microsystem-fear chronosystem-non-normative event	emotion-fear or worry resettlement	NA
4:16-4:21		I worry she might be lost somewhere in the US. I want to be with her all the time(in response to do you have any worries about your sister)	microsystem-worry macrosystem-displacement	emotion-fear or worry resettlement	NA
4:41		yes (in response to do you always have food when you are hungry)	microsystem-no food insecurity	resources-food accessible	Ques. 2
4:49		yes (in response to are you able to go to the doctor when you are sick)	microsystem-access to healthcare	physical health	Ques. 2

5:00-5:05		I sleep with my mom	microsystem-attachment to mother	trusting relationship psychological or emotional	NA
5:20		yes(in response to did you have your own room before moving to the US)	microsystem-housing personal space	resource-housing	Ques. 1
5:43-5:51		When his friends come he plays with them(what do you do for fun)	mesosystem- social interaction	social network	Ques. 3
6:10-6:13		running around the house (in response to what kind of games do you play)	microsystem-normal play activities	social network	Ques. 3
6:25-6:30		no money (when asked do you have any spending money)	microsystem-personal discretionary funds	resources-money	Ques. 2
6:43		yes (in response to do you have enough clothes to wear)	microsystem-access to adequate clothing	resources-clothing	Ques. 2

6:55-6:57		here is alright (in response to do you feel safe in your neighborhood)	microsystem- feelings of safety mesosystem- community safety (moved from neighborhood they were initially resettled to because they did not feel safe and for access to transportation)	neighborhood- safety feelings resources- housing	Ques. 1 Ques. 2
7:20-7:24		Just run around the complex and play games	microsystem- entertainment	social-playing with friends	Ques. 3
7:35-7:43		One big stone over there, (in the neighborhood) I like to go over there and jump around.	microsystem- entertainment	social-playing with friends	Ques. 3
7:57		(in English) 5 (in response to how many friends do you have?)	microsystem- friends	social-playing with friends language- learning English	Ques. 3
8:52		yes (in response to are you going to school)	microsystem- attending school	education	Ques. 4
8:55-9:01		I wanted to study	microsystem-desire to attend school	education	Ques. 4

9:12-9:23		My daddy drops me in the morning. In the afternoon my mommy picks me up and we take the bus home (metro).	microsystem-transportation to and from school	transportation-complicated after mid-school year move	Ques. 2
9:57-9:59		I like playing	microsystem-personal likes	social	Ques. 3
10:30-10:53		I don't like writing in school	microsystem-personal dislikes	education	Ques. 4
11:23-11:26		She is real good and if I don't understand I can ask her.	microsystem-likes teacher	education trusting relationship	Ques. 3 Ques. 4
11:39-11:55		I didn't speak English so I did not have much friends. Now I can speak a little more English so I have more friends.	mesosystem-English barrier making friendships difficult initially microsystem-mastery of language	social language	Ques. 3
12:41-13:14		The school arranged to go to the field trip to the zoo that I liked.	mesosystem-school-arranged field trip	social education	Ques. 4 Ques. 5

13: 58-14:01		Sometimes some of the kids bully me.	mesosystem-interpersonal relationships-bullying	social network-bullied	Ques. 4
14:23-14:25		Go to the teacher (in response to what do you do when that happens?)	mesosystem-interpersonal relationships-bullying	trusting relationship-with teacher social	Ques. 3 Ques. 4
14:36-14:42		My daddy helps me sometimes (in response to does anyone help you with your homework)	mesosystem-parental support of education	parenting	Ques. 2
15:58-16:22		I would like to say for school food you get a free hamburger. In the afternoon we get a snack. If you want water (bottle) you have to buy with your own money.	mesosystem- free lunch and snack at school, sale of drinks	resources-food at school education-services provided in school	Ques. 2 Ques. 4
17:40-17:47	Girl	On the border of Thailand	NA	resettlement	NA
18:42-18:44		six months (in response to how long have you been here?)	chronosystem	resettlement	NA
18:54-18:55		happy (is response to how do you feel here?)	microsystem-emotions	emotional-happy	Ques. 1
19:10-19:12		Here is better	microsystem-personal opinion	resettlement-comparing Thailand to here	Ques. 1

19:21-19:31		Worried Daddy and Mommy leave me alone because we are in America.	microsystem- fear induced by a chronosystem event chronosystem- resettlement is non-normative	emotion-fear or worry resettlement	Ques. 1
19:46		No (in response to are you worried about your brother)	microsystem- assessment of personal feelings	emotional	NA
20:03-20:06		yes (in response to do you always have food when you are hungry)	microsystem- access to food	resources-food	Ques. 2
20:15-20:19		No (in response to are you able to go to the doctor when you are sick)	microsystem- access to healthcare	physical health	Ques. 2
20:51-20:54		I sleep with my mommy	microsystem- attachment to mother	emotional trusting relationship	NA
21:02-21:15		No (in response to did you have your own room before you came here)	microsystem- personal space or living comforts	resource-living space	NA
21:03-21:11		go to school (in response to what do you do for fun here)	microsystem- entertainment	education	Ques. 2
21:19-21:20		yes (in response to do you have spending money)	microsystem- personal discretionary funds	resource-money	Ques. 2
21:29-21:31		yes (in response to do you have enough clothes to wear)	microsystem- access to adequate clothing	resource-clothing	Ques. 2

21:45-21:50		no (in response to do you feel safe in your neighborhood)	microsystem- feelings of personal safety mesosystem- neighborhood safety	neighborhood- safety	Ques. 2
22:03-22:19		no (in response to do you have friends in the neighborhood)	mesosystem- social	social network neighborhood	Ques. 2 Ques. 3
22:30-22:38		no we stay always at home (in response to do you have any activities in your neighborhood)	mesosystem- available activities in the neighborhood; describing attributes of neighborhood	neighborhood social network-none	Ques. 2 Ques.3
23:00-23:10		yes (in response to are you going to school)	microsystem- access to education	education	Ques. 2
23:18-23:20		happy	NA	NA	NA
23:28-23:38		Daddy drives us to old bus stop in the other apartment from where we moved and from there I take school bus. After school my mom picks us up from the school bus and then we take another bus home.	microsystem- access to transportation to and from school	transportation- to and from school complex after apartment change	Ques. 2 Ques. 4
24:18-24:22		Playing Computers (in response to what is your favorite thing about school)	microsystem- personal preferences	education	Ques. 2

24:49-24:52		nothing (in response to what is your least favorite thing about school)	microsystem-personal dislikes	emotional-likes school education	NA
25:08-25:11		good and I understand how she teaches me	microsystem-personal assessment of teacher	education trusting relationship-teacher	Ques. 2 Ques. 4
25:41-25:48		I have a new friend in school	mesosystem- peer groups or friends	social network	Ques. 3
26:25-26:34		The girls are ok but sometimes the boys fight. (boy says the boys fight in my class too)	mesosystem- social interactions	social gender roles	Ques. 3 Ques. 4
27:11-27:13		Talk to the teacher	microsystem	trusting relationship-reporting bad behavior to teacher	Ques. 4
27:30-27:32		Papa (in response to does anyone help you with your homework	mesosystem-parental support in education	parenting	Ques. 2
27:55-27:59		There are computers in school and I would talk to them about school.	mesosystem-school resources	education	Ques. 2

Six Month Interview with Mother				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
33-1:08	When I came to the airport Ma No We met us with Chris and Chris from the Alliance took us to his house because his wife is from Burma and it felt like home-because it was someone's home. Then the next morning they took us to the apartment. Then everybody met there.	microsystem-arriving airport macrosystem-culture Burmese mesosystem-apartment they will be living	language culture resettlement	Ques. 4 Ques. 5
2:23-2:47	I still am adjusting to here. The main problem for me is the language until now I am struggling	microsystem-language chronosystem-non-normative event of resettlement	resettlement language	Ques. 2
3:07-18	There are two reasons why I decided to stay. One is the education of the kids. The other is to keep the family together?	mesosystem-family together exosystem-educational system in US	resettlement education	Ques. 1
4:01-4:38	I was working in Thailand but not regularly. Then we went to the refugee camp and there was no work. The food was not good. Even the rice was bad. We call it in Burma like "dog food".	microsystem-employment macrosystem-refugee camp (UN) mesosystem-food supply in camp macrosystem-culture "bad food" for dogs	employment resources-bad food in camp resettlement	Ques. 2 Ques. 4

5:55-6:15	In Burma we had a hard life. It is oppressed life with no freedom. Here the living is much better.	macrosystem-comparing life in Burma to life in US	resettlement	Ques. 2
6:47-7:00	I really want to work. I do not want to stay home. So right now I am trying to figure out how to work. Not just for me but other Burmese women feel the same way. In Thailand there was fruit growing and if there was no food we could get fruit. Here if you don't have food, who is going to give it to you?	microsystem-desire to work and produce income mesosystem-social network statement about other Burmese women macrosystem-vegetation of country being food supply food supply not abundant in US(fruit on trees); access to resources	employment social network resources-food	Ques. 1 Ques. 2 Ques. 3
8:25-31	I did work briefly for the CD making company. I was happy over there. I had to stop working because of the transportation problem. If you miss three days, you are out and there was no bus there.	microsystem-employment microsystem-transportation problems microsystem-happy working mesosystem-employer's attendance policy	employment transportation emotional	Ques. 2

9:46-9:50	The agency tries to find someone going to the company and they pay them for transportation. But they only found men and that made her uncomfortable to ride with them.	mesosystem-agency providing carpool arrangements macrosystem-culture not appropriate for a woman to ride with men	agency collaboration transportation culture	Ques. 2 Ques. 4 Ques. 5
10:01-10:42	I also have to pay five dollars a day and sometimes they don't go and I had to quit.	microsystem-reliability of transportation; temporary employment only allowed three days missing for any reason and fired	transportation employment	Ques. 2 Ques. 4
11:10-11:49	I buy the groceries. When I worked I had to buy once a week and stock up for the whole week. When I was working I still had to wake up early and make food for my husband and children and get them ready for school. I slept about three hours a day.	mom-microsystem-buying groceries microsystem-lack of sleep while working sleep macrosystem- culture and gender roles: wife purchases groceries and cooks exosystem- food resources	resources-groceries employment health-sleep culture	Ques. 2
12:14-12:25	The work is very light work so I can manage.	mesosystem-workload affecting ability to run household	employment	Ques. 4

12:45-13:00	yes, I can meet with all kinds of people. International people even I have to communicate with my hands.	mesosystem-work environment and communicate at work	employment social	Ques. 3
13:30-13:39	Traditionally, the man should work to support the family, but things are hard and many women working to help.	macrosystem-cultural shift to chronosystem event chronosystem-economic change causes a non-normative cultural effect	employment gender roles culture	Ques. 1 Ques. 2
14:01-14:12	In the previous complex the rent was paid by the agency. Now we are paying.	mesosystem-agency paying manager for them microsystem-they pay for themselves	agency resources-housing	Ques. 2 Ques. 4
14:36-14:56	We receive monthly the new slips for Medicaid. This month I did not receive one, so I am not sure I am still covered.	macrosystem-state subsidies and requirements for assistance; social services support for Medicaid	Medicaid	Ques. 2 Ques. 4

15:31-15:40	This place is much better and I feel much safer. In the other complex I was afraid of the colored guys. The new apartment is a good environment.	mesosystem-neighborhood difference microsystem-safety feelings macrosystem-cultural prejudices: felt unsafe with the black population	neighborhood emotional	Ques. 2
16:20-16:45	Before I came over here I had to watch a video for IOM orientation and it showed all the apartment houses are ready and clean. You just go in and stay there. But here the carpet is stained and everything is used items. Totally different than what we watched in the video.	mesosystem-orientation part of resettlement creates unmet expectations Microsystem-apartment condition mesosystem-agency provided used items	unmet expectations resettlement agency resources-housing	Ques. 1 Ques. 2 Ques. 4
17:03-17:30	The other thing in the video that we watched is that you do not even need to carry your underwear everything will be provided over there (in US). The video is not true.	microsystem-personal expectations mesosystem-information creating unmet expectations	unmet expectations resources-not provided	Ques. 1 Ques.2 Ques. 4
18:04-18:18:21	Even though the video showed me I still did not believe. I still brought two suitcases full. What I received here was used clothing.	microsystem-beliefs and expectations; response to these mesosystem-availability of resources exosystem-IOM video	unmet expectations resources-brought clothes with her	Ques. 1 Ques. 2 Ques. 4

19:45-20:08	What we believe in our culture that it is extremely offensive to receive used clothes. It is shameful to wear used clothes like “chop your head off”.	macrosystem-cultural values; economics system	culture resources	Ques. 1 Ques. 2
21:39-22:38	Even though I wanted to believe what the video described I talked with people who already arrived and they told me it was not true. Plus the instructor said even though this was said like that on the video you may get some used things.	mesosystem-truth about resource availability from more than one source/ mesosystem-consulting people who had already arrived macrosystem- access to resources through economics	unmet expectations social network resources-acquisition of	Ques. 1 Ques. 2 Ques. 3
23:48-23:51	In the new complex there are four or five families I network with.	mesosystem-networks of peers, friends, or neighbors	social network neighborhood	Ques. 3
24:07-24:15	I am just getting by barely making it until I can work.	microsystem-worried about money and employment	resources-money employment-unable to secure	Ques. 2
24:34-24:46	yes, up to now, but I did not get Medicaid this month and I am afraid that I am not going to receive any benefits. I have not phoned the agency yet.	macrosystem - Medicaid benefits terminating microsystem-meeting need for medical care	Medicaid agency	Ques. 2 Ques. 4 Ques. 5

25:49-12:54	better not say-in response to are there things that you need for your home that you have not been able to get yet.	uncertain: perhaps because of husband's presence during questioning?	possible gender roles	NA
26:12-27:01	Most were used items given. Some friends gave us a few things. The agency only provided us the minimum items, ex. One plate, one spoon, one fork per person. They got a brand new mattress, but only one bed sheet.	macrosystem- minimum federal requirements by the HHS department mesosystem- this agency caseworker only providing them the minimum	unmet expectations resources resettlement agency caseworker	Ques. 1 Ques. 2 Ques. 3 Ques. 4
27:45-28:00	they are nice. One teacher came and gave the kids presents at Christmastime.	mesosystem-teachers visiting family at home	education trusting relationship	Ques. 4
29:05-29:30	I don't remember the lady [Shirin Herman from HISD] very well, only you. There is one caseworker for so many people so it is kind of a privilege that the lady came to us. The caseworker was not there for me. One day he did come to pick people up for a job and I saw him through the window and he did not get me and I missed the job opportunity.	mesosystem- the lady is Shirin Herman from HISD she is a refugee outreach coordinator; interaction with school official. mesosystem- caseworker overload and missing job opportunity	education- Shirin caseworker-not fulfilling duties	Ques. 4 Ques. 5

30:35-31:08	There is one thing that happened. My children do not know English and they cannot defend themselves with words when someone is bothering them. So they may push someone and one time the school to complaint about this	mesosystem- school contacting parents about child's behavior microsystem- language barriers	language education	Ques. 4
31:49-31:55	I am still learning English from the old apartment complex, but not here. I am learning basic English, ex. How to shop, make money.	microsystem-attempt to learn language/ mesosystem- new apartment complex not providing free ESL classes like the previous one	language neighborhood resource-no access to ESL in new neighborhood	Ques. 2
32:34-33:39	The agency told my husband and my husband told me about the ESL classes. Our subsidy was going to run out and that is the reason why I started working. I was working two months in the CD factory and I realized I need to go to English classes. I am going to need to find work. In the US you have to work so you need to know English.	mesosystem- language affecting employment and employment affecting ability to attend ESL classes. ESL classes are service of the agency	language employment	Ques. 2
34:04-34:33	The classes are free of charge through one of the agency.	mesosystem-The Alliance agency providing free English classes in previous apartment complex neighborhood community rooms	language agency	Ques. 2 Ques. 4

34:55-36:07	I am not satisfied. Once we had app. for the shots and one of the caseworker's Michael. He did not come and we missed these shots.	microsystem-wife's dissatisfaction with caseworker's assistance mesosystem-missed medical appointment; interaction with agency and healthcare professionals	physical health care caseworker-missed appointment	Ques. 2 Ques. 4
36:43-36:50	Transportation was a big problem. There were no buses to my job and carpooling that he arranged was a problem. Another agency had to guide us how to take the bus for work our caseworker did not.	mesosystem-another agency assists family because caseworker did not assist with transportation problems	transportation employment agency collaboration-transportation caseworker not providing services	Ques. 2 Ques. 4 Ques. 5
37:33-38:38	Another agency person did help explain the bus transport where to make the changes.	mesosystem-caseworker from another agency explaining bus route; transportation/support from an agency caseworker other than the one in charge of their resettlement	agency collaboration caseworker not providing services transportation	Ques. 2 Ques. 4 Ques. 5

38:38-33:48	The translator responds-I actually remember this as I took a half day off from work to make these arrangements with a caseworker Luna? with Catholic Charities agency	mesosystem-translator taking half day from work and communicating with caseworker from another agency other than their assigned one on behalf of the family	trusting relationship- interpreter agency- collaboration	Ques. 3 Ques. 4 Ques. 5
38:53-40:07	Michael told me to come for a job interview and is very hard to communicate by phone because of language barrier and every time we would call him it would go to voicemail and we did not know how to leave a message. Rent subsidy program is over at the first complex and the rent is very expensive over there and a few Burmese people working at the Goodman factory and one has a car and he lives here so we moved here.	mesosystem- caseworker does not answer phone or return phone calls. They cannot leave a message in English and the caseworker does not speak Burmese mesosystem-move to new complex subsidy expired and transportation available at other complex.	language- communication with caseworker he does not speak Burmese, they do not speak English caseworker-he was not responsive resource- apartment transportation- carpool social network- carpool agency-subsidy ended for apartment	Ques. 2 Ques. 3 Ques. 4

