

Jael Ojwaya

Background / Childhood:

- Born in Kenya in a small village bordering of Tanzania
- Oldest child in family of nine children
- Native Language – Dholuo. Others Languages: Kiswahili, English, & Basic Japanese
- Attended boarding schools elementary through high school in Kenya
- Arrived the U.S. in 1999 as a student on an non-immigrant (F-1 Visa)

Husband: Oliver Mogga

Children: Identical boys- Andrew & Wagner

College Attended:

- USIU-Africa (BA in International Relations); Cornell University (MPS in International Development); Miami University in Ohio (MA in Education; Specialist in School Psychologist)

Professional Experiences:

- Taught high school at Lambwe Secondary School, Kenya
- School Psychologist / Director Psychological Services – Dayton Public Schools, Ohio
- Currently working at West Fargo Public Schools as Multi- Tiered Support Coach (MTSS)

Experiences as an Immigrant / Refugee:

- Difficulty getting a visa to join my husband who was already studying in the U.S. even though he was not allowed back in Kenya and would not return back to his native country Sudan
- Proving that I had social and economic ties to Kenya, and would return upon completing graduate school
- Proving I would be able to support myself and the twin boys once I was in the U.S.
- Juggling graduate schoolwork and two children under the age of 3 years
- Holding F-1 visa limiting my ability to seek employment outside campus
- Process of obtaining political asylum; permanent residency and citizenship
- Political asylee / refugee or an economic refugee? And meeting family basic needs while furthering my education

Past Involvement with Immigrants / Refugees:

- Providing psychological services – Direct psycho-education testing, designing interventions based on specific needs and one-on-one counseling
- Home- school collaboration
- Providing training to teachers on best practices on assessing ELL students
- Supporting community initiatives – linking high school students with colleges

West Fargo Public Schools - MTSS Coach at Cheney

- Involvement with ELL students after they exit Newcomer Services
- Refugees /secondary immigrants who have demonstrated acquisition of English Language
- Assessing and placement into the correct academic pathway
- Collaborating with school teams to support the needs of our culturally diverse populations at Cheney Middle School