

# Task Force on English Learners and Bilingual Education

March 16, 2024



1

## Welcome

- Introductions
- Task Force Members
  - Jerry Almendarez, Santa Ana Superintendent
  - Sabrina Bazzo, San Diego School Board
  - Lewis Ferebee, Washington D.C. Chancellor
  - Stacey Woolley, Tulsa School Board
- Council Staff



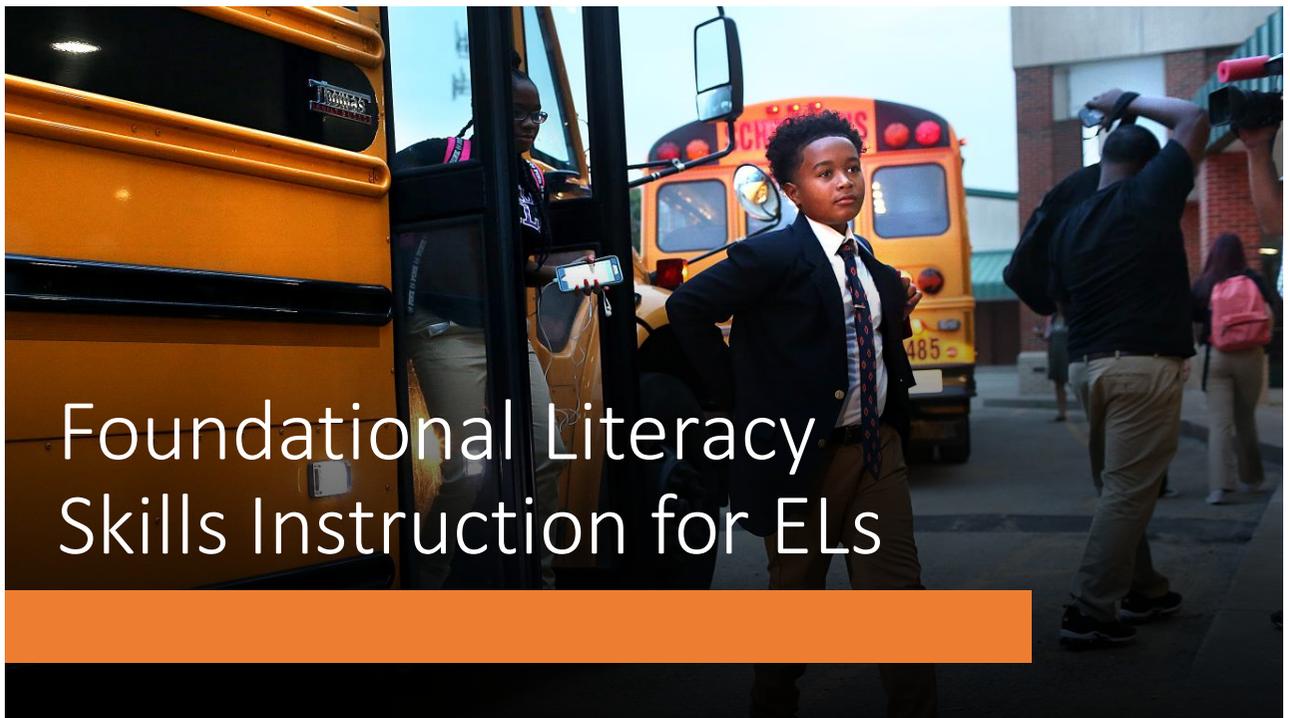
2

## Agenda

- I. Introductions
- II. EL Project Updates
- III. Overall Enrollment Trends and Changing Landscape
- IV. Bilingual, Immigrant, and Refugee Education Meeting—May 6-11, 2024
  - a. **School Visits:** May 6 and 7—Minneapolis and St. Paul Public Schools
  - b. **Challenge of Practice Work Sessions**
  - c. **Location:** The Royal Sonesta Minneapolis Downtown
- V. New Business



3



## Foundational Literacy Skills Instruction for ELs

4



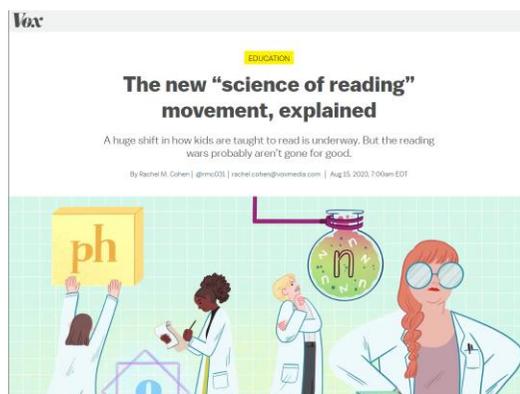
5

**The problem is we don't know how to teach the "science of reading" well yet, either**

Though states have moved to replace **poorly rated** curricula or ban weak instructional approaches, figuring out exactly what schools should do instead is harder. Politicians have falsely declared that experts know what science-backed alternatives teachers should use, and education companies have rushed to meet the demand for new materials, selling school districts their own questionable curricula and teacher trainings.