41:03-41:34	Whoever they did talk to before they did come here said do not believe whatever you hear from here (the orientation) before you go. If you have a friend in the US call them and ask how were you treated by which agency because the different agencies have different treatment. Different training.	exosystem-warned by friends that orientation from IOM not consistent with reality of life in U.S. exosystem-discrepancy between what each agency supplies the refugees.		Ques. 1 Ques. 4
42:31-42:37	There are two reasons –first reason is that as soon as I arrive I had a disagreement with my husband and I feel sad. I do not know the language, doctor, where to go for anything and what I watched in the video was not happening. All that came together and I was mad, upset.- (In response to six months ago how did you feel)?	microsystem-argument with husband microsystem- sadness; language barrier; no doctor while she was sick	trusting relationship issue-fight with husband language physical health care unmet expectations- video not accurate representation of life here	Ques. 1 Ques. 2
43:21-43:32	For me I did look at it like everyone (refugee) has to face the same situation that I am facing right now and they tried to encourage me and sooner or later I did get used to it.	microsystem - describing how she overcame her shock and depression	psychological resettlement social network	Ques. 3

43:59-44:27	I still am not that happy. I am like in culture shock in the US. On the Thai border when we were first there everyone did whatever they could to help but that kind of culture is not here and I do not like it.	macrosystem-cultural difference between people who helped them resettle on Thai border and people in US microsystem-not happy microsystem-culture shock	culture social network differences	Ques. 2 Ques. 3
44:49-44:58	It is ok right now.(in response to how has your relationship with your husband changed)	microsystem-husband and wife relationship improved	trusting relationship	NA
45:08-45:39	He has learned a lot of patience in the US. Over there I might be scared of him, but here I do not have to (in response to how is it different than in Burma or Thailand)	macrosystem-cultural shift husband has to change how he interacts with wife due to social pressures.	culture	NA
46:13-46:28	Children are asking Daddy how come you are working so late and coming back so late.	mesosystem-children's relationship with father changed due to work schedule	trusting relationship-changed with father's unavailability due to work	NA
46:48-47:09	That is not really different (in response to how is it with you)	microsystem-children's relationship with mother the same	trusting relationship-children with mother	NA

47:08-47:29	Right now I am concerned about Medicaid as I have not received the documents.	microsystem- concern or feelings of anxiety macrosystem-federal benefits criteria	emotional-concern Medicaid	Ques. 2 Ques. 4
48:20-48:32-	As soon as you arrive you can have a shock but over time you can get used to it.(in response to is there anything you would like to tell refugees)	macrosystem- cultural shock chronosystem-resettlement not by choice (non-normative); difference between push and pull effect of resettlement	culture resettlement	Ques. 1 Ques. 2

Six Month Interview With Father				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
8:57-9:37	Upon arriving I had a job through another Burmese (who arrived six months before I did) at carpenter shop (furniture factory) but only made \$6.20 per hour. I worked six months and got a better job at Goodman factory making about \$9.00 per hour. The agency is no longer subsidizing my living so I moved to a little better area than Gulfon where the agency placed my family. Now I am happy. I have a car and I know how to drive.	mesosystem-employment mesosystem-neighborhood mesosystem-job through another Burmese(social network) exosystem -agency no longer subsidizing microsystem-happy microsystem-attained vehicle	employment transportation social network-secured job agency-subsidy ran out emotion resource-apartment changed	Ques. 2 Ques. 3 Ques. 4
11:40-11:56	To travel to my first job I rode the bus one hour plus each way. I learned to drive by driving a big truck in Thailand. I did not use the driver's training course offered by the resettlement agency.	exosystem-riding bus(metro system) mesosystem-truck driver before/ driving course offered by the agency	transportation agency-offers driver's training	Ques. 2 Ques. 4

13:19-14:00	I moved to the new apartment without agency help. Maung Maung Than and the Burmese Association assisted in my family's move and rented a UHAUL. (Maung Maung Than assists the Alliance in the resettlement of Burmese but only as an individual doing outreach in the community on a volunteer basis).	mesosystem- Burmese Association assistance with moving	trusting relationship- Maung support organization resources-moving	Ques. 2 Ques. 3 Ques. 4
14:44-14:49	The agency paid the rent for four months and I am still attending ESL classes they offer. I need to switch ESL class to new complex.	exosystem-agency paid for rent mesosystem-using ESL services	agency- providing services-ESL at first apartment complex recreation center agency -subsidy ending	Ques. 4 Ques. 5
15:46-15:56	ESL class is free of charge arranged by the agency	exosystem-ESL class offered by agency hosted by apt. complex	agency-ESL class offered by collaboration with apartment complex	Ques. 2 Ques. 5
16:12-16:19	No, because so far I don't plan for it because I am struggling to add money first.(in response to taking any other adult classes)	microsystem- personal finances	resource-money	Ques. 2

16:37-16:58	Two reasons I located to the new job-the company is relocating to the North side of town and transportation by bus would be difficult. The other is the agency was going to cut off subsidy and \$6.20 an hour would not be enough money	mesosystem-transportation exosystem-subsidy ending microsystem-income macrosystem-economics: wage not enough to sustain family	transportation resources-income agency-subsidy ending employment change	Ques. 2 Ques. 4
17:42-17:51	Yes the rent is less and we had a two bedroom and now we live in the one bedroom.	exosystem-rent differences	resources-apartment	Ques. 2
18:24-18:29	The difference is \$3.00 per hour (difference between old and new job)	exosystem-wage differences	resources-income	Ques. 2
18:47-19:15	\$3000 BHUT per month equivalent to about 50 BHUT to one dollar (exchange)(how making a living in Thailand before going into refugee camp)	macrosystem-exchange rate	resources-money	Ques. 2

19:58-20:38	Two parts to my life in Thailand The first is before I stayed in the refugee camp making \$3000 BHUT a month I was doing better than the standard of living there. In the refugee camp UN gave support to the camp but Thailand government was taking money to run the camp but what ended up happening is the refugee camp subsidized the Thai government. We did not have proper payroll mattress etc. Just tent to live in.	macrosystem-cultural and political differences between being non-resident alien in Thailand and being a refugee in the UN camp.	resources-money, household item resettlement into camp	Ques. 4
21:48-22:10	Once my family was treated as refugee we became insecure and because we are on border we are scared of the Thai police. We had reduced status and it was not safe for us to go out at night.	mesosystem- security and safety in refugee camp.	resettlement	Ques. 1
22:51-22:58	Here is much better	mesosystem	resettlement	Ques. 1
23:09-23:28	I do not have much trouble but sometimes when I was walking sometimes people asked for money and I had to pay.	mesosystem-neighborhood	neighborhood-safety concerns	Ques. 2
23:57-24:05	African Americans	microsystem-safety concerns	neighborhood-demographics	Ques. 2
24:35-25:13	I am still receiving food stamps and Medicaid but I am concerned I will lose them because of my new job.	macrosystem- federal aid and qualifications for aid	Medicaid and food stamps-will lose due to current employment	Ques. 2 Ques. 4

25:08-25:40	My wife, as she is not working-(in response to who does the food shopping)	microsystem- division of household labor	resources-food	Ques. 2
26:45-27:21	I feel that I am on my own because I no longer receives subsidies from the agency. I already called the caseworker and told him that I have a job. I heard from other refugees that if I received early employment I could get a cash incentive.	mesosystem- interaction with resettlement agency mesosystem-social network information about cash incentive for early employment microsystem-case worker not providing information	agency-subsidy done social network-information given by other refugees not provided by caseworker	Ques. 2 Ques. 4 Ques. 3
27:54-28:00	I am not aware of it (when asked about being in matching grants program)	mesosystem- grants available	agency-subsidy	Ques. 2 Ques. 5
29:00-29:33	My caseworkers name is Michael. The caseworker helped me with obtaining the social security card and id card but I found my own job through another Burmese	macrosystem- social security card (federal) and id (state) required to work in national economy mesosystem-caseworker interaction mesosystem- social network to find employment	documentation-social security card and id employment social networks caseworker-helpful in securing documents so father could work	Ques. 2 Ques. 3 Ques. 4

29:54-30:49	I have some frustration because I started working and the caseworker said I missed a doctor's appointment. To this day I have no idea what that appointment was for. I do not know if it was for a shot or physical. There is a communication problem.	mesosystem-caseworker interaction	caseworker-not communicating physical health-doctor appointment missed	Ques. 2 Ques. 4
30:54-32:20	As soon as we did arrive my wife did want to go back because she had a culture shock. I had a job and needed to go to work but she could not speak to anyone and did not know anything so I did not know what to do. Now we have changed our residence and she knows how to shop and things are better.	microsystem- mental health of mother employment-constraints	psychological health-wife culture shock resources-wife knows how to shop	Ques. 2
33:34-35:54	I want my wife to work to make money for the family but there is no one to take care of the kids. Also she does not know how to drive. Nobody besides the Alliance practices driving with the refugees. Maung is translating and helping with driving. My friend got a ticket driving and it took us two hours more to get to work. We got in trouble at work and they do not care why we are late. We can lose our job. If it happens three times we are out because we are not permanent.	mesosystem-driving lessons exosystem-laws microsystem-wants wife to work but she must take care of children.	trusting relationship- Maung translating and assisting with driving agency-driving instruction, wife needs to learn to drive employment-job insecurity, not permanent childcare-no one to watch children so wife can work	Ques. 2 Ques. 4

36:08-36:53	They are trying to complete school year over there as they have friends. I come from work after midnight and sleep about 3 am and then I have to get up to drive the kids to their old school. After the summer holiday I will move their school.	mesosystem- school interaction	education-keeping children at previous apartment school physical health-not enough sleep transportation-difficult to get kids to school now.	Ques. 2 Ques. 4
37:03-37:15	They are doing real good and speak more English right now.	microsystem- status of the children mesosystem-language	language-children doing well with English language learning	Ques. 2
37:21-37:29	The school did call to meet but I have no time to meet anyone.	mesosystem- school interaction mesosystem- employment situation prevents meeting with school	education-school communicating with father employment-prevents him from attending school conference	Ques. 4
37:42-37:53	My wife did go.(in response to did you have an orientation for school)	mesosystem- school interaction	education-orientation for school	Ques. 4 Ques. 5
38:12-38:29	We are happy. The teacher visited our house two or three times	microsystem-happy mesosystem- school interaction	education-happy about school trusting relationship-with children's teacher	Ques. 4 Ques. 2

39:04-39:13	Only two languages English and Spanish (when asked what language paperwork from school was received in)	mesosystem- school interactions	language-need help translating papers from school because they are in English	Ques. 2 Ques. 4
39:43-39:49	I do understand some and then I have to ask someone from the community if I don't (when asked if he understand paperwork that comes home)	microsystem- understanding papers from school	language-need help translating papers from school because they are in English social network	Ques. 3 Ques. 4
40:12-14:23	Over there we had the school bus so there was no problem. Now I have to get up early and take the kids to catch the bus.	microsystem- difficulties with commuting to old school	transportation- problems with getting children to and from school now that they moved to a new apartment	Ques. 2 Ques. 4
40:43-40:52	I am getting about five hours of sleep a night	microsystem- sleep deprivation	physical health- lack of sleep	Ques. 2
41:32-41:38	Initially the agency furnished about three dresses for them and then they had to purchase their own	mesosystem-clothes purchased by agency microsystem-parents purchase	resources-agency did not supply many clothes	Ques. 2 Ques. 4

42:21-42:27	The kids never had any programs available to them.	exosystem-collaborations to offer programs	caseworker-refugee never told by caseworker that there was tutoring, after school activities and a computer lab at the first apartment complex	Ques. 4 Ques. 5
42:38-42:51	No, where is it at? The caseworker never told me or he might have told me in English and I did not understand.(in response to being told that there were after school programs and a computer lab available at their first apartment complex)	microsystem- language barriers mesosystem-caseworker interaction	caseworker-not giving information to father about services language	Ques. 4 Ques. 2
43:38-43:39	I am really upset if I had known I would have sent my children.	microsystem- feelings microsystem- desire to send children to programs	caseworker-not giving information to father about services emotional resources	Ques. 4 Ques. 2
44:12-44:30	It is hard for me to tell. It changes. Maung helps a lot.(in response to how many hours a week does he think he needs a translator)	microsystem- assessment of own situation mesosystem- help of Maung	supporting organizations-translation language	Ques. 2 Ques. 3

45:27-46:32	Most of what we have beds couch etc. we have received as hand me downs from friends. We did not receive what we needed from the agency. A friend bought us a rice maker. I feel that the agency should purchase one for Asians as their main food is rice.	mesosystem-agency microsystem-friends	agency-did not meet minimum requirements for beds resources-needs not met social network-friends supplied rice maker	Ques. 2 Ques. 3 Ques. 4
47:30-48:03	Just the Burmese association and friends. NO other organization has helped us.	mesosystem- social networks mesosystem-ethnic community assistance	social networks support organizations	Ques. 2 Ques. 3 Ques. 4
48:45-49:23	Yes, it changed. Every day I had to tell my wife why do you want to go back? The school is better for the kids life will be better. I tried to convince my wife day by day until she was satisfied. I gave her hard time and now things are better. Right now it has not changed so much but he is sure in the future it will.	microsystem- family emotions and dynamics; persuading wife that future will be better than present exosystem- reference to school and life in general	trusting relationship psychological or emotional unmet expectations	Ques. 1 Ques. 2
50:53-51:21	Right now all my time is spent running my family and I do not have time to think about what is good and what is bad. I am just surviving. Just going	Microsystems- constraints of managing a household	resources-trying to run household	Ques. 2

52:05-53:52	First you must learn the language. We are facing problems because of our lack of knowing the language and you cannot get a good job. I still needs more education but the agency no longer provides support or tells us how to get it. Even if I get a scholarship for school who will feed the children? I cannot be an engineer or a doctor. I will be a refugee. Even though I am in America a superpower country I have to work very hard. I have accepted job below my ability level because I know if I do not work my family will not survive. I have to put work first and then push education aside. In refugees there are many types. Some are university students and here they are nothing. A refugee is a refugee and they are nothing here.	microsystem-knowledge microsystem-employment to support children exosystem- relationship of language to employment exosystem- agency not serving macrosystem-refugee nothing here	language-must acquire education-no funds for education must work to support his children employment-working below his ability level agency unmet expectations	Ques. 1 Ques. 2 Ques. 4
57:06-57:28	In America everyone has to work hard. How the refugees feel here. Even though they may have come here to study and learn they cannot now.	macrosystem- cultural adaptation macrosystem-economics microsystem- educational ambitions	employment-must work hard education-neglected for employment needs	Ques. 1 Ques. 2

One Year Follow-Up Interview Whole Family					
Time Stamp	Respondent	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
18:54-18:55	[daughter]	I am in grade 2	microsystem-personal demographics	education	Ques. 4
19:05-19:06		Chaw Su	microsystem-personal demographics	NA	NA
19:21	[son]	Pho Kaw	microsystem-personal demographics	NA	NA
19:27-19:28		first	microsystem-personal demographics	education	Ques. 4
19:39-19:40		yes	NA	NA	NA
19:42-19:43		three [number of friends]	mesosystem- peer and social group	social	Ques. 3
20:10-20:11	[daughter]	yes	NA	NA	NA
20:21-20:22		nods yes [question: is your teacher good]	mesosystem- interaction with school	trusting relationship with teacher	Ques. 3 Ques. 4

20:35-22:10	[father]	The main thing I am facing is that I am working alone. When we first came we received food stamps and Medicaid and so we had no problems. Now the food stamps is stopped and the Medicaid is stopped. My single income now is not sufficient for my family to run. The agency is not helping anymore. After five months they do not help anymore.	macrosystem- government policy/agency microsystem- one income not sufficient	Medicaid - stopped Food stamps- stopped resources- income agency- services terminate	Ques. 2 Ques. 4
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	[interpreter]	That is why we (interpreter referring to the Burmese Association assisting the refugees) are helping them. And the food stamps were stopped without any notice after eight months, but other people continued to get it. (interpreter talking about helping them). But I filled up the form and send it in, but the problem with the government is that when we send it by mail it seems like the majority are missed. But then I talked to the Wonafa? With the Catholic charities yesterday and she said yes, it is true so you have to go to the office and reapply and submit it and get a receipt and make sure they receive it. This is a failure in the government office. Not only my personal opinion but the agency opinion so that is no good for them. So tomorrow I am going to bring him to the Medicaid office and start all over again. Not only him but a lot of the families they have the problems. They need to make sure all the mail is not lost.	macrosystem-government system breaking down for documentation for Medicaid exosystem-two mesosystems interacting on behalf of the family	agency-nonprofit assistance due to subsidy ending agency-one other than The Alliance (the one who resettled the family) still offering some supports trusting relationship-Maung Medicaid-ended and paperwork sent it lost documentation-papers for Medicaid verified by agency workers as often lost, endemic problem of the system	Ques. 2 Ques. 3 Ques. 4 Ques. 5
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25:02-25:16	[father]	The one more difficulty is that I am not permanent staff. I was hired through the headhunter agency so I am full time, but not permanent. That ends after a year. I can still only miss three times or I get fired. I do not get any real benefits. I cannot miss a day or I will lose my money	microsystem-work or employment situation	employment-hired out a temporary cannot miss for sickness anything-zero benefits resources-work	Ques. 2
26:50-26:59	[mother]	I am not happy	microsystem- feelings and self-reflections	emotional	NA
27:09-27:27	[father]	I arrived in America only one year-husband in English	microsystem- personal information about residency	resettlement-one year post-arrival	NA
27:32-28:23	[mother]	After one year I do not have a job and I had a job for a short time and then I was laid off. That is the main reason why I am not happy.	microsystem-individual working situation; feelings	employment-wife unable to gain secure employment	Ques. 2

29:42-31:03	[interpreter]	(interpreter)What my concern now is the agency should look at the individual families and where they live and make sure they have a job. Now the arrangement is you come for six months and you get a job or agency helps to get a job wherever, but they do not have them live where the job is. The refugees have to figure out how to get there. The factories jobs are further out from the city and transportation is a problem. No agency is organizing this way. We cannot blame the caseworker as the caseworker is overloaded. He has about 100-150 clients and he should not have more than 60. The caseworkers are working day and night and it is too much. There needs to be a better system.	exosystem-agency policy and limitations of service	employment-not where residing resettlement transportation agency caseworker (workload)	Ques. 2 Ques. 4
31:20-31:49	[interpreter]	I am working almost eight months in this factory, but he is not permanent. Is there any law or protocol where you need to be permanent.	exosystem-work policy microsystem- personal employment status	policy employment	Ques. 2 Ques. 4

33:23-33:29		I am not complaining I just want to know.	microsystem- feelings	NA	NA
33:45-34:16		The problem is I have no Medicaid and if I get sick I have no money for insurance and the kids need shots for school. School is going to reopen soon.	exosystem- school requirements microsystem- personal financial status	physical health education policy-shots for school	Ques. 2 Ques. 4
34:34-34:46	[father]	We have to pay the money for shots	exosystem-policy	physical health resources- money for services	Ques. 2
35:56-35:58		#1 country			
37:53-38:10	[father]	husband-I drove a lot and now it has broken down. We have no money to repair it. I go with my friend to work.	microsystem-car problems microsystem- finances for repairs microsystem- friendship arrangement for transportation	employment resources- repair money transportation- car broken social network- riding with a friend	Ques. 2 Ques. 3
38:43-39:40	[father]	Florida, California-After initial support we are all struggling	exosystem-policy	social network- verifying that refugee condition is same in other states	Ques. 3

Interview with Benito Juarez				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
2:35-38	My name is Benito Juarez and I am originally from Guatemala. I am an immigrant myself I came in 1986. In my country I was an elementary school teacher. So, I have the equivalent of a college degree here in the United States.	microsystem- MOIRA coordinator's background microsystem- his educational achievement	resettlement employment education (his)	NA
2:40-43	I am currently the coordinator for the Mayor's Office of Immigrant and Refugee Affairs.	microsystem- job title exosystem- city government	policy employment	Ques. 5 Ques. 2
	I came to Houston in 2001. The Mayor's Office of Immigrant and Refugee affairs was established by the former mayor Lee Brown and basically this was in response to the needs of the immigrant and refugee community in the city of Houston.	exosystem- Mayor Brown establishes MOIRA to address needs of refugees and immigrants	policy	Ques. 5

2:40-43	The city of Houston is an international city and we have immigrants from Latin America, Asia, Africa and Europe and more and more the city needs to become more aware of the needs of this population and also to inform the population of the services available to them and that is one of the main purpose of this office.	macrosystem- Houston is ethnically diverse city (federal law controls ethnic makeup) exosystem- public awareness of the immigrant communities	resources (information) policy	Ques. 2 Ques. 4
	The office was established because there was community groups that always come to the city of Houston before trying to get some type of program to help the immigrant and refugee community.	mesosystem- community groups organized, political organization, activism, exosystem- city administration responds with the inception of MACIRA	networks policy	Ques. 5 Ques. 3

2:45-2:50	<p>Yes, before I came to work at the city of Houston I was the director of the Houston Immigration and Refugee Coalition and basically we were an advocate organization for immigrants and refugees in the city of Houston. We were formed in 1986 and we were part of a statewide coalition. There was one in Austin, one in San Antonio, one in Dallas, one in the Rio Grande Valley and one here in Houston and we were part of a nationwide coalition that were working on issues regarding immigrants and refugees. This was in response to changes of the immigration laws of 1996. Trying to educate immigrants and refugees about what were the changes that were going to be effected. One of the plans of action that this coalition developed was to try to go to city council's to requests that city council's enact a safety zone resolution.</p>	<p>exosystem- advocate coalition statewide exosystem- national coalition macrosystem- law changes mesosystem- safety zones designed to reach more immigrants with services</p>	<p>policy resources (information)</p>	<p>Ques. 4 Ques. 5 Ques. 2</p>
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2:45-2:50	Basically saying they were going to provide services to immigrants and refugees regardless of their immigration status. Many of these coalitions were successful in what they did. In Texas in Dallas, Austin they were able to pass the safety resolutions here in Houston we were not that lucky and unfortunately we never had the support that was needed for even this to be put into discussions in city council.	exosystem- safe haven, political, city-level organization	policy resources (public services)	Ques. 4 Ques. 2
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2:53-57	At that time Councilman Gordon Quan was then a member of our advisory committee and he was instrumental in trying to get this resolution passed. But he saw how difficult it was to get support from city council members at that time. So he said I am going to run for city council and make sure something was done. I think that he kept his word when he was elected to city council he said when I am there I will make sure that something gets done. I think he kept his word and he was elected and I think he was also instrumental in getting this office to become a part of the city of Houston.	exosystem-political figures councilman assistance in establishing MOIRA	policy	Ques. 4 Ques. 5
2:57-3:00	Yes, definitely and we are losing him this year. City Councilmen are term limited and he is in his third term and we are going to lose him now. He is on his third consecutive third year term.	exosystem- political supporter of MOIRA completing his third term and stepping down	policy	Ques. 4

3: 02-3:05	No, Gordon Quan was a member of the Houston Immigration and refugee coalition before becoming city council member. And now after he became a city council member and after the MOIRA office was established he was also very instrumental in being a part of the mayoral advisory committee on Immigrant and refugee affairs. That is the advisory committee that helps the MOIRA office.	microsystem- personal affiliation and political office exosystem- councilman working with mayor's offices for refugee services	employment policy	Ques. 5
3:08-3:10	The members are appointed by the mayor for two year terms. Trying to coincide with the mayor's office two year terms and the way that they are being appointed is trying to get representation of the different ethnic groups and service providers. Also some scholars, attorneys, community activist's organizations.	exosystem- board members' terms exosystem- attempt to populate board with different ethnic groups and service providers	policy	Ques. 5

3:11-3:16	The MACIRA basically are there to try to provide some guidance to the MOIRA office and to the mayor regarding policy issues. Situations that are important to the immigrant and refugee community. Our office oversees the functionality of the advisory committee and basically have meetings every two months where we try to address some of the issues that are current that are important to the community. We invite members of other agencies and other organizations that we want to hear about issues that are affecting the daily lives of immigrants and refugees.	exosystem- political system	policy	Ques. 5
3:22-28	Yes, definitely you know they have been changed over time. They are two similar groups but they are different too. Immigrants tend to be from Latin America you know many of them come different ways to the US. Tourist visa, petition by a relative, and many do not have any documents and they just cross the border and come here.	macrosystem- nature of immigration from Latin America	policy resettlement documentation for ID or resettlement	Ques. 4

3:22-28	Now the refugees are a different situation because at least refugees have the opportunity to have legal status granted immediately even before they arrive to the US. But the other difference with refugees is that are fleeing persecution that is a big issue because the impact is greater for them to try to adjust to their new environment especially life in the US. So yeah in the last few years we have seen an increase in the refugee population according to the type of conflicts going on in the world. For example, recently Bosnia, Kosovo, from Africa- Sudanese, Somalia and other countries and eastern European countries too. And now more recently Afghanistan and Iraq we are having more refugees coming from the US.	macrosystem- legal distinction of refugees from other immigrants chronosystem- forced migration microsystem- difficulties adjusting macrosystem- policy changes reflected in different ethnicities	policy resettlement psychological	Ques. 4 Ques. 2
3:32-3:39	I think for refugees again the stress of fleeing-trying to save their lives sometimes mean form one day to another they have to move. So this is definitely a big impact on their families. Children or single women or men with children so this is difficult.	microsystem- increased difficulty for women and children from danger they fled chronosystem - non-normative danger forcing them to flee	psychological resettlement	Ques. 1

	The orientation process they have to go through is sometimes not enough to really make sure they understand the environment.	exosystem- required orientation exosystem- information not sufficient for understanding environment	unmet expectations resettlement	Ques. 1 Ques. 4
3:32-3:39	When they come here they are assigned to a refugee resettlement agency that is another confusion too because the refugees when they go to an agency feel that perhaps they have not been given the right information or enough services so they try to go to another institution and they find out because of the laws because of the way the aid is being managed by the US government they can only go with one agency for a certain period of time.	macrosystem- agency assignment by federal government macrosystem- law prevents agency change exosystem- resettlement agency does not give the right information or services	policy agency resources	Ques. 4 Ques. 2
	After that they will be on their own. So it is a critical situation because if they are not able to get comfortable being in this new environment in 6-9 months that they receive some support from these agencies and then they on their own and they do not know what to do.	exosystem- support ends in 6-9 months microsystem- becoming independent	resources agency policy	Ques. 2 Ques. 4

3:32-3:39	And that has happened some people have called and said my agency said they cannot help me anymore because it is past the time that they are obligated to give me information or help so what am I going to do. That is one if the issues that we have had dealt with here at the office when we started to work here.	macrosystem- federal subsidy time limits mesosystem- city office interaction with refugees	agency resources policy	Ques. 4 Ques. 2
	How resources, unfortunately, allocated for this purpose. We tried to put together this resource guide because I believe the best way that people can try to find solutions to their problems is if they have different alternatives. Because sometimes if you cannot find support in one place you may be able to find it in another. Maybe not everything that you need but some of your needs will be met. That is why we came out with this resource guide.	exosystem- resource guide of service providers, resource accessibility microsystem- individual needs	resources	Ques. 5 Ques. 4 Ques. 2

3:44-3:52	Yes, the resource guide we try to provide basic information about government and how the government structure is divided here in the US so that they can understand. City government is one that is the local government. So we have the most important information about the offices of city of Houston. We have the information about the county. The county is another part of the government a little bit larger than the city, but sometimes has help for the immigrant and refugee comm. We also have the state and the state has some responsibility in providing some help to immigrants and refugees. The last one and the most important is the federal government. So we have all that information. There in a way that immigrant and refugees can understand that there these are different level of government.	exosystem- local and state government macrosystem- information in resource guide about political structure mesosystem- publishing and distributing the resource guide that information	resources (information) policy	Ques. 4 Ques. 5
	We also have information about the various consulates. The consulates are very important also to the people. For refugees, that maybe the last place they may want to go	exosystem- MOIRA providing information about consulate as refugee may have to go there for documentation	unmet expectations policy documentation for ID or resettlement resettlement	Ques. 1 Ques. 4 Ques. 5 Ques. 2

	<p>because if they are coming from a situation where there is conflict, many times the governments are seen as responsible, so they do not want to go there. But at some point they may have to go because of the issue of documentation. But in the case of refugees even though they may have their paperwork done even before they get to the US but what if they lost their documents and have to replace them, what are they going to do? How are they going to replace them? So we have all this information. about the different consulate offices located in Houston. There are more than 76 consulates in Houston. We also have information. about education, housing, health, immigration assistance, GED, ESL, emergency assistance and all of these are very important. Basic needs that the immigrant and refugee community needs they always have not only when they arrive here but for the long term, like anybody else.</p>	<p>access macrosystem- laws which require documentation exosystem- agencies offering various services (educational, housing, health, etc.) microsystem- refugees feelings about a consulate</p>	<p>resources education physical health</p>	
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3:54-3:56	Yes, that is really important. When we go to do our community presentations I take the resource guide and I do not take any other information, just the resource guide. And every question that they have I can find in one or two or three agencies and I can tell them to go there because they specialize in that.	mesosystem- resource guide available at community presentations neighborhoods exosystem- different places perform different services	resources	Ques. 5 Ques. 2
3:58-4:02	If I cannot find the right answer I know what to put in the next guide. That happened to me two weeks ago I went to a meeting and we were talking about health issues for the children. The CHIP Assistance program that the state has that is for children that are here and need this type of assistance not based on their immigration status but on their income levels. Somebody asked me a question and there was an organization that I know are the best ones in this because they have been working. I started to look in the guide and it was not in there. So now I know I need to put that.	mesosystem- puts information in guide for references exosystem- state health program for children based on income instead of immigration status	policy resources	Ques. 5 Ques. 4 Ques. 2

4:03-06	<p>No. I think definitely that is important because that is one of the reasons why we put together the resource guide. Because we want one organization to know what another organization is doing and establishing lines of communication because maximizing the resources is the best thing for everybody, for the organizations and for the people being provided the services too. Definitely there needs to be a lot more communication between the agencies to best provide the services and especially to design a program that is going to address these issues in a way that the refugee or immigrant is not going to feel like I am being left alone or I am not being given the right information. If they are hearing the same information from the different agencies, then they will know that is what it is.</p>	<p>exosystem- agencies collaborating to provide services exosystem- consistent information from one agency to the next</p>	resources (services)	<p>Ques. 5 Ques. 2 Ques. 4</p>
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4:03-06	But it is important definitely the communication between the different agencies to establish some kind of playing field of information that goes to the immigrant or refugee in the same way.	exosystem- describing the inconsistencies in information (and resources) from one agency to the next	agency resources	Ques. 4 Ques. 5 Ques. 2
4:09-12	Yes, that is important on the other hand that sometimes of the agencies that are providing these services are so large that part of the program is just one aspect of all the programs that they have so they have a lot of work on hand and they sometimes they get overwhelmed by the amount of work that they have. Another issue we should not forget about is that the changes that the federal government has been making in the last ten years also has affected a little bit the way that the agencies have been working. How they are going to change the way the services are provided.	exosystem- agencies overwhelmed by caseloads (caseworkers overloaded) macrosystem- changes in federal law change the way agencies function	agency policy	Ques. 4 Ques. 5

4:13-17	Yes, they have to implement the program in which they can reach into other sources of funding in order to supplement whatever the federal government is providing for this (resettlement) program. So that in these times we are economic crunch everywhere it is even more difficult to try and find funding sources and sometimes again if there are four or five agencies applying trying to get from the same purpose that is another thing that has happened in the last five years too. Foundations want to see collaboration rather than just giving than just giving money to this agency, and this agency, and this agency-they want consortium.	exosystem- agencies must compete for funding and the charitable organizations want a consortium of service providers	agency policy	Ques. 4 Ques. 5
4:18-19	Our office is strictly funded by the city of Houston-the Mayor's office right now. We do not receive any state or federal funds.	exosystem- MOIRA is local government. Funded by city council	policy	Ques. 5

4:20-23	<p>The city of Houston when we were trying to get the safety zone resolution we did not need to invest any money in that. Just to keep it in the books (ordinance?) and that every city employee knew that services will be provided for every immigrant and refugee, no matter what their language, where they are coming from. But in order for the city to have an office that is part of annual budget the city council has to approve it. So in other words it has to come before city council. Somebody has to present a motion any city councilman and they have to approve it.</p>	<p>exosystem- city council must approve a safety zone, but the city will operate as though one already had been approved</p>	<p>policy</p>	<p>Ques. 4</p>
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4:25-28	<p>Something I wanted to point out is that it is not an easy work because of the current situation of how immigrants and refugees are being viewed in this country, but not only in this country but everywhere in the world. So it is difficult to convince some people who are in government who have the power to decide to allocate funding that is worthwhile to spend this money to provide this information to immigrant and refugees because in the end whether we like it or not the children of the immigrants and refugees will become the leaders of this country and if they are not prepared to do that then we will go on with this situation and</p>	<p>macrosystem- societal attitude toward value of refugees and immigrants makes it difficult to get the funding mesosystem- making information about those services available to immigrants and refugees</p>	<p>policy resources</p>	<p>Ques. 4 Ques. 2</p>
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4:25-28	it is an uphill right now in this regard because it is difficult to reason with some people are who these immigrants and refugees are and why they are here and what type of contributions they are providing to society to the country and how they can impact the future of the country so that is difficult.	macrosystem- societal attitude toward value of refugees and immigrants makes it difficult to get the funding mesosystem- making information about those services available to immigrants and refugees	policy resources	Ques. 4 Ques. 2
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Interview with Kassahun Bisrat				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
0:57:16-1:07:09	My name is Kassahun Bisrat, I am the executive director of Alliance for Multicultural Community Services.	microsystem- executive director of refugee resettlement agency	NA	NA
01:13:27-02:24:13	Way back in 19, actually July 1985, refugee organizations uh comprised of Vietnamese, Cambodian, Laotian, and Ethiopians got together to create a mutual assistance association. In January 1986, they incorporated what was known as refugee services alliance, in the same months we got funded by Texas dept. of Human Services what was then called adjustment counseling. The purpose for that grant is to assist a number of Cambodian widows and elderly Vietnamese who have had prolonged adjustment problems and to help them meet their emotional as well as psycho social needs in order to help them to make a faster adjustment in their new homes.	macrosystem- founded with federal funding to assist refugees with resettlement issues mesosystem- help people make adjustments exosystem- MAA of refugee organizations	resettlement agency psychological or emotional support organizations	Ques. 4 Ques. 5