"We think we have some sort of tentative answers, that various kinds of instructional approaches work better than others, but that **evidence is definitely far from ironclad**," said Morgan Polikoff, an education professor at the University of Southern California and an expert in K-12 curriculum standards. "Generally speaking there is not a lot of good research on the effectiveness of core curriculum materials, and that's true both in reading and for other subjects."

Polikoff, of the University of Southern California, said the history of US education policy reform suggests that building teacher buy-in and **avoiding overly punitive mandates** will be important to helping the new "science of reading" laws actually stick. He also warned against hinging hopes to specific state test score gains. When scores trended down **following the introduction of the Common Core** standards, opponents used those declining results to then water down the policies.



6

EdWeek Market Brief

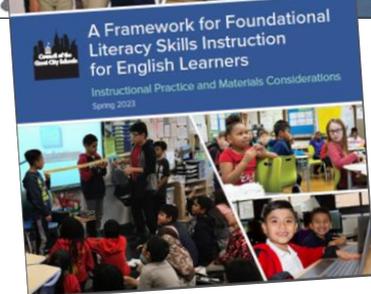
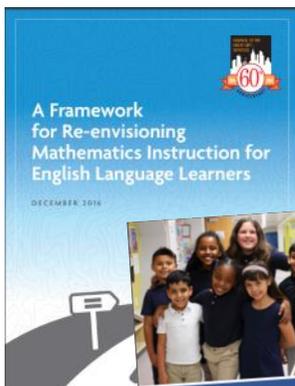
Analyst's View  
Sept. 28, 2023



### Districts Are Ramping Up Standards for ELL Materials. Here's How to Meet Rising Expectations

*Companies Need Materials That Weave Content With Language Learning, Says an Advocate for Major School Systems*

Michelle Caffrey  
Staff Writer



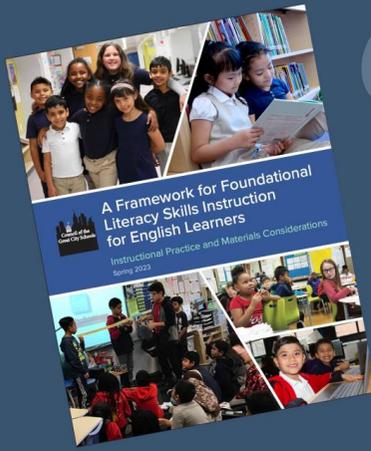
7



## A Framework for Foundational Literacy Skills Instruction for English Learners

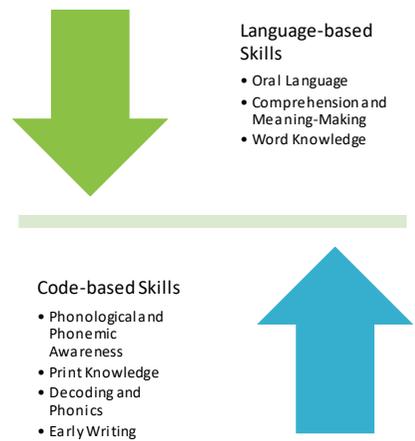
Instructional Practice and Materials Considerations

Spring 2023

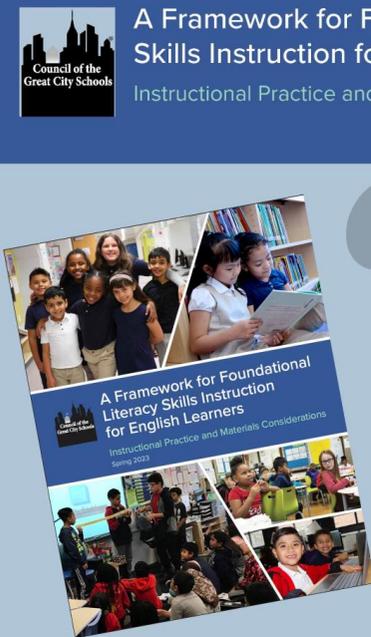


“

A comprehensive and connected approach recognizes the need for English learners to develop both broad language-based skills with related content knowledge to support meaning-making and learning the English language system and code-based skills that build phonemic awareness and decoding skills.