02:39:04-02:50:04	Uh, the mission of the alliance is to provide uh, comprehensive services to refugees and immigrants	mesosystem- refugee resettlement agency mission/assistance	agency	Ques. 4
03:44:05-04:40:01	Well the mission of the alliance to provide comprehensive services to newly refugees and immigrants as a matter of fact to help low income residents of Harris County in order to address two core purpose; one is cultural adjustment and the other is economic self-sufficiency, and this broad mission allowed us to offer a large mix of services ranging from advocacy to social services, access to health care, economic development, and many, many other issues that are relevant to new comers. And it could effectively contribute to their quick adjustments to this country.	exosystem- list of services the Alliance provides for clients exosystem-mission statement emphasis comprehensive services and self-sufficiency	agency resettlement physical health resources	Ques. 2 Ques. 4

05:09:14-06:00:26	Well uh, what sets the Alliance uh apart or aside from the other main stream organizations which are primarily faith based organization is a community based organization founded by the refugees' communities themselves. As such we have a much broader community empowerment philosophy and mission and in comparison to faith based organization which is primarily focused on immediate relief and immediate assistance. Ours is much broader, its community empowerment starting from, as I said earlier, advocacy all the way to community economic development.	mesosystem- mission is community based and more services provided exosystem- missions and philosophies of organizations	agency resettlement resources- provide more comprehensive services to refugees, ex. Driving instruction and ESL classes support organizations	Ques. 2 Ques. 4
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06:27:28-07:37:04	Well as I stated earlier we offer a large mix of services. We started out to provide adjustment counseling but in the processes we discovered that adjustment counseling by itself will not be enough unless we include self sufficiency services such as employment, English language training, health care and access health care, individual development account which helped quite a range of people to own their first home, microenterprise which helped entrepreneurs uh to form their own small and medium size businesses, financial literacy classes, uh so a number of things that are, uh immediately contribute to help individuals to move from dependence to independence.	mesosystem- lists services provided by agency-goal self-sufficiency	agency resettlement resources language physical health	Ques. 2 Ques. 4
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07:52:14-10:46:04	<p>Yeah, when, one of the most recent uh programs we have had sort of came from the office of refugee resettlement is community organizing. It is the intent of the office of refugee resettlement to help the newly arrived refugee to organize and help themselves so we received a grant to put together the different groups like Somalis, southern Sudanese, etc to form a consortium of mutual assistance associations to create what we call now the multiethnic center for southwest Houston. The purpose of this uh community organizing to help them to evolve into an independent uh self directed, service providers themselves as oppose to being served by different main stream organizations or developed community based organizations like us. And of course at the center a number of different of activities in the last few years, it was the focal point for bringing together to share cultural experiences, there was after school uh activities such as computer literacy classes, so yes they have classes, yoga programs, name it and in fact currently they have received a small grant from the dept. of labor so that they would liaison between themselves and the workforce development and their communities in order to help their communities access the workforce development services and resources. So they are evolving and growing and we have also</p>	<p>mesosystem- neighborhood community organizing mesosystem- agency providing services macrosystem- U.S. Department of Labor funding to be Workforce liaison exosystem- consortium of ethnic communities macrosystem- sharing cultural experiences</p>	<p>language employment resources education policy political issues cultural values support organizations</p>	Ques. 5
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	<p>other creative community and family based programs that are offered at various apartment complexes where we offer after school tutorial assistance and use programs along with ESL classes for their parents that created an opportunity to help these kids to do better in school and graduate successfully from high schools and we have had quite a few of them this year and also the parents to come to ESL programs in their own immediate environment and an welcoming environment and that would definitely help them to pick up the language easily and to move on to be gainfully employed.</p>			
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11:32:11-13:03:29	<p>We still continue to believe in delivering services to where the clients are as you so rightly state particularly the persistence need of transportation assistance for this group and especially in Houston it is a major challenge whether it is refugees or the average one transportation is a major problem but we felt that by going into their neighborhood and serving them onsite uh we would have increased their capacity to benefit from those services maybe two fold then they would be offered a different side and besides what we uh do in terms of providing services on site we also have very successful driver education program which help in fact we are the only non profit community based organization that offers such service in the state of Texas where we on an annual basis help close to 200 individuals to get their driver license and we have been doing that the past 6 years and in a few, the avg. figure could be in excess that 1,000 have received driver license through our driver education program.</p>	<p>mesosystem- driver education program mesosystem- services offered close to residences exosystem- driving laws of Texas</p>	transportation	Ques. 2
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13:17:21- 14:31:20	Well, uh the agency basically is an evolving community based organization that aspires to touch on the multiple needs of the community and in that process we strongly believe in community partnership and being creative in service uh offerings and effectively networking with the mainstream community which basically has been the basis of our support and success. And empowering the communities so there involvement and easily met resources. In the future we hope to be one of the premier uh community based organizations offering a wide mix of services to help our communities with their life time dream and become successful citizens in this country.	mesosystem- scope of future services exosystem- creating collaboration with other communities macrosystem- economic changes to better meet needs macrosystem- U.S. citizenship	agency resources resettlement policy political issues	Ques. 4 Ques. 5
14:38:28- 16:42:11	Well, I think I would like to thank this opportunity to express my gratitude to the U.S government to be honest with you and the U.S. people for giving us this opportunity as immigrants and refugees, I think we have to make best use of this opportunity and become productive and contributing citizens and also uh share our cultures and our values in order to enrich uh the uh the values and uh customs of this country.	microsystem- personal reasons for doing this kind of work macrosystem- values and customs	policy- citizenship cultural values	NA

	<p>We also have to be instruments to create racial harmony and peaceful co existence because I think those are the key corner stones of creating an ideal society being able to commit to each other and have a very broad sense of tolerance and understanding and respect for one another is to be an major contribution of a person as well as a new country it does not matter who you are, what level economic you may be as long as you maintain a level of commitment for others and I think things would be better.</p>	<p>macrosystem- creating society macrosystem- broad sense of tolerance</p>	<p>culture values political issues</p>	<p>NA</p>
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IOM Bag Documentation				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
41:48-41:59	My name is Michael I am the case manager in charge of refugees. I have a lot of assignments I have to go and pick up the refugees up from the airport. As soon as the refugees arrive like today or the following day I have to pick up their IOM bags.	microsystem- caseworker duties	caseworker	Ques. 4
	There is a lot of documentation and for employment authorization and medical papers from overseas. We have to keep in the file here in our agency.	macrosystem- rules and laws about maintaining documentation	documentation for ID or Resettlement	Ques. 4 Ques. 5
	Then within a week they need to do the TB screening. But since this family arrived yesterday and today is Tuesday when the TB screening is done we brought them here to the office. They are here I have to make copies and put them in the file.	mesosystem- agency's service to the refugees paperwork processing mesosystem-health care officials TB screening	agency health-TB screening	Ques. 4 Ques. 5

42:51-42:54	We have INS documentation I-94 and employment authorization. Without them they cannot get social security. They cannot even apply for social security and they cannot even work without these two documents.	macrosystem- federal forms and laws	documentation for ID or Resettlement	Ques. 4 Ques. 5
43:23-43:27	It is the organization that facilitates the traveling of refugees before they come to the United States so they do the paperwork there. They get the flight ticket and arrange the travel before the refugee comes and they also do the orientation. They do the orientation for the refugees to tell them how the medical, about life, the economic. The main reason for the immigration is to make the refugees self-sufficient and to leave their countries because of the war they have been persecuted and the get the freedom and security (here in US).	mesosystem- interaction between IOM and refugees exosystem-IOM- provides travel and pre-departure orientation chronosystem- geopolitical causes of migration macrosystem- persecution in home country	documentation resettlement	Ques. 4 Ques. 5
44:15- 44:30	It is an international organization.(Michael rummaging through the bags) I do not see the documents. I have to go back they might have them (to the other room where the refugees are waiting for the TB screening). I know that they should have these documents.	microsystem- challenges of the caseworker gathering documents	caseworker documentation	Ques. 4

44:52-45:03	This is the copy machine room and we have the printer and all the documents are on the first floor. We have old documents. in files (footage shows that they are not secured- some in locked cabinets and some are not).	microsystem- interaction of the agency and its own documentation	agency-not all documents secured documentation- storage not secure	Ques. 4
46:34-46:39	Cameraman shows footage of one of the documents. it is from Health and Human Services –Reception and Placement Program Assurance Form.	macrosystem- federal forms and laws	documentation for ID or Resettlement	Ques. 4
46:48-46:51	These are the medical papers from overseas they have already done the health screening, but we have to do redo it here. The Harris County Health Department wants to look at the paper to see if the refugees are sick or have a medical problem. So we make two copies one for the file and one goes to the Harris County Health.	exosystem-county requirements in addition to the federal requirements/ mesosystem- scope of agency's duties	documentation physical-Health Department checking for those who have come in with health issues	Ques. 4 Ques. 5

Interview with Mohamed				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
00:22:27-01:06:07	My name is Mohamed Ademi, I am a senior case manager with the Alliance for multicultural Community Service and I work with newly arrived refugees from different countries. Mainly I work with Somali branches, Somali , Ethiopians and other countries. Mostly to help them to become self sufficient, adjust to their new environment and all the orientation courses that need to be done. I help them to enroll their children into school and apply social securities.	microsystem-employment/role mesosystem-enrollments, applications and orientations	Documentation for ID or Resettlement	Ques. 2 Ques. 5
01:53:21-02:36:11	Yes, the family came from Egypt July 21, 2005 and they stay with us over one month. They do have a child who has a problem on his spinal cord. I took the child to get him a good medical treatment from one of the best hospital's in Houston, Ben Taub and the child was seen by a pediatric TB specialist and while we are working with the doctor to give the child the treatment,	NA	NA	NA

	the father decided to move to Virginia. When I asked him, when I asked him...	NA	NA	NA
02:55:22-04:03:18	Yeah, the child had spinal problem, spinal TB, and the doctor gives him appointment to treat him right here in Houston and then the father decided to move to Virginia. And before that he didn't mention till when we went to doctor till the doctor told him that it would take time for him to follow and observation for the child and the father said I am moving to Virginia.	NA		NA
	So we asked him where in Virginia and he had a cell phone with him and he called a lady who is related to the family and the only thing she told me was the city where they going to which is Alexandria Virginia. So I brought him to my office and we had a teleconference with our national office in Washington, DC.	NA	NA	NA
	Ethiopian Community Development Council (ECDC) and our executive director talked to him-	exosystem-umbrella organization over the resettlement agency	agency-VOLAG that The Alliance is affiliated with	Ques. 5

04:10:10-06:52:08	Dr. Sahaya, he is the executive director ECDC, we are affiliated with the ECDC and the director talked to him and asked him why don't stay for medical treatment for your son. Virginia is very hard for you to move and the living standards are very different than that of Texas.	NA	NA	NA
04:10:10-06:52:08	And the father said, I decided and I move to Virginia and so he moved to Virginia. And I received a phone call from Virginia Health Dept., I believe her name was Dr. Tiple, and she asked me about the child and for the medical history of the child and I faxed it for her and also our national office in Virginia received a call from state coordinator and she is out of our office and they asked why this family is coming to Virginia. And they called me and said we need to do their evaluation and fax us the services that we had done for the family and also the father himself talked to the settlement dept manager and also talked to the ECDC director through an interpreter, Somali speaker, in Virginia and he left it on his own and my point was looking at that child with that medical history Houston is one of the best cities in terms of medical. My point was to help get all the medical assistance that that child needed. Unfortunately, the father decided to move and after they move, on the fourth day I received another call from ECDC asking what kind of medical services we provided and I faxed all the information I had. On the sixth day I received a call from the Virginia Welfare Office asking me if the	NA	NA	NA

	kids or the family had been called which I had already sent a letter to Austin, Texas and called the kids and everything is on the file. And since then I didn't have any communication with the family.			
07:02:08-07:14	Ethiopian Community Development Counsel	NA	NA	NA
07:10:12-16:02	Yes, they are. Yes, we work under ECDC , we are affiliated.	exosystem-Agency affiliated with ECDC		Ques. 5
07:21:12-23:19	Yes, alliance works with them			
07:52:02-08:13:25	Yes, when you first asked me about this family I, you know, we have different programs for our different refugee arrivals. The first arrival is that they are helped for the first 30 days they are helped by a program called refugee arrivals. The first arrival is that they are helped for the first 30 days they are helped by a program called Reception and Placement program. After they finish the Reception and Placement Program we do have different programs-	macrosystem-federal programs that assist resettlement that agency uses for resources	resettlement program policy resources	Ques. 2 Ques. 4

08:16:12-10:35:20	Yes that is funded by state dept. If they finish and they want to stay with us then we will give them orientation and then they have different programs that they can choose. There is a time program and we have in house matching grant programs. And we have refugee programs that are for single people or for couples who have no minor grant programs.	mesosystem-caseworker referring to agencies responsibility to give orientation for refugees macro-programs offered by state department	agency-programs available	Ques. 5
10:42:20-10:51:14	NA	NA		NA
10:53:21-11:00:01	NA	NA		NA
11:03:26-24:12	NA	NA		NA
11:32:15-12:47:29	NA	NA		NA
11:32:15-12:47:29	NA	NA		NA
13:17:29-48:12	NA	NA		NA
14:13:05-57:02	NA	NA		NA

15:18:19-15:19:05	Yes, uh	NA	NA	NA
15:28:03-16:25:15	Usually if the family, the relative comes forward to one of the agencies in that particular state, this is our family, would you like to help them. Then the transfer works another way. Then that agency, our agency, and the relative have to talk. For this particular family we have not done any transfer for them because they gave no address or relative's name and everything. They just left on their own. Once they leave still we have to keep their files for 180 days and do follow up. We have to do the 90 day report, the 180 day report, and if we receive any mail or calls about this family we have to answer.	NA	NA	NA
16:25:17-27:24	Yes, up to 180 days, yes	NA	NA	NA
16:47:13-48:20	From July to?	NA	NA	NA
16:51:10-52:15	Yes	NA	NA	NA
16:54:27-56:01	180 days	NA	NA	NA
17:02:09-12:22	Yes, right now I have up to 35 to 40 active cases that I had arrive from April to August.	microsystem-caseworker work load	caseworker-duties	Ques. 4

17:13:09-18:18	Eh, no this is a little less than normal	NA	NA	NA
17:21:19-29:22	No new clients. I think in September we received one new family. That's it.	mesosystem- no new clients	agency	Ques. 4
17:30:51-32:41	[nods head yes] because of the hurricane.	NA	NA	NA
17:49:05- 18:04:18	I do have 45 that arrived April to current but I still have those who arrived from January, February, maybe you can say up to 80.	mesosystem- average number of cases caseworker typically has	caseworkers	Ques. 4
18:08:05-11:22	No, no, those are who are here.	NA	NA	NA
18:13:03-15:32	It could be like about 10 cases.	NA	NA	NA
18:20:02-23:19	[nods] Burmese, Somalis, yeah other cases moved but not ours	NA	NA	NA
18:27:53-28:25	Yes, yes.	NA	NA	NA
18:32:09-36:14	Mainly it is for housing.	NA	NA	NA

18:51:09-19:08:04	Yes public assistance housing that is it. Certain states like state of Minneapolis and Minnesota or Ohio, and even Tennessee.	NA	NA	NA
19:11:09-20:15:13	Well, the welfare is very much similar but while they are getting housing assistance they also get a job so that is also an advantage through what the family member what they are telling them. Some states, like California, the amount that they are getting is higher than the 5.25 here but if you calculate it if you get seven or eight dollars in California it comes out to about 5.25. It's the word of mouth that is driving them, the call of relatives. People are telling them. Their community, their relatives, their friends but some of the information they are getting and telling them is not true. Do they leave and then come back to us	NA	NA	NA
20:22:17-:40:22	Well they don't get the assistance in terms of us paying their shelter but we do have other services in terms of employment, apply for their welfare, and all their children's back to school, case management, everything.	NA	NA	NA
20:41:22-:59:21	Uh, once we report them, they are not in that program and we cannot help them. But if it's 2, 3, 4 days then they can still come back.	NA	NA	NA

21:04:03- :36:17	Yes...um yes. Usually we didn't have but if it's happen but we do like to call our agents. But the one we have moved out are those who have exhausted our programs and so they looked at that state and then they come back. For those who are in the first 31 days, if they leave, we can still try to appeal for them and try to put them in those programs. But we didn't have anyone.	NA	NA	NA
21:38:12-29:04	Yes.			

Interview with Dario				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
14:13:01- 14:23:12	Actually its 8 uh 7 actually its 7 full years, in December it had been 7 years since I started working with the Alliance.	Microsystem-work	NA	NA
17:03:12- 59:23:21	Well, you know there is something about Alliance, it keeps you there.	Mesosystem-work	NA	NA

17:03:12-59:23:21	Well besides that, it's like when you like you know going home tired all worn out still you know the fact that you helped someone you know that day at work really replaces all that tiredness and exhaustion. And because that's what keeps me at it you know. So, because that's what keeps me at so there is no better feeling then seeing the smile of a person getting out of the car being told yeah you passed your driving test. Now you can drive. That's just something; it makes me like the most important person in the world.	Microsystem-overworked and feelings Mesosystem-satisfaction when the refugee he taught to drive passes their test	Transportation	Ques.4 Ques.5
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1:02:02-02:47:01	Well, you know, I pretty much spend about 2 days of the week at the testing site, at the Department of Public Safety. It's really like sometime people fail some people pass, but if even one person succeeds then it's great thing, you know, for the day, you did your job, I mean whatever you could I mean and then it's the fact that someone is thanking you for it, for helping them to you know I guess moving on. Because as everyone knows Houston is car city, ok, and then it's really, oh when someone says I am going to be able to go to school because	Microsystem-refugee thanking him for assistance Mesosystem-work as a driver's instructor for the agency Exosystem-transportation requires driver's license	Transportation resources-economic opportunities employment-access to education -access to	Ques.4 Ques. 5
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1:02:02-02:47:01	I can buy a car now and I can keep working now and I am going to start going to school and some of some of my clients, I am really thrilled to see them succeeding. Some of them really made it and I don't know how would I feel like jealous or real proud when they are coming with a 30,000 or 40,000 car a couple of years and I got this great job with this fancy company and I am doing great, you know, it really makes you happy and that's what keeps me going on at the alliance you know and so.	Microsystem-refugee thanking him for assistance Mesosystem-work as a driver's instructor for the agency Exosystem-transportation requires driver's license	Transportation resources-economic opportunities employment-access to education -access to	Ques.4 Ques. 5
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02:50:09-03:51:29	Well I guess I would like to say something about the part we were talking about, about those orientations and things, you know. I think you know in a way people are not, like a lot of people they, I mean I notice more when I started working this job, a lot of people are coming with super high expectations. And you know, that's something that I would not definitely recommend to you know to discourage people from applying people to move to the United States you know to applying to resettlement but they should know, definitely they should know that's it's not, not all of its Disneyland and Hollywood and what they see in the movies. And it's not all Ferraris driving in Beverly Hills'. They should be aware.	Exosystem-IOM orientations Macrosystem-expectations, orientations not realistic	Unmet expectations Resettlement	Ques.1 Ques. 4
3:53:12-4:42:27	It's what it really is, there is a hard part.	NA	NA	NA

	I mean I remember, I mean I was, my whole family was working at the time and we were still struggling for some time and you know at the end everything turns good but you know those first moments, first months, first, even years	chronosystem- resettlement non-normative event Mesosystem-family working together to acquire necessary resources.	Resources	Ques. 2 Ques.4
	I would say they can be hard, and you know I guess they should be explained, they can see some hard days here but then on the other side it's the land of opportunities its really you know what it is, the promised land, so it's really going to be how you gonna make it.	Macrosystem-expectations, reality, description of the country	Resettlement Unmet Expectations	Ques. 1

Burmese Orientation at Alliance				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
19:00	Michael the caseworker sits down with the family to explain the orientation process (he cannot speak Burmese so they had to ask Maung Maung Than (Burmese Assoc. leader) to leave work (engineer) and come in to translate.	microsystem- agency orientation mesosystem- collaboration with Maung to provide services	agency Maung-trusting relationship	Ques. 5
19:05-19:18	I am Michael your caseworker	microsystem- refugee/caseworker	caseworker	Ques. 4
19:33-19:55	I am here to help them. To help them get a social security card, ID card, get food stamps and Medicaid. When they receive their social security card I will make sure they get a job. I have a lot of clients who came here and now they service themselves. After some weeks I get a call from them and they tell me how they are doing.	microsystem- caseworker exosystem- food stamps and Medicaid, social security mesosystem- provide employment mesosystem- clients no longer needing supports.	caseworker food stamps Medicaid, social security employment caseworker	Ques. 4

21:03-21:24	What we are doing today is having the orientation so that they can get to know me and it will help them out to get an idea of adjusting. They had a life and now they have this life. They have to know about the life they will encounter over here.	microsystem- caseworker giving orientation chronosystem-	resettlement	Ques. 4
22:16	The Alliance agency who sponsored them the first month they arrive here each one will get \$400.	mesosystem- agency sponsors the family and gives support for each person	resources- monetary agency	Ques. 2 Ques. 4
22:38-22:40	interpreter asks that is including kids right? Each one?	mesosystem- agency sponsors the family and gives support for each person	resources- monetary	Ques. 4
22:41	yes	NA	NA	NA
22:38-23:00	The money is coming from the state department. Because they are four they get \$1,600.	exosystem- government subsidized support macrosystem- minimum subsidy provided by agency	resources- minimum money allocation required by federal policy policy agency	Ques. 2 Ques. 4

23:08-23:09	We pay the rent for the apartment.	mesosystem- agency interfaces with apartment. management	resources	Ques. 2
23:22- 23:40	Within the \$1,600 we buy basic necessities like mattresses. A lot of stuff for in the apartment before they came.	mesosystem-agency purchased items for home and deducted from the first months support	resources- mattresses	Ques. 2 Ques. 4
23:43-23:49	The basic, we pay the rent and we give them money basic until they get their food stamps.	mesosystem- agency aid ma crosystem- food stamps	resources-money and food stamps	Ques. 2 Ques. 4
23:50-23:51	Interpreter asks-how much money? \$30.00 more?	mesosystem-agency decides how much support	resources-money	Ques. 2 Ques. 4
25:08-25:27	(Michael showing the interpreter receipts and what has been purchased) I applied for food stamps.	exosystem- federal aid	resources-food stamps	Ques. 2 Ques. 4
26:14- 26:38	He gets his food stamps next week there then will be no more week \$30.00 weekly food as soon as he gets his food stamps. Why because then with the little that is left we can give him a check for groceries and pay the rent.	exosystem- federal aid mesosystem-agency providing difference from minimum support	resources-food stamps resources-agency supplement with minimum aid	Ques. 2 Ques. 4

27:04-27	This \$1,600 is for only one year. Beg. July 21-Aug. 20 finishes	macrosystem- minimum funds is mandated by the state dep't macrosystem- length of support	policy	Ques. 2 Ques. 4
29:56-30:04	Within the next five months the agency paying the rent and have this \$1,600 a month and if they both get the social security card they can work. If they both work and they save their money they can buy a car.	mesosystem- agency services mesosystem- employment microsystem-work hard to secure a vehicle	agency employment transportation	Ques. 2 Ques. 4
30:45- 31:03	This money also the reason why they need to save this is there is no guarantee that will get a job. Some companies they request employees and some companies they do not request. So if he has this money he will be ok. The agency will only pay rent for five months so he has to put in his mind to save this money for his kids.	exosystem- interactions among agency and other companies	caseworker employment	Ques. 2 Ques. 4
32:17-32:2	Because they came on 21 st of July for August they will get only for eight days so we can pay for the eight days for the parents so it is not going to be like 400. On the 2nd Sep. they will get 400 + 80 is \$480.00. In Oct. they will get \$480.	exosystem- agency paying microsystem- funds coming into the house	resources	Ques. 2

33:06- 33:50	So that is the whole thing. The main thing is this program requires employment. Tell him that there is a job here and he has to cooperate with us. if he says no the money is from the federal government and the reason why they give it to refugees to help them and if they don't complete the work the program will be terminated I know the Burmese they are good people they will get the job on time . I am just telling employment is necessary.	exosystem- employment necessary as subsidy ends	employment agency	Ques. 2 Ques. 4
34:03-34:12	About the documents. They need to keep their documents in a safe place. If they are lost it will take us six to eight months to replace.	microsystem- arrangements to secure documents	documents of resettlement agency	Ques. 2 Ques. 4
34:36- 34:42	The kids the schools are opening on Aug. 15 th . I will take them for the enrollment The two of them will be in school so they will not worry about the school.	mesosystem- school system interactions mesosystem- agency service to family with respect to school	education policy agency caseworker	Ques. 2 Ques. 4
34:48-35:01	Learning about the driving is very important for this country. If you do not drive you cannot work. I am going to give them the book and it's a manual from the DPS and there are questions and answers about the signs. You can give it to someone who speaks English to help them.	mesosystem- giving refugees drivers' information exosystem- driving necessary for employment	transportation employment language	Ques. 2 Ques. 4- DPS

37:30-37:41	Interpreter- sometimes the government might ask for sixty dollars a month can they still pay 13.00.	macrosystem- repayment necessary for travel costs	policy	Ques. 4
37:42:00	yes	NA		
37:58:00	Another thing is about their security.			
37:58:00	Here nothing can harm them, especially during the day but they cannot stay out late. Be in the apt. by 7 or 8 pm. If someone knocks on the door and they do not know them do not open the door for anyone. Just in case so strangers might come and they can take their children.	mesosystem- safety in neighborhood	neighborhood	Ques. 2
39:33:00	And lastly, I am the case worker for many people. So if they don't see me every day don't think that Michael has forgotten them. Michael will try to see them on Friday.	microsystem- caseworker not often available	caseworker	Ques. 4
40:31-40:43	So I will give them my card and anytime if they want to talk to me and they can call me and if I am not in my office they can leave the message.	microsystem- contact information. for caseworker	phone and utilities caseworker	Ques. 4

40:50-41:35	Some people also give their advice. Some people who live here like five years, ten years So they can give wrong advice have good intentions, why don't you move to this state. It is free there are fifty states so everybody is free to move, but you must stay here six months to get the benefits of the agency and then after that you are free to move. Because if you move you will lose the benefits.	mesosystem- caseworker advising clients not to take other people's advise about moving exosystem- agency policy	agency policy social and kinship resources	Ques. 4 Ques. 3 Ques. 2
42:42-43:52	After we are finished and we will go home and I will take them to the leasing office of where they live and they will have to sign the contract. The reason why they sign the contract is that apt. is going to belong to him. If something happened to that apartment. he is responsible. If he signs the contract it will help us to help him and help the kids to go to school.	mesosystem- apartment chosen by agency, pushed to sign contract to take responsibility for it.	agency	Ques. 4
44:01-44:12	If there is something wrong in the apt. and he has difficulty communicating with those people if he can write it down, he can show me and I can go to talk with those people If he knows what is wrong like the restroom is not working we will fix it for him.	mesosystem- caseworker dealing with apartment management	caseworker resources language	Ques. 2 Ques. 4

44:50-45:25	We will be together many times and he can talk to me. I know he understands a little bit of English. That day when I came to get you we can communicate with body language.	microsystem-communication between caseworker and father	language	Ques. 4
45:30-45:39	(Interpreter-to caseworker) You can call me anytime and I can help. I can help on the phone much better than personally.	microsystem- interpreter telling caseworker that he is available y phone to assist in translation	networks language resources	Ques. 2 Ques. 5
45:40-45:41	That will be good and I will take your number and put it in their file.	microsystem-demographics	NA	Ques. 4
45:42-45:50	I have two files, one file is for one month and the other file is for three months (refugee program). What I want is for him to sign the two files and then I will give him copies	NA	documentation for ID or resettlement	Ques. 4
46:20-46:22	So we are done here	NA	NA	NA
46:23-46:30	(Interpreter) He says at least he needs a telephone line in case of the emergency.	microsystem-communication/ resources	phone and utilities resources	Ques. 2

46:32-47:23	For the phone, the first problem that is faced by the refugee is the phone. To request the phone you need the social security. He does not have the social security. When he has the social security I will request the phone for him. Then he has to pay \$50.00 in advance. Once I requested the phone he will go to Fiesta and pay \$50.00 and then I will call the phone co. and show that he has paid \$50.00 and then they will release the phone.	mesosystem- access to resources exosystem- system requiring social security card for phone	phone and utilities documentation for ID or resettlement resources	Ques. 4 Ques. 2
47:32-47:41	I am aware of this problem, because without telephone I cannot communicate with him because if he has a phone I can communicate with him. I can call him and tell him I am coming to get him tomorrow. So thank you very much.	microsystem- communication between caseworker and father	caseworker resources	Ques. 4 Ques. 2
47:58-48:22	Interpreter- She has got a good question. Let's say she has got a job and she needs somebody to take care of the kids So can the agency help them to arrange or can the agency subsidize some money.	microsystem- employment/childcare	resources employment childcare	Ques. 2

48:23- 49:15	Once she has got a job the kids will be in school from morning about 8am until the after 4 o' clock. If she works during the day the husband will work at night. So they cannot work on the same shift they need to work two different shifts. So if the kids are in school and they get home at 4 o'clock and they get home at 4 o'clock I know that there are Burmese that live in the complex that can help his wife can talk to them and make a deal. If you watch my kids then I will do this for you. So daycare is not that big of a deal.	mesosystem- childcare/resources exosystem- school hours influence eligibility for work	social networks employment education childcare	Ques. 2 Ques. 3 Ques. 4
49:17-49:18	Interpreter-What if they work at the same time?	microsystem- constraints to employment	employment childcare	Ques. 2
49:19-49:20	Better to not	microsystem- constraints to employment	caseworker (personal recommendation)	Ques. 4
49:30-49:31	Interpreter-Do you have any programs that will help?	microsystem- needs of family	childcare	Ques. 2

49:32:00	Daycare they will only cover for one month. Programs are TANF. They are available through TANF. They will not get TANF if they are getting the matching grant. They will not get TANF and matching grant both, but once they are on TANF you will get help with daycare, but within the next three months you will be on matching grant.	mesosystem- available services	agency childcare	Ques. 2 Ques. 4
Notes on visual	(visual of children getting TB test –boy is not scared-girl is next mom stays with them each time-she covers side of girls face lovingly so that she does not have to look at the needle, mom and dad go next. Dad is handed paperwork by health dep’t worker. All this is happening in the same room...)	microsystem- process/health screening macrosystem- requirements for TB testing	physical health resettlement	Ques. 4

Interview with Shirin Herman				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
5:00-5:15	My name is Shirin Herman and I am the coordinator refugee program for the Houston Independent. School District This refugee program is part of the multilingual depart.	microsystem-refugee coordinator mesosystem-program, education	education	Ques. 4
	I basically serve as a liaison between the school district and the refugee students in schools. I provide orientations at the school or at a facility provided by the refugee resettlement agencies.	mesosystem- liaison providing expectations of schools esp. rules; education	education	Ques. 4
5:17-5:19	The agencies are: The Alliance for Multicultural Services, Interfaith Ministries, Catholic Charities, YMCA International. Those are the main resettlement agencies	mesosystem-agency	agencies	Ques. 4

5:21-28	I have had this job about five years and when I first got this job we were seeing a lot of Bosnian refugees arriving at that time of course with all the conflict in Eastern Europe. After that there was a major influx of Sudanese lost boys. All along we have had a sprinkling of Iranians and Middle Easterners. Now we are seeing more African refugees for instance Somali Bantu's and more recently a shift to the Burmese.	macrosystem-refugee resettlement policy now including Burmese	policy	NA
5:30-34	The refugee population is very much concentrated in the southwest part of Houston. It is a very welcoming area because it has had diverse communities arrive into this part of the city for years. They find their support groups, they find their grocery stores, they find their places of worship and they will find their community support because of the very in that part of the city.	mesosystem-neighborhood mesosystem-kinship networks mesosystem-resources	neighborhood social networks resources	Ques. 2 Ques. 3

5:36-43	When the refugee family initially arrives in the Houston area the caseworker will give me a call and I will set up a home visit with the caseworker. I just go over the orientation and the basics about attending school in America and how the logistics work. I also give them a parents' guide which we have in several different languages and talk to them about attendance, discipline, and schoolwork.	mesosystem- caseworker contacts school outreach coordinator for education mesosystem- themes of orientation exosystem- school policy	education agency policy (school)	Ques. 5 Ques. 4
	I also give them school supplies and backpacks and leave them my phone number in case they need anything they can give me a call. Very often I see the children at school if there are any issues that come up at the schools. If there are any concerns that come up for the refugee parents I go talk to the school for them.	mesosystem- backpacks supplied by HISD grant microsystem- coordinator's direct contact with the family mesosystem- advocating for the refugee parents if problems arise at the school	resources education	Ques. 2 Ques. 4

5:36-43	I will help get an interpreter so that if the family does not know English they will feel more comfortable in the conference with the parent and the teacher and the school administrator. I also arrange for transportation for the family so that they can get to those meetings because they have financial constraints.	mesosystem- issues or conflict resolution mesosystem- coordinator providing transportation and interpreter	education trusting relationship language transportation	Ques. 4 Ques. 5 Ques. 2
5:44-46	My position is very unique as it was originally funded with a grant that was very broadly stated. It was written so that we could take care of whatever the families needed along into their resettlement into their academic life in America.	exosystem- funding for program shifted from temporary (grant) to permanent. mesosystem- meeting families needs to resettle children into academic life	education resettlement	Ques. 4
5:48-50	Well, it helped me do the things that needed to be done. And it actually still does because I do what needs to be done for the families.	mesosystem- family support for student success in schools.	education	Ques. 2 Ques. 4
5:51-53	I do try and do a parent-teacher meeting especially if I am in the neighborhood where the refugees live all the time and I see if a child is not in school or if a parent is having some issues.	mesosystem- family support for student success in schools; education	education trusting relationship	Ques. 4

Interview with Beverly Joseph				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
00:22:27-01:06:07	At that time I felt very strongly (two years before when I had interviewed her) about the lack of programs and support. I called multilingual for help although they wanted to be responsive it was a brand new problem.	exosystem- description of the way the school system dealt with the instructional problems of refugee students	education	Ques. 4 Ques. 5
01:53:21-02:36:11	No one could really relate to what I was talking about. Because it was a new phenomenon.	microsystem- problems being understood within the school system	education-institutional support not present	Ques. 4
02:55:22-04:03:18	The school did not really have any refugee placement before 02'-03', but because of the strategic placement of the refugee resettlement agencies into two complexes that zone into this school. We have had a large influx of students.	exosystem- interaction between agencies and apartment complexes with proximity to the school.	education resources-apartment agency-housing resettlement effects on her school	Ques. 4 Ques. 5
04:02:11-06:11	When I first talked to you in 03' there were no programs in place to meet the needs of this unique population. There was a Newcomer's program at Lee and Sharpstown and Welch.	exosystem- need for programs to help the refugee population	education	Ques. 5