8



**Council of the Great City Schools**  
**A Framework for Foundational Literacy Skills Instruction for English Learners**  
 Instructional Practice and Materials Considerations  
 Spring 2023

English learners (ELs) need a **comprehensive and connected approach** to foundational literacy skills development that involves grade-level instruction by knowledgeable teachers who build on the linguistic repertoire of ELs and can teach ELs how the English language system works to convey meaning.

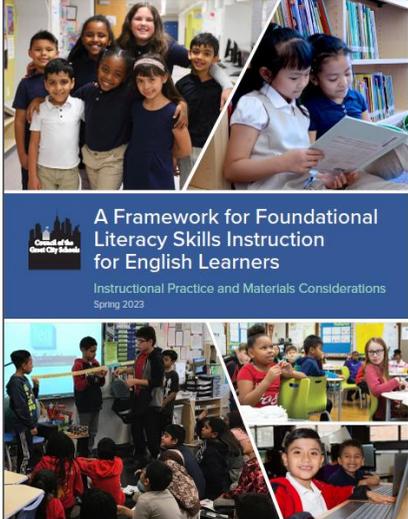
## What do students learn about language?

-  Oral language and broad-based language skills
-  Understanding of the English language and how it may differ from their home language
-  Code-based skills to engage with texts in service of learning grade-level content successfully
-  How academic English works to convey meaning

9

## Foundational Skills Instruction for ELs

-  **Chapter I.** Overview of Research
-  **Chapter II.** Envisioning Foundational Skills Instruction for English Learners: A Comprehensive and Connected Approach
-  **Chapter III.** What Teachers Need to Know about Language: A Linguistic Primer
-  **Chapter IV.** Considerations for Selecting Instructional Materials to Teach Foundational Literacy Skills Instruction



**Council of the Great City Schools**  
**A Framework for Foundational Literacy Skills Instruction for English Learners**  
 Instructional Practice and Materials Considerations  
 Spring 2023



10

**A Framework for Foundational Literacy Skills Instruction for English Learners**  
Instructional Practice and Materials Considerations  
Spring 2023

The Framework presents six principles that enable a comprehensive and connected approach as a critical component of Tier I literacy instruction for English learners. The principles address English learners' unique age- and grade- level needs and honor their linguistic assets.

- The linguistic repertoire of ELs and registers of English are valued and leveraged.
- Grade-level content serves as the anchor for foundational literacy skills development in service of mastering spoken and written academic language.
- Meaning-making and comprehension are prioritized.
- Mastery of academic English expands student linguistic identities.
- Language-based and code-based skills are developed simultaneously.
- Comprehension of text is signaled by students' ability to read with the proper expression to convey meaning, not solely speed and accuracy.

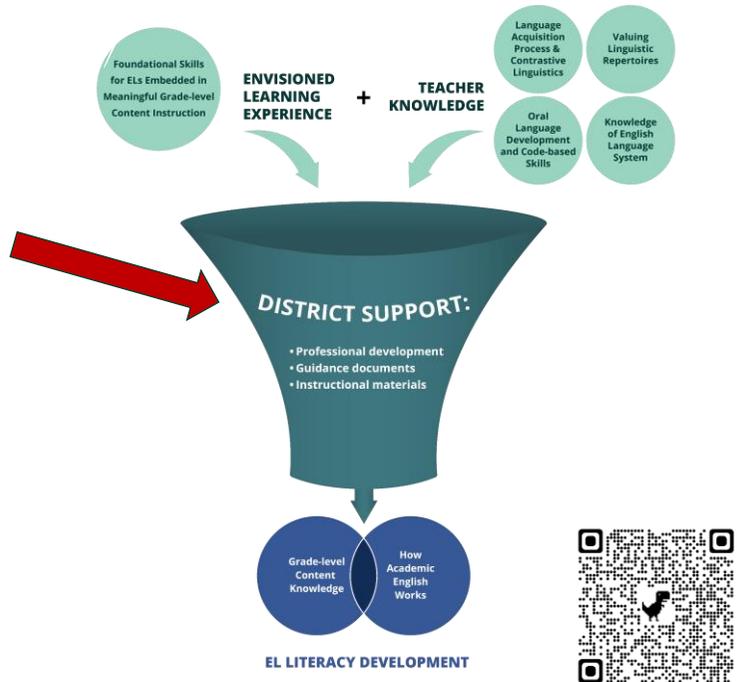
11

# Theory of Action

When **teachers value and leverage the linguistic repertoires** that ELs bring to school and teachers are **equipped with knowledge** about—

- (a) How the English language system works,
- (b) How ELs develop English as a new language, and
- (c) Comprehensive approaches to literacy,

teachers can **create learning experiences that build content knowledge** and **foundational skills instruction** that supports student understanding for how academic English works.