04:10:10-06:52:08	At first I did not know what to do. I just knew something had to be done. So at the end of 03' or probably 04' I decided we had to come up with a strategy to try to meet the needs of these children. They are here, we want them here, they need to be here. What I did decide to do was I did have ESL teachers at that time I do not think that I had one at every grade level. I self-contained all the refugees based on age and I had a class at every grade level. What I found out about that strategy was that it was extremely taxing on that ESL teacher because again even though it was an ESL class, the needs of the class were the range was unbelievable.	microsystem- lack of knowledge or strategy mesosystem- school's response to problems arising from interaction with refugee students	education-principal's initial strategy for adjusting refugee children	Ques. 4
07:02:08-:07:14	Let's look at second grade. That second grade teacher retired I think it helped her to retire. I think what happened in second grade was that I had kids from Nigeria and kids from Liberia who had had school they were pretty much almost at grade level which the work that had to be done with them was pretty much like the average first grader who was coming into second grade.	macrosystem- the students of one educational system were prepared for this one	education	Ques. 4

07:02:08- :07:14	They were pretty much prepared so the curriculum was pretty much on grade level. And so basically they were working on the language that was really key the intensive English the skills of listening, reading writing. Those skills that were absolutely needed. So with those kids we were able to make some inroads with that population.	mesosystem- curricular decisions at school in response to interaction with students	language-children needed to acquire English	Ques. 5
	Then the kids we had were Somali refugees and they had had no school and that was the majority of that class. We had a class of 22 that were really ready to roll. They were identified ESL by home language survey. So if they indicated on that survey that the home language is anything other than English and usually other than Spanish than they qualify for ESL. If they identify Spanish on the home language survey than they are placed in bilingual. They were in second grade 7 to 8 year olds that were placed by age.	mesosystem- administrative decisions made based upon interaction with refugee students	policy-for identifying ESL student and grade level placement determinations	Ques. 4
07:10:12- :16:02	They take a TOPT (Texas Oral Proficiency test) language test after they are identified ESL and automatically referred to an ESL classroom.	macrosystem- state law with respect to ESL students	policy-state testing requirements for school	NA
07:10:12- :16:02	Another issue we ran into was the age because most of the refugee had Jan. 1 st of whatever as their birthdays	macrosystem- no value in birthdays/ cultural- state dep't. set at Jan 1st	culture- birthdays not important in Somali culture	Ques. 4

07:21:12- :23:19	We have children could be five maybe and they come over with a card that they bring over that might indicate that they were seven. Or it might indicate they were ten and it might say they were 12 it would just vary so we tried to place the kids accordingly. So what did wind up doing was we explained to the parents that they would not get in trouble, but really needed to know the age of the children so that we could place them. What we allowed them to do is to sign letters and we had Shirin came up here and would tell them with the help of the interpreters . So they would tell us their real age and they would sign these letters and we could place them for their true age instead of the ages on these documents.	macrosystem- no value in birthdays mesosystem- school interaction with parents	culture- birthdays not important in Somali culture cultural- U.S. State Department set at Jan 1st parenting trusting relationships education- proper placement resettlement	Ques. 4
07:52:02- 08:13:25	Yes, there is a rule about placement by age in HISD. That was our issue because according to the multilingual department if they were 10 we had to put them in the fourth grade possibly third but we would need a lot of support and documentation for why you were making that placement	exosystem- school policies/education	policy-placement decisions	Ques. 4

08:16:12-10:35:20	<p>This had been very taxing on the self-contained teachers so in 2004 I decided that we needed to do something different and I had a teacher who had a passion for ESL and does a very good job in the school so I spoke to her the spring before I decided to do this and I told her what I wanted to do and that I wanted her to do it. After we talked she was a little bit hesitant at first but still open to it. We still had the self-contained classes but we had a pull-out piece where they could go to an ESL center where they would receive instruction on their instructional level.</p>	mesosystem-curriculum plan for refugees/education	education-teacher implementing support instruction for refugee children	<p>Ques. 2 Ques. 4</p>
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	<p>The goal was we had a series of skills that we wanted the child to acquire and as they acquired these skills we would mark these things off. The goal was to get them ready for the next grade level. We don't have a formal exit for the program it is pretty much based on progress and there is documentation on progress. The teacher is very good on keeping documentation. Some of the kids continue in the program and some of those kids have made a lot of progress and there is no need for them to go. Is there a formal checklist and we keep narratives this is what the child could do when he came in and this is what he can do now. This is what we expect him to do later.</p>	mesosystem- curriculum plan for refugees/education	education-teacher implementing support instruction for refugee children	<p>Ques. 2 Ques. 4</p>
	<p>A perfect example is were getting ready for report cards next week so the ESL students the first time they get their report cards many do not get grades but what they will have a narrative of skills that we have that translated into three languages and we send that home in lieu of grades.</p>	mesosystem- grades narratives, translation for parents	education-assessment modified for refugee children (narratives) language-report cards translated into three languages-but not Burmese	<p>Ques. 4</p>

10:42:20-10:51:14	See I do not even know if I should be saying this on camera because I am not even sure if I should be doing this but I am doing this based on the needs of my children.	exosystem- school policy	political-not wanting to be filmed saying this policy-not adhering to policy in order to get her refugees where they need to be instructionally	Ques. 2 Ques. 4
10:53:21-11:00:01	That is kind of what I have to do right now. They go to the center most of them 90 min. a day some of them more than that many of the older kids go for more than that. Last year I had only the one center and I was servicing grade 3-5 which seemed to be where the biggest achievement gaps were. They have missed so much and the district and state require testing. They are not tested the first two years that they come but by the third year they are going to be tested.	mesosystem- school decisions based upon observations of students exosystem- state testing requirements	policy-state testing requirements education-refugee students behind	Ques. 2 Ques. 4
	That is TAKS testing and there are expectations there regardless of my population. I am expected to do as well as anybody else.	exosystem	policy-state testing requirements education-refugee students behind	Ques. 4

11:03:26-24:12	If they come in Kinder. They are going to take Stanford regardless (OLSAT 9). They will take that regardless. The district uses a basic skills test similar Ohio basic skills test. After going through last year and seeing some of the successes with just the one center and we decided to add the K-2 center. Shaheen still does only 3-5. And we had Mr. Marlen work with K-2. What he does is he picks up those children throughout the day and he provides support for them in English and he does the ON court Reading as well and it is a very basic program that I really like.	mesosystem- curriculum, education, language exosystem- school policy choosing standardized tests	policy-testing requirements education-refugee students behind	NA
11:32:15-12	It is extremely stressful and it's extremely taxing on the staff. There has to be a level of commitment and a level of pride. We are just kind of determined that we will do the best for these children.	mesosystem- teachers strain, education	trusting relationship- with the teachers	Ques. 4
12:03:22-12:47:29	We have to always say that the parents can choose not to do ESL. But to be honest with you we have had a few parents from other countries but very few parents even question the placement.	mesosystem-parents decision to place students in ESL support	parenting-whether to choose ESL classes for their children	Ques. 2 Ques. 4

13:17:29-48:12	If there is a parent does not agree then we are required to do a conference so once we the conference we explain that if they opt out of this program they will be treated like any other child and we try to explain to them what you will be putting your child through or allow your child to go through and the expectations of the classroom will be there. That is not in the best interest of this child. The other piece too is that there is also a socialization process too. For many we actually have to stop and teach social skills especially we see this a lot in our Somali Bantu because they do not have the social skills. We had issues with them standing in line, eating in the cafeteria, using the restroom. Kids not going anywhere so we had to teach social skills.	mesosystem- social skills/education macrosystem- social skills of one culture not transferrable to classroom	parenting-whether to choose ESL classes for their children social-skills for children more focused on Somali Bantu population cultural values	Ques. 4
13:50:02-13:52:11	I talk about the pecking order in supervision of children I identified....	NA-Somali	NA-Somali	NA-Somali
13:53:22-54:05	I agree we get a lot of screaming and wailing from kids.	microsystem- discipline, culture, socialization	NA-Somali	NA-Somali
13:56:34-57:29	We do a lot of chanting and sing-song in the ESL program they love to sing. There is a lot of repetition	mesosystem- curriculum delivery methods/education/ culture	education-instructional strategy for refugee children without a lot of formal education	Ques. 2 Ques. 4

13:59:31-14:01:43	What major groups do you have coming in the last two years: Sudanese and still a lot of Liberian, mostly African.	microsystem- ethnic grouping of the students	NA	NA
14:03:36-04:04	As I start to get too crowded they are starting to go to McNamara	exosystem- demographics, zoning, education	policy-zoning	Ques. 5 Ques. 4
14:05:22-07:34	My background is that I am Beverly Joseph-principal Elementary and sixth year here and ninth year in I taught 15 years and I actually taught ESL.	microsystem- individual history	NA	NA
14:10:14:11:41	I work for these children. That is my path- to educate these children.	microsystem- principal's beliefs about her role	education- administrative leader beliefs	Ques. 4
14:18:19-14:21:05	It would be to add a wing on to the school. Have a real low student/teacher ratio, one teacher to ten to twelve children. I think the progress you see would be unbelievable. Once these children start to learn they do extremely well. We got to get them started. Right now the numbers are too large. The budget is tight of course the state of Texas did not help very much as far as budgets in the schools.	exosystem- state budgets education ideal mesosystem- professional assessment of need	political-budgetary decisions from state education	Ques. 4 Ques. 2

15:28:03-16:25:15	I really don't know politics and I don't want to know. All I know is I am operating with the tightest budget I have ever had at Bonham and the greatest need. It really has been an issue. I don't really think I need materials. I have enough materials to do the job well. But I do need time and money. I really do feel like I have people that would be willing to do whatever is necessary to make things happen to make sure that we get there. Things like after school programs, but sometimes I have to pay them some supplemental.	exosystem- budget	politics-tightest budget she has ever known and with the toughest challenges	Ques. 2 Ques. 4 Ques. 5
15:28:03-16:25:15	We do ESL classes at the school campus through HCC. Thank goodness they do that for free. The refugee parents have another issue with transportation so we started to go to them. We have two parent meetings this year at Glendale Park so that they can participate.	mesosystem- language, ESL, offered by HCC	language-ESL classes provided transportation	Ques. 5 Ques. 2
	We probably will continue that. I think if we could provide transportation for our parents we could do so much more with them as well. When we were able and are able sometimes and multilingual has helped us with this in the past with transportation.	mesosystem- home visits by teachers, education	parenting-providing outreach to parents	Ques. 2

	When we are able to get transportation we have a large group of kids that come. We always have an interest especially with the Bantu Somali parents they seem to enjoy it, but it is not always feasible and cost is higher this year with fuel costs.	mesosystem- lack of transportation,	parenting-providing outreach to parents resources education	Ques. 2
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Interview with Maung Maung Than				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
12:09-12:20	My name is Maung Maung Than and I came from Burma. I left my country in 1981 for Singapore. Then I worked as an engineer in one of the government companies. In 1982 I worked in Brownsville, Texas with company that helped me get a green card. Then I got a good job in Houston with an offshore drilling company.	microsystem-name, nationality, and for employment mesosystem-company securing green card for him macrosystem-rules and regulations for acquiring work visa/green card	employment-US residency	NA
12:50-1:08	I have to work much harder than the Singaporean to get a good job	microsystem-work hard exosystem-institutions not preferring to hire outsiders macrosystem-contrast of macro systems rules and regulations	employment - competition	NA

1:10-1:25	Initially it was some sort of shock but now I am immune to it.	microsystem- individual psychological condition -macrosystem- culture, attitudes, values, and beliefs.	psychological health- from having to adjust and work harder to secure employment as a non-national	NA
1:38-1:49	I can wear my own dress, support my own culture because in America you can be free to express your culture	macrosystem- acceptance of other's values, religion, dress, language	culture-freedom in American	NA
2:10-2:43	Mainly trying to navigate their territory in the US and be some sort of mentor for them. Whatever they wanted to do I try to make it happens in an affordable way. Give them moral supports. Just name it. The thing is that most Burmese are refugees. As long as they landed in US what they are looking for is rice because that is mainly what they eat. Agency is not aware of that. There is no rice cooker for them. So the first thing they are looking for the Burmese association try to keep a few rice cookers for them to give them the first night they arrive.	mesosystem- Burmese Association supplies refugees with items they need that are culturally specific that the agency does not understand macrosystem- culture/food	resources-support to families supporting organizations agency unmet expectations	Ques. 5 Ques. 4 Ques. 3

2:51-3:01	NO, they just do not understand what they need because they give them a toaster but not a rice cooker.	mesosystem- agency not supplying refugees what is appropriate for their expectations, needs macro-cultural difference for needs	agency-lack of understanding needs of refugee populations. resources-rice cooker not toaster unmet expectations	Ques. 2 Ques. 4 Ques. 1
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3:21-4:01	<p>Well, first of all the big culture shock they don't speak English so they do not even know what is going to happen over here. They do not even know what is going to happen over here. Of course they watch the orientation video, but they have a doubt because also heard from some other friends who before that came from another country. Sometimes what happened in the video does not happen in the real life so we have to guide them. So this is your benefit, I have to up from tell them agency ok this is your program, this is your benefit they are going to provide you for first four months so that you don't have to worry, but after first four months you will be on your own. So try to learn English so there is a free ESL class. So whatever they don't understand we will try to interpret for them. Free of charge we don't bill them.</p>	<p>microsystem-the refugees shock microsystem-language microsystem- do not know what to expect exosystem- the IOM (international agency acting on behalf of the US government not accurately portraying what the refugees will experience in the US mesosystem - Maung through the Burmese Association offering free translation for the agency to assist the refugee</p>	<p>resettlement-IOM orientation video depiction unrealistic of life in US for the refugee unmet expectations agencies - public subsidy language psychological or emotional</p>	<p>Ques. 1 Ques. 2 Ques. 4</p>
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4:24-5:28	<p>Basically if I answer you straight when I moved five years ago in 2001. The previous Burmese Assoc. I am one of the members to before when the Burmese came to America they were not helped by this assoc. When I came here I requested that we have a fund why don't we use it for humanitarian purposes because there will be a lot of Burmese come from the border to Texas or Houston or whatever. So what is the purpose of establishing the organization using the Burmese name. If we use the Burmese name then we have to help the Burmese. If not then take out the Burmese and set it up as (being sarcastic) as Association of Maung Maung Than Organization so I can do whatever I like it. So this is my fight so they disagree and so I said you guys can do whatever you want take it up for social, cultural and inviting the ambassador, I am going to try to concentrate on the humanitarian with the people I have in hand with affordable way. We are going to go ahead and help them. So three years ago we started and established BFAT-Burmese Family Association of Texas.</p>	<p>exosystem-conflict between two different Burmese organizations-one established for cultural and political reasons and the other for humanitarian assistance. microsystem-affects families ability to integrate into new society</p>	<p>support organization-First Burmese Organization for cultural not humanitarian social network</p>	<p>Ques. 5</p>
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5:42-6:01	Currently it stopped maybe because of Katrina and Rita the government may have different priorities. Right now around Houston there are about forty peoples.	macro-federal decisions for refugee intake based on economical and natural disaster issues	political-federal government stopped resettlement for months due to Katrina and Rita	NA
6:15-6:53	Yes, it is statewide. We don't invite as a member. We have key officers about 20 people and we are running the show. We have a representative Amarillo, San Antonio, Austin so that whatever they need it so that these 20 people as board of directors we organize and talk to them and visit with them for what they needed. Let's say from here the people cannot find the job in Houston, so let's say there is a job opportunity in Amarillo so our friends (members) from here they arrange it. They drive down in an empty van and take them free of charge and arrange it and go to the interview and help them to get the job. Even if out of state they want to try to come and try here we can help them to find the job. It is the kind of walk and learn. I work with the agency so I know how to find the job. So in Houston we can start from \$6.50 to \$9.00 per hour so, Now a day a lot of people got \$9.00 per hour so they can buy the car.	exosystem-statewide organization mesosystem-providing assistance to refugees so they can secure transportation and have work microsystem-personal finances, securing a car	support organization-First Burmese Organization social network - employment-trying to secure	Ques. 4 Ques. 5 Ques. 3

7:18-7:43	Not only that it's more than that. Sometimes they have some family problems so they try to inform us and find out what should we do. Even the schooling, marriage case and personal problems. Some families they want to divorce. Originally we do not have plan for this but once we are involved in this we have to be deeply involved until the end. So there is no limit, no boundary, whatever they need they try to fix for them.	mesosystem- offering advice with family problems macrosystem- cultural difference for needs	support organization- assist refugees in crisis psychological-culture shock trusted relationships- advice with family problems psychological or emotional	Ques. 5 Ques. 4 Ques. 3
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8:01-8:49	<p>Yes, at that time was a big, big personal crisis and the wife wants to divorce. This family came through the Alliance and I went to the airport and picked them up. The next day the wife is crying and wanted to go home. So we went to visit and he wife said I want to divorce him and leave the kids here and go back to Burma. Then we went and try to find something to please her to get her to want to stay. VCR, sewing machine. Finally she said already decided I want to go home or I am going to suicide myself. I am not sure she is going to do or not. Sometimes that is one thing people do because of the tension between the husband and the wife. So I talked to the wife ok, you have no problem you can go back anytime that is your right. Before you come whoever want to go back to the agency will send you back. So I said why don't we cool down so I said okay let's think further. The US is the land of opportunity especially for the kids and even myself I am not here for myself because of my kids. Because you are responsible for your kids so do not forget that. Think twice and take a week . I will come back and don't worry I will send you to the airport. Finally she did think twice and at that time she had culture shock, she don't speak English, she was sick so there was a lot of factors. At the same time she fought with the husband.</p>	<p>microsystem- wife's depression and culture shock microsystem- wife's language barrier chronosystem- (non-normative) migration mesosystem- Maung intervening on behalf of the family to encourage mother to stay here for future of the children (one or more dyads meeting) macrosystem- culture differences induce culture shock macrosystem-US economic opportunities</p>	<p>psychological issues cultural values trusted relationships resources resettlement language</p>	<p>Ques. 1 Ques. 2 Ques. 3</p>
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9:22-9:39	<p>The culture shock one part is the language barrier. First of all the communication problem, she can just open the door and walk outside but all the strangers and find people but she does not know how to talk to them. She had a lot of difficulties, a long journey and at the same time she argues with the husband so many factors involved. Then she decided better to back to the place she came from.</p>	<p>microsystem- wife's culture shock mesosystem- neighborhood in poverty mesosystem- language differences. Chronosystem- displacement and resettlement</p>	<p>psychological-wife in culture shock neighborhood-safety language barrier psychological-argue with husband</p>	<p>Ques. 1 Ques. 2</p>
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9:41-10:22	Well, the agency also been helping them out. Also Noel did buy a sewing machine and others helping her out then she feels like people care. I told her you know think of the children whatever you want to think negative, remember the children. You are here because of the children so never forget that. And once you work you can help back your parents because the dollar exchange to the black market . If you send back \$100 your parents can eat for the whole month. Then she think back about whatever we are telling her then finally she decided to stay and then she got a job. So the day she was able to send back \$300 she called me to say I already sent back \$300 and she was so happy.	mesosystem-stay for improvement of wife's family back in Burma. macrosystem-economics of working in US vs. Burma mesosystem-think of the children mesosystem-agency's services mesosystem-Maung's advice and help mesosystem-caring people helping out	social networks- from Burmese Assoc. and others helping her.	Ques. 1 Ques. 2 Ques. 3
10:30	Correct			

10:43-10:50	Bring some presents and brought them to my house and let them listen to Burmese music and sing some Burmese karaoke. So give them food and special dinner and get together so they can forget the rest of the things.	mesosystem- Maung and Burmese people having party to help out	social network-brings family for party to forget their stress resource- entertainment	Ques. 2 Ques. 3
11:03-11:08	You can go to the website. Our mission is to try to help the people coming from Burma in an affordable way. Whatever they need.	exosystem- Burmese organizations mission	support organization- Burmese Assoc. in place to assist family resources social network	Ques. 4 Ques. 3

11:18-11:30	The other association is different –two associations in the state of Texas. They do the cultural, social and deal with the government body. Invite the ambassadors. Enjoy for the water festival.. We are only humanitarian, helping the poor people.	exosystem- two different agencies with two different missions macrosystem- agency acting as cultural ambassadors	support organization- humanitarian	Ques. 5 Ques. 3
11:37	Correct			
11:42-12:01	It is my nature. Even I stayed in Singapore for a long time about ten years and the same thing a lot of Burmese wanted to come to Singapore, but they have limited money. So whoever come I offer them stay in my house free of charge. I feed them free of charge. If you get a job within one week you better go off because you know my wife is cooking and feeding them. My apartment is only two bedroom apartment and there are twenty people sleeping there. They are sleeping in the hall. So it is kind of my genuine gut to help them.	mesosystem-one community (family) helping another-multiple dyads working.	support organization- humanitarian resource-food	Ques. 3
12:10-12:15	I know that my country is poor if you do not do then who is going to do.	macro-poverty of his fellow Burmans	social network	NA

12:23-12:35	you are right especially the middle class, the middle class.	macro-Burmese being helpful as part of their culture, class	culture- value of Burmese to be helpful	NA
12:47-13:28	Well, if I am in their shoes, assuming I am a refugee as soon as land in the US I want to see the Burmese the other people. Then I will feel like home, I am more secure. Everybody will feel that way. So I request the agency anytime Burmese come please let us know. I will come and we can have free transport. One of the sad stories though is I went to go and meet one of my friends, friends and they came from Catholic Charities. Then Charlotte working with the Catholic Charities said Maung why are you here? You are not supposed to be here. I am the agency. I am Burmese, Burmese came to meet the Burmese at the airport so she kind of like chase me out. I don't want to make the problems though. It is individual problems not Catholic Charities problem. I understand you know.	micro-personal conflict with a caseworker from another agency mesosystem- one person representing a non-profit support group and one person representing a non-profit resettlement agency mesosystem-dyads interacting with different agendas.	support organization-humanitarian -Maung social network-Maung agency-(Catholic Charities conflict with Maung)	Ques. 5 Ques. 4

13:34-14:15	<p>Correct, I feel like that. The thing is that Charlotte she works for Catholic Charities. The Catholic Charities appointed her because she knows how to speak a little Burmese, she is not that fluent. The Catholic Charities know that there will be a lot of Burmese coming to Houston or Texas. At that time I am helping the Burmese refugees so for some reason maybe that is the main thing. Maybe she doesn't want me to be involved with the refugee thing, maybe she wants to be the person that takes the lead. At the same time she is very involved good friends with the other Burmese Assoc. so there is some type of political issue. But to me I do not care because I know I am doing the good thing. I am on the right track so I need to keep moving ahead.</p>	<p>Microsystem - because he is describing the conflict within himself in relation to other social worker. He is faced with a dilemma of wanting to be helpful to the incoming Burmese but being shut-out by the agency. There is an underlying issue of him not feeling she really understands their culture.</p> <p>mesosystem- interaction of the two service providers</p> <p>exosystem- unidentified political issue</p>	<p>agency-conflicts between caseworker from one agency and himself over meeting Burmese at the airport policy</p>	<p>Ques. 5 Ques. 4</p>
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14:18	Correct			
14:21-14:44	<p>I have the motivation that most of the refugees came from the borders more or less they are freedom fighters and democracy fighters and so most of the refugee came from the Thai borders are freedom fighters fighting from the government so I want them to be united like they were before. They come here and some of them enjoy life and they forget about their primary object. So you know I also want my country to be a democracy country. So I think twice so that the people will get to know and close to each other. More or less they are going to be united themselves without telling them they will be united with the humanitarian work. Otherwise I do not think they will together for any reason because everybody is struggling their own life. Everybody is enjoying their own life in US so that might forget their objective, their primary purpose. That is one of my main reasons. I work with them, organize them, get together and keep attached all the time so that we all are still in the same group.</p>	<p>macrosystem-political and institutional crisis in Burma leading to conflict and forced resettlement exosystem-Burmese organization uniting refugees for greater purpose-democracy Chronosystem-life event forced "push" resettlement</p>	<p>resettlement-political instability forcing refugee "pushed" social network-support each other</p>	<p>Ques. 1 Ques. 5</p>

14:48-15:10	Yes, it is formal well right now we call it the unity group. Last Sep. I went to Washington DC and met with our exiled Prime Minister Dr. Se Win so basically, he is a good man, he is an educated man. What he need is for everybody get together and work together and understand each other and try to resolve what is the best way to work with the current military government. in order to get the democracy in short tie rather than fighting. The fighting may be endless so that is also one of the reasons. Unity group purpose is to invite all the student leaders all the party leaders and think of and try to get the one resolution rather than too many resolutions. So the more we think the more we have the groups the more ideas the more we have different noise rather than everyone making one noise. In DC we had good attendance more than like 80 % showed up. Maybe next meeting will be in Texas maybe in my place.	mesosystem-dyads meeting (Maung representing Burmese organization and exiled minister a former member of government)	political-meetings in WA. To exert political influence/organization influencing politics	
15:20-15:32	Every year we are making the World Refugee party- to get together all the refugees in Houston. So every year is the reunion so they will not forget their primary goal.	mesosystem-refugees meeting at event to connect	resource-entertainment Refugee Party to celebrate and remember/organize refugees	Ques. 5

15:40-15:51	This is ongoing since the military government took over in the coup in 1962 General Ne Win. Before it was a democracy after the independence, we had a President and Prime Minister. At the time I was young.	macrosystem-political struggles of Burma microsystem-his memories	political- instability forcing refugee	NA
15:40-15:51	In 1974 there was riots and the secretary General of the UN was U Than and the body was brought back to Burma and there was a student movement in the university. Then in 1988 there was a new generation of students who took over to protest and they were suppressed.	macro-political protests and suppression of students	political	NA
16:01-16:28	In fact I would say the whole country, but the university students are young and aggressive and a lot of energy. Any confrontation in order to stop the demonstration the government. closed the university and high school. Sometimes they close the school for one month two months and then reopen. Right now they split up the university all over the country so that they cannot assemble.	macro-political protests and suppression of students	political	NA

16:33-16:40	Well I would say that yes, but the thing is that those people inside the country do not have much opportunity they go to jail. Only the people out of the country can make more noise.	macro-political organization	political/ military junta	NA
16:45-17:01	Whoever come to the US. The US is a big country, a superpower country. So you have a big shock when you do come so please do not be afraid of that. so like here the Burmese Family Assoc. of Texas even though people live in other states please give us a call so we can help you on the phone or give you a good moral support. If you have difficulties we try to collect some funds to help you guys so please get in touch with us.	mesosystem-Burmese organization offering assistance to displaced Burmese (refugees)	support organization-Burmese assoc. network for refugees	Ques. 4. Ques. 5

Burmese Gathering				
Time Stamp	Quote/Passage	Bronfenbrenner's System	Code/Theme	Significance
31:19-32:00	The problem (referring to his wife) is that I am working right now. The children are not home because they started school.	mesosystem-school and work exosystem-ability and/or necessity to work and go to school	father access to employment children at school mother psychological issue	Ques. 4
32:29-32:36	most Burmese it is TV and there is no Burmese TV	macrosystem-cultural changes	changes in environment	Ques. 1
33:29-33:39	she likes to sew (in response to what can she do to keep her mind occupied)	microsystem-psychological resources	psychological issue resources unavailable	Ques. 2
34:01-35:08	making wood blinds in the furniture or carpentry shop	mesosystem	employment	Ques. 2

35:21-35:43	The situation is that my wife says, "I am isolated, I am tired, I do not want to go to any where, but back to Burma, I am sick, I want to see my mom". She cannot communicate with mom because mom is isolated in Burma. Sometimes it takes two-three weeks to speak to her. She went to the Dr. and they gave her a medicine. She does not know what the dr. told her because she cannot speak English and she cannot communicate and she has no transportation	microsystem- psychological and access to resources chronosystem - displacement mesosystem- affecting mother	no social network psychological issue physical health language transportation	Ques. 1 Ques. 2 Ques. 3 Ques. 4
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37:03-40:00	<p>This happened a few days back. She even told her husband I do not need you. I leave my kids with you and go back home. She was active in the beginning and said I want a pillow, etc. Now she has gotten real upset. She had expectations based on what she was promised over there (orientation in the camp) and that is not what she found. She did not even get enough pillows and blankets and the fridge is not working right. It is like she is a victim of her environment. There are a few Burmese ladies talking to her. She is in a culture shock. It happens about once in ten families. Also they are afraid of the neighbors in the complex so they do not like to go outside.</p>	<p>Microsystems-resources for the house mesosystem-interpreter referring to mother's situation exosystem-expectations not matching what IOM promised in orientation at refugee camps mesosystem-neighborhood safety</p>	<p>no social network psychological issue unmet expectations neighborhood not safe lack resources for house</p>	<p>Ques. 1 Ques. 2 Ques. 3 Ques. 4</p>
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Interview with Pastor Paul and Tessi					
Time Stamp	Respondent	Quote/Passage	Bronfenbrenner's Code	Code/Theme	Significance
01:13:27-02:24:13	Tessi speaking	About a year and a half ago we started a ministry called Mungu's House Ministry which is geared toward assisting the refugees in this area with food, with clothing, sometimes monetary needs that may have, furniture as well as transportation.	mesosystem-ministry to serve unmet needs in the Gulfton Community	support organizations resources transportation	Ques.2
		We have also started a helping little bit with spiritual counseling. And we have found that the greatest need is basically that someone to take the time sit down with them and really assess their needs and help with them with the small things that would help them get acclimated to our society, such as job search.	mesosystem-helping with cultural adjustment	employment-searches resettlement	Ques. 2
		Maybe understanding how the system works, how to handle money. A lot of them are not even taught how to handle money. We have even found cases where refugees are given the opportunity to work but the job is generally temporary, and they may be paid \$5.00 to \$6.00 an hour.	macrosystem-economic forces setting price of labor and rules of managing money microsystem-employment status	resources-money management skills employment	Ques. 2 Ques. 5

		You have a father who has a wife and he may have 7 or 8 children and it is difficult to make it on \$5.00 or \$6.00 an hour and the agency will cut them from any public assistance because they are working.	exosystem- agency's policies about assistance microsystem- economic situation of a family	policy-do not need to offer assistance once refugee is working even if it is not enough to sustain the family agency resources- public subsidy	Ques. 2 Ques. 4
		The wife cannot work because she doesn't speak English or they may have an infant that is still latched, that is still breastfeeding. So you have a man that is trying to support his family, trying to pay rent and it is pretty much an impossibility making 5 or 6 dollars an hour.	chronosystem- normative event (nursing children) microsystem- employment situation of father microsystem- employment status of mother macrosystem- economics of paying rent on a limited income	language- barrier to employment childcare- small children and difficulty for wife to be employed gender role- father trying to support family	Ques. 2 Ques. 1

		<p>Pastor Paul and I have elected to take from our own pockets in most cases. Within the last seven months there are a couple of agencies that have partnered with us to provide us supplies. The Houston Food Bank, Heavenly Hands, there is a church Borean Faith Comm. Church and Harvest Faith in Angleton they are our primary resources aside from what we take from our own pockets and sometimes family members to help out. Again we try to provide on an as needed basis.</p>	<p>exosystem- ministry funding partnerships exosystem- organization funds family on as need basis</p>	<p>support organizations- collaboration, funding resources- meets needs of refugees on as needed basis</p>	<p>Ques. 2 Ques. 5</p>
		<p>I again live in the community and we keep some supplies in the house whereas if a new family comes in immediately Pastor Paul or a gentleman who works with us who is from Liberia Jay Ziotti? Will contact with that family and determine what their needs are. At that point we will take a care package if they need at least two to three boxes of non-perishable items, sometimes furniture, clothing for men, women and children so that pretty much has been what our role has been in the community.</p>	<p>mesosystem- how the ministry meets the incoming family and tries to provide for it</p>	<p>resources- supplies ex. Non- perishables neighborhood- one member of the organization lives in the Gulfton neighborhoods</p>	<p>Ques. 2</p>

02:39:04-02:50:04		We are in Glendale Park Apartments we work primarily with the refugees from Africa Congo, Tog, Somalia, Sudan, Rwanda. Those are the countries that I know of. We have some families here from Russia, from Turkey, from Burma some from South America.	microsystem-demographics of the clients	neighborhood-diverse people-refugees from around the world placed into the community by all the resettlement agencies	Ques. 2 Ques. 5
03:44:05-04:40:01		There have been some occasions where we have had a family come in, in the middle of the night where we are pretty much throughout the community and they have been here for four days and they have not had any food or water and have no contact with their social worker.	mesosystem-interaction between family and social worker chronosystem-non-normative events in the family's arrival (not Burmese family)	agency- not meeting needs of clients caseworker-failing to fulfill duties (not Burmese family but supporting claims made by Burmese family) resettlement	Ques. 2 Ques. 4
		Upon meeting with another individual and then that being brought to my attention we will take them food and going there often no furniture, they have one set of clothing on their back, no personal hygiene items and that basically that is the state they are let in.	mesosystem-service to family	resources-food, clothes, furniture, hygiene resettlement	Ques. 2 Ques. 4

		We have seen cases where families are left for four or five months with no furniture in the house, and very little clothes and again there food is very limited where we have begun to step in and keep food on site for things like that that come up.	microsystem- state of household mesosystem- services provided	resources- food, clothes, furniture resettlement	Ques. 2 Ques. 4
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		<p>One of the greatest needs I have seen is that they need to be taught to communicate because they are coming in with a tremendous language barrier. I feel that we need an in-depth literacy program in the community that is not geared just toward children. I understand that people have a heart for children, but these are adults that want to work and really do want to work and really do want to make a living but because the system in Africa is so different than in America they literally have to pay for their children to go to primary school so a lot of them even though they lived in the city, some of them may have lived in the villages they are unable to go to school because they cannot afford to pay so they cannot afford to go to school. So they come here and they cannot read and we are speaking about adults who are 28 not just the elderly, the younger adults that in our mind should be able to read.</p>	<p>microsystem- educational attainment; desire to work; illiteracy mesosystem- perceived need for adult literacy macrosystem- economics schooling in Africa</p>	<p>language employment - desire to work education</p>	<p>Ques. 2 Ques. 4</p>
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05:09:14-06:00:26		Pastor Paul speaks five languages himself, but we have found especially one group that are called Somali Bantu they will often step up and assist. They are a community that is banded together to help one another they just have nothing to help one another with so often times we have brought in food or clothing and dispensed it outside and the groups will come in and one individual if they see we are having trouble communicating with another they will step up and I will explain slowly and they will translate. They have like a kin network going.	mesosystem-kinship network, ministry services to clients	Social or kinship Resources language	Ques. 2 Ques. 3
06:27:28-07:37:04		There are groups from Turkey, Russia, as well as Somali Bantu, and Cuba that we have not been able to work one on one with so in order to meet their needs instead of targeting one group we have our offerings or our gifts outside so that anyone that's coming whether you speak the language or not we can give you whatever we have. At that point hopefully when we see us they will waive or make a gesture but the language barrier is still there.	mesosystem-ministry services to disparate groups	language	Ques. 2