12



# Think About...

- Does the curriculum sufficiently support ELs learning foundational skills while connecting to rigorous, grade-level content?
- Do your instructional materials support high-quality foundational skills and content instruction?
- What needs amplification?
- What needs to be different for ELs?

## District-aligned Instructional Supports and Resources Explicitly Addressing EL Needs

Teacher-designed and -led instruction anchored in grade-level content that dynamically responds to the evolving learning needs of ELs requires the following targeted and multi-layered district resources and supports—



**Professional learning.** Teachers need high-quality, relevant, and ongoing professional learning that continues to build their capacity around providing foundational skills instruction to students whose home language is not English, equipping them to respond to the educational needs of ELs (California State Board of Education, 2012). Professional development must also be aligned with (and/or complement in a coherent way) the district's overall professional development plan, particularly around foundational skills and literacy.



**District guidance.** Any district guidance and resources provided to teachers for developing literacy and grade-level content knowledge should also be coherently articulated or aligned to meet the needs of ELs.



**Instructional materials.** The central role that teachers play is supported by quality instructional materials that facilitate engaging learning experiences. These learning experiences build grade-level content knowledge and simultaneously develop oral language and foundational skills for ELs. District-adopted materials, approved lists of texts, or guidance for the adoption of instructional materials to support foundational skills instruction should explicitly include features that address the needs of English learners.

13

The processes for the review and evaluation of instructional materials for foundational literacy skills that are responsive to EL needs should include:

- Establishing a review and selection committee that is multi-disciplinary, comprising EL instructional staff (e.g., classroom teachers, coaches, and instructional leaders), literacy educators, and other relevant staff, such as professional development coordinators.
- Creating an evaluation rubric that integrates the criteria of the RFP or procurement call, district-identified needs, and elements from the criteria matrix presented in this document.

14

## Review of Instructional Materials

- **Reviewers:** 28 representing 13 member districts (Atlanta, Baltimore City, Denver, Kansas City, Long Beach Unified, Los Angeles Unified, Milwaukee, Minneapolis, Newark, New York City, Omaha, Philadelphia, and St. Paul)
- **Materials:** Four publishers volunteered.



15

### Most Prevalent Concerns/Findings

- 

Lacking connection to grade-level content in broad, multi-grade materials
- 

Materials for upper grades tend to assume existing knowledge of book handling, early writing, etc.
- 

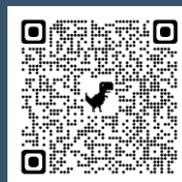
Many materials take isolated, skill-building approaches to target specific foundational skills (i.e., phonemic awareness)
- 

Skill-building focuses on code-based skills without connection to broader language
- 

High expectation/burden for teacher planning to integrate foundational skills and connect to grade-level content



16



Challenges to Implementation

17

**Self-Assessment:** How is your district developing and using knowledge about language?



Topic	Already Addressing	Need to Address/Amplify	Resources/Support for Teachers
Language Development			
Sentences and Discourse			
Stress Patterns			
Vocabulary: Principles of Word Formation			
Syllabic System			
Phonemes and Sounds			



18

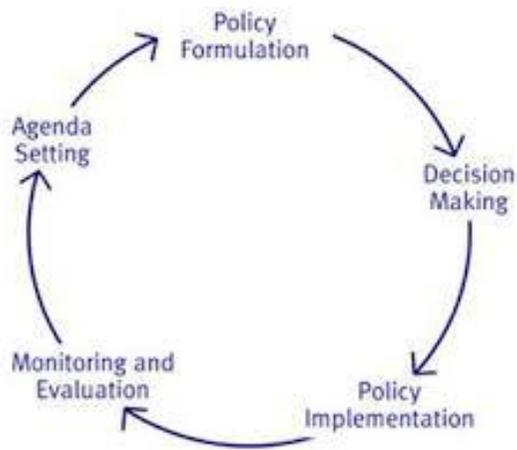
## How is your district developing and using knowledge about language?