07:52:14-10:46:04		I would just say that the most important thing is that here is a group of people that have suffered so much. They have suffered so much in their homeland	chronosystem-non-normative events in homeland	NA	NA
		and the most overwhelming thing for me is I actually lived in NW Houston and I moved to the complex over night in the middle of the night and when I woke up the next morning and went out I was surprised because it literally looked like an African village.	microsystem-personal memories and observations	NA	NA

		<p>Just through speaking to friend from Nigeria I met a woman from Rwanda and told me of the story of the war that was going in the Congo and Rwanda because it was not widely televised here in the states. From that I developed a burden primarily it was geared towards the women. The thing I want people to understand is that they have suffered a lot. There are individuals who literally have had to make the choice of how many children they are going to bring. We have one mother who has five children. That literally had to choose two and leave three behind in the refugee camp. We have some mothers here who have had to leave husbands who vice-versa. I believe we have a man here from Afghanistan who literally does not know where his wife and children are. So, literally they need help spiritual help as well as social workers who come in and really, really take the time. I am really happy that you are doing this but more than that I think the city needs to open their arms to these individuals.</p>	<p>chronosystem-geopolitical events in Africa (non-normative) microsystem-personal feelings, observations, or reflections</p>	NA	NA
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11:32:11-13:03:29		What I do see also is in the state of Texas, the city of Houston being geared more towards helping those from central, South America and Mexico because Texas is right on the border we are more familiar about how to help them. I would also say there is a large pop. Of the city that speak two languages- English and Spanish but this group is different I think because I think they were brought in under the radar. We have several groups that had no idea that these people where her until the Sudanese community were brought to light with the documentary the Lost Boys of Sudan that was partially filmed in this complex.	microsystem- personal opinions and observations exosystem- film documentary	NA	NA
				NA	

		<p>Before that is virtually unknown that these people were here. But now the dynamic has really shifted because here is a group of people I know at least 7 or 8 major ethnic groups where no one speaks their language and it is almost like there is fear of the possibility that they may not be able to meet their needs or the simple fear of the unknown. Not knowing how to handle them and also think it may even have a little bit of shame that comes with it because of what's going on, on that continent where they basically been kept or been treated like they really didn't matter and now that it has been brought to the forefront there may be some people that find it is difficult to deal with. As a result the one's here are in danger of falling through the cracks and here too being impoverished all over again when we are one of richest countries in the world.</p>	<p>microsystem- personal opinions and observations exosystem- language barrier between refugees and the rest of the city</p>		NA
14:13:25-14:38:31	Pastor Paul	<p>My name Pastor Paul, I am from Congo, In fact myself I am a refugee And I came here under YMCA and when I reach here I have experience quite the problem of how am I going to handle myself and which direction do I have to take?</p>	<p>microsystem- personal history mesosystem- YMCA client</p>	resettlement	<p>Ques. 1 Ques. 2</p>

		And then being a pastor I started going to church preaching but the usual approach was when I was going to YMCA they asked me to make some application to get a job. The kind of job which was there was the kind of job to pay you five dollars an hour or whatever. The rent to pay was like \$ 445.00 and they put us together like three people in a one bedroom so we have to share. We have to share the expenses all this stuff.	microsystem- personal finances mesosystem- employment	employment resources agency	Ques. 2 Ques. 4
		So what happens even though you may have all this money you still have family back in Africa and they are still expecting that you send money and they are still expecting you to help them , but you are trying to establish yourself in this society and you don't know where to start or how to handle yourself so it has been really hard but by the grace of God we have been blessed and we met with sister Tessi through another lady and here and she has really helped us to be in touch with her and since they we have been in touch with several people who came to know what we are doing here and to know our ministry and even the name Mungu's House ministry Mungu means God so this is God's house ministry.	microsystem- personal finances mesosystem- faith-based network peer group macrosystem- value of money	unmet expectations cultural values resettlement social or kinship networks	Ques. 3 Ques. 2 Ques. 1

		<p>Where we are more concerned about people's lives, more concerned about how we can help people and not only in the financial and not only how they can get through society but we want to help their spiritual needs. And this is something I want to explain to you. There was a couple of refugees that came here because they have a need that believe in that they have to compromise for the sake of getting assistance . Even if he is not working for them he has to compromise ok we say that we are Christian and we try to say that we are Christian but we have been helping people from everyone and try to help those it does not matter Christian or Muslim and we have been helping people from Africa and people from Asia and people from almost everywhere, people from Russia, Afghanistan, Turkey, some even from South America and some even American themselves.</p>	<p>mesosystem- church services to individuals macrosystem- conflict with Muslims and Christians carried to U.S.</p>	<p>cultural values resettlement resources support organization- church supports whole community</p>	<p>Ques. 1 Ques. 2 Ques. 3</p>
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14:40:33-15:01:00		<p>Since we started giving out food we have been able to serve more than 150 families. This is actually families of 5 or 6 children. We have found a great need and most if the need is in integration. They do not know how to integrate into the society. How can someone integrate into the society as long as he does not have the right person to help him. Someone who can tell you how to go step by step.</p>	<p>mesosystem- ministry distributes food microsystem- personal opinion</p>	<p>cultural values- adaptation resettlement</p>	Ques. 4
		<p>Most of the agencies they just can tell him. They have one or two days of orientation and they let them go for themselves and most of the information you have to get through friends or through relative or through someone who you can come close to and he can tell you how to do. The agency they want you to get a job and once you get a job they drop you out of the program out of benefits which I have found that it is not real fair because I have a case of a lady and she reach here and after two months she got a job and she was employed with IGLOO and she worked there and then IGLOO laid them off and she was a t home and she did not have any assistance from the government and she did not have any assistance from the agency and which she could not live.</p>	<p>mesosystem-scope of agency services microsystem- personal opinion or observation mesosystem- employment issues exosystem- public support ending</p>	<p>agency- inadequate information in orientation employment policy- ending subsidies</p>	<p>Ques. 4 Ques. 2</p>

		Now we have a problem this lady can not live and she has a problem and she has two children and she comes back and she says can you help me.			
		And most of the time the way we can see it well Sister Tessi she is American so they think that she can work together and she can give all the answer to their problem. And we do not have all the answer and actually we are trying to do our best to address all the problems that they do have and to have people who can sometimes accept people to help with supplies sometimes for maybe six months and sometimes we have people who can assist with the furniture. We have tried to be the contact where we can see the need and try to supply for the need as we say mostly the needs of this community they do not have end.	microsystem- personal beliefs or expectations mesosystem- ministry help	support organization- Tessi advising resources	Ques. 5 Ques. 4 Ques. 2

		Our purpose was try to help people until they can become integrated into the society until they can be self-sufficient. That is one of the reasons why we have been discussing with one of our partners, he has a church in Angleton and we have been discussing how to start even a tailoring, a sewing program where the women can sit together and talk about how they can be themselves and how they can help	exosystem-collaborations with partners and other churches to better serve the people	support organizations-ministry's partners social networking-creating sewing program	Ques. 2 Ques. 5 Ques. 3
15:02:01-15:10:02		When we started the program we said we have to have a food drive so then we asked ourselves how we are going to provide this and then we started to contact the agencies and it was not easy because the agencies they have their hands upon the refugees and they act as if they have the rights upon and then we say we want to go over there they say they will not accept you because you are not coming with our order you need to get our permission to apply. You need to get our permission to get to that client. Alliance is the agency that we have been working with and in the beginning it was not easy but now we are working with them because they began to see what we are doing.	exosystem-collaboration between ministry and resettlement agency	agencies	Ques. 4 Ques. 5

15:10:01-15:13:10		Now we have stopped using them as an in to the community because we are well known enough among the refugees that we do not need them.	exosystem-collaboration between ministry and resettlement agency mesosystem-direct service	agencies	Ques. 4
15:14:01-15:16:11		So we were just trying to get our way into this community. So I can give you an example for the Somali community we could not get in touch with the Somali community without using the Alliance because we have to use the Alliance to get into that community because we have to use the caseworker to stand there and say we say the caseworker with that person so now we can trust them.	exosystem-collaboration between ministry and resettlement agency	agencies	Ques. 5

15:17:08-15:20:03		What can I say? Well we know we can have many hands and people that can help with doing something. Well what I can mention here is that agency receives paper everyday and well for them it is a business and once they receive paper they have to take you out. They can't stay with that teach you if you get it or not. We know that in the community there are those that are maybe coming from the countryside and never see anything so we need people who maybe can come and teach them. I heard a story about the Sudanese family or Somali family they didn't know how to use the bathroom all this time so maybe we can help. From where the Alliance or from the agencies can drop you it has work and this is what we are trying to do on our side.	mesosystem-scope of services of the agencies mesosystem-scope of ministry's services	agencies resettlement support organization	Ques. 4 Ques. 2 Ques. 1
15:21:01-15:23:03		Life skills . We are not really getting to it completely because I still have to take care of myself, take care of my family and this is that part that we cannot really get to because they have clients coming in daily.	microsystem-personal need mesosystem-influx of clients	NA	NA

15:24:02-18:01:10		The agencies are working only with the paperwork. It is a work without heart. They want to do paperwork to be good with the state or to be good with the government but they don't really do what they are supposed to do. People can make you sign papers but they are not helping you understand why you are signing these papers. I can bring another issue about when the refugees have financial management problem.	mesosystem-agencies helping clients with forms	agencies resources resettlement	Ques. 4 Ques. 2
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		<p>Which I myself fell into this trap one or two times until Tessi helped me to understand and then I was like Wow for instance when someone is going to buy a car and they tell him down payment and he says what do you mean down payment. If you don't pay what can happen and he fills out all these papers and at the end of the day he says I will pay this \$300.00 and how much is he making \$450/month? After you pay this \$300.00 how are you going to take care of your family? So we still have a lot of things that we need help being there and fortunately I have Tessi so most of the time she will tell me no, no, no that is too much don't do like that. But there are some that need it . They don't have any assistance. The agency will say we made an orientation for you and then after that orientation after that orientation what is going to happen. You are on your own you take care of your business and do not think that this is helpful for this community.</p>	<p>microsystem- personal experience mesosystem- agencies inadequate training in money management macrosystem- economic and cultural rules about money</p>	<p>resources social or kinship networks agency- inadequate orientation</p>	<p>Ques. 4 Ques. 2 Ques. 3 Ques. 1</p>
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19:01:10-22:03:01		I myself did not have the chance to go to the orientation back in Africa due to the case of what I was doing working with a friend to come here. Most refugees when they go to orientation have a book based on what country you are coming an orientation book where they can teach of how life is in America, how much you are doing to make in an hour. They give an average and how you can live in America.	microsystem- personal history mesosystem- information at orientation about life in U.S.	resettlement	Ques. 1
		That's why when somebody is a polygamist having two or three wives and for him to be able to bring his wives he have to hide because they tell him in America they do not like two or three wives only one wife. So for him to be able to bring all of his family here he has to change their names. That's one and in the orientation back in Africa it is mostly about the lifestyle. How life is and what kind of job you are going to get but from there to here is a transition there is a lot of pressure going here.	macrosystem- family and marriage customs exosystem- rules about bringing an entire family	resettlement	Ques. 4 Ques. 1

		<p>They will not tell you how much you need to spend per month here, No. In Africa \$250 is too much for me. I did not have \$100 there. I can make \$400 or \$500 in one month. I am going to be rich. Most think I am coming and am going to make good and when they get here the frustration and the reality don't really get what they are expecting so most of the family are somewhat deceived. And then someone can even say okay I can back to Africa. Because once you have the orientation her is done the orientation does not tell you anything. Recently there was a program to New Orleans and send them to New Orleans for \$15.00 hour fro three months. One of the irresponsible caseworkers said he can go there and spend \$7,000 but no security.</p>	<p>mesosystem- information available about life in U.S. (orientation) macrosystem- economies of different countries microsystem- frustration and feelings of deception</p>	<p>unmet expectations cultural values resources employment emotional</p>	<p>Ques. 4 Ques. 2 Ques. 1</p>
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23:01:04-25:10:02	Tessi	<p>One thing that can also be brought up is that a lot of the caseworkers are from the community and so you have a group of individuals who are refugees themselves and they too are facing the language barrier and they have very limited knowledge on the culture in America. They are thrown into these jobs. Some of them have the mindset well now that I can make money that is my sole focus and they forget about the others. That are in the community so as a result as Pastor Paul mentioned they do not have heart for what they are doing and they do not have a working knowledge of the system. You will have paperwork that is mishandled you will have individuals that will go without their needs being met because they do not know all the agencies that are around if there are food pantries in the community how you can get an extension on food stamps. What is the least amount of money you can make to continue to receive some form of public assistance, they don't know that.</p>	mesosystem- limitations of agencies' abilities to serve because caseworkers are struggling with the same issues a refugees	caseworkers- limited training and experience agencies-hiring, training, and supervising caseworkers	Ques. 4 Ques. 2
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		<p>As a result as Pastor Paul mentioned we will have some refugees that will come in here for two or three months are able to get a job, father can get a job and mother can't and drop them from services not realizing that amount of money that is coming into the household and then taking them back through social services again to reevaluate need or to get food stamps just at a lower amount. Here again you a group of untrained individuals being thrown into this simply because they speak the language and it keeps other s from getting in there and having to work a little harder to develop relationships within the community so it is almost like a catch-22. Here is a person coming in from another country where basically they could not earn anything and they are coming here with their belief in the American dream and the ability to make money but then again at the same time they are still going without their needs being met.</p>	<p>mesosystem- employment, assistance from agency exosystem- agency control of interaction with other organizations macrosystem- food stamps chronosystem- (non-normative) resettling</p>	<p>caseworker- not trained unmet expectations food stamps or Medicaid support organizations- frustrated by agencies' control over communities resources</p>	<p>Ques. 1 Ques. 2 Ques. 4 Ques. 5 Ques. 3</p>
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		<p>What we need is for someone to step in and if they are going to hire people from these communities and use them as translators then they need to train them. They need to help them get into classes where they can learn how the social economic system here works. If you are impoverished or quote unquote low income these are the opportunities to help you. This is how Medicaid works, this is how Medicare works for the elderly, this is how food stamps work or here are the different school programs. There are parents of children that were not even taught about the free school lunch program so you have children that are in school not even eating all day and the caseworkers did nothing to inform the parents about it. They didn't bring them the paperwork. Randall's /Wal Mart were giving away school supplies the social workers said nothing and now the kids are going to school and they had no paper and they had no pens. If the city is going to have these people come here then they need to make a special effort to keep sure their needs are met having qualified individuals.</p>	<p>mesosystem- what resettlement agencies need to do macrossystem- reference to Medicaid, food stamps, and Medicare exosystem- free school lunch microsystem- personal observations and opinions exosystem- private sector charity</p>	<p>agencies - need to train and supervise qualified caseworkers food stamps or Medicaid resources resettlement</p>	<p>Ques. 2 Ques. 4 Ques. 5</p>
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25:40:03- 27:22:02-	Pastor Paul	I want to say something in the agency there is a lot going on and they are not capable of handling it. They are trying to do a very limited service. You can ask the caseworker and he will say that is not my job. Ok maybe lack of knowledge or maybe he did not receive instruction for how to do it so they are very limited and hey are just doing the same thing everyday. How are they improving their lives what has happened since they did their paperwork. These are things we can ask the agencies because the issue is not only bringing it is finding out how far they have integrating into the society. Because we wan to see them Not after feeding you not after clothing, not after doing anything for you are you still same asking everyday no we want to see you integrated and functioning.	mesosystem- what the goal of the resettlement agencies should be microsystem- beliefs and observations	agencies resettlement	Ques. 2 Ques. 4
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28:13:08- 30:02:10-	Tessi	There is something else that we personally have experienced. Last year a couple of churches came out and handed toys to the children because they don't understand the demographics in this area as we didn't either when go to the particular agency that we did we were actually fought. They did not want to provide us any information. We have found in trying to give out food and it was raining and we literally had to beg with using a small room at the corner of the building and we were given stall tactics. We need a collective. If we gather together and work together a lot of these needs will be eliminated for the most part.	exosystem- coordination of charitable efforts	agencies- would not collaborate resources supporting organizations	Ques. 5 Ques. 2 Ques. 4
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31:02:12- 32:22:10-	Pastor Paul	And let me comment. You can be born here and you can have the facilities of speaking and you can have the facilities to know more about the rights of this place. These people they do not know anything about this place, they do not know where is downtown. They don't know anything and If they have problem they don't know whom to contact. And you might know because you are citizen you know how to act and you know your rights. The same benefit can be given to them too. But for our ministry we are not limiting especially with our food drive we give food I have seen African Americans and Mexicans coming and we want to meet all their needs.	microsystem- opinions and observations	NA	NA
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33:12:01- 34:20:10-	Tessi	I think we need more regulation of these agencies at the city and at the state level. I think a lot of their agencies are left to their own devices. Although yes they are receiving grants and if they fill out the required paperwork they will get more money but there is no one there to police them and to make sure that the individuals that they say they are helping they are actually helping. In order to do that they are going to have to get their hands dirty, they are going to have to get involved. I have never seen one city councilman in this community. I have seen their signs up everywhere but I have never seen one walk the complex. I have never seen Mayor White come down here one time. I have never see Sheila Jackson Lee the ones that profess to be for the ethnic groups I have never seen one of them here. They need to take an active role in this community and ensure that the needs of these individuals are being met.	exosystem- role of government officials in the problem microsystem- personal beliefs	resources- public funding political issues	Ques. 4
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