Nobody has responded yet.  
Hang tight! Responses are coming in.

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](https://pollev.com/app)

19

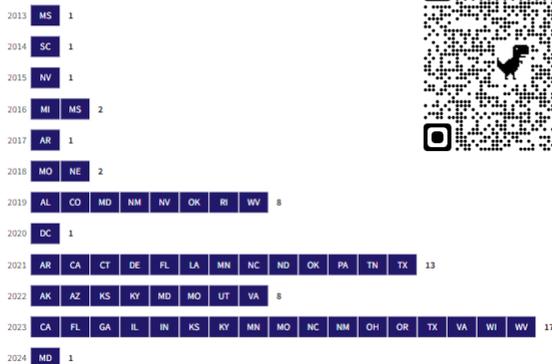
## Responding to Science of Reading Legislation



This Photo by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/)

### WHICH STATES HAVE PASSED 'SCIENCE OF READING' LAWS?

Over the past few years, more states have passed laws or implemented new policies related to evidence-based reading instruction. Look below to see which states have such legislation and when it passed.



SOURCE: Education Week reporting



<https://www.edweek.org/teaching-learning/the-science-of-reading-in-2024-5-state-initiatives-to-watch/2024/01>

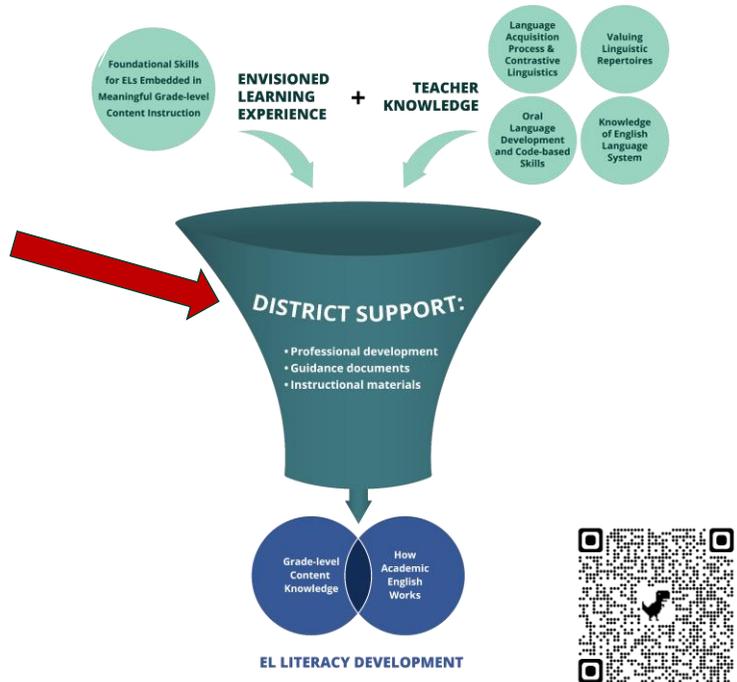
20

# Theory of Action

When **teachers value and leverage the linguistic repertoires** that ELs bring to school and teachers are **equipped with knowledge** about—

- (a) How the English language system works,
- (b) How ELs develop English as a new language, and
- (c) Comprehensive approaches to literacy,

teachers can **create learning experiences** that **build content knowledge** and **foundational skills instruction** that supports student understanding for how academic English works.



21

## Is Your District Supporting Quality EL Instruction?



### Instructional Materials

- Lists of approved titles and programs reflect high expectation for ELs
- Materials address grade-level content and academic language development



### Guidance and Recommendations

- Developed with ELs in mind at the outset, not as an afterthought
- Grounded on valid EL research findings
- EL practitioners involved to share insights for realistic implementation



### Professional Learning

- Criteria for selecting content and providers reflects sound pedagogy for ELs
- PD plans and content build a sense of shared responsibility for EL success



22

## Instructional Materials

### DO NOT...

- Select materials without the involvement of EL expert practitioners
- Require using foundational skills materials that are designed based on mono-lingual English speaking literacy trajectory
- Diminish teacher role by using materials that overly focus on code-based skills
- Prohibit acquiring complementary materials that specifically address EL needs



23

## Guidance and Policy

### BE WARY OF...

- Legislative/policy mandates that narrowly focus on code-based skills, neglecting English learners' need to develop oral language skills in English
- Legislation/regulations divorced from EL research, needs, and effective instructional practices
- Guidance/policy developed without active and equitable participation of EL experts and EL practitioners



24

# Professional Development

## SHOULD NOT...

- Reflect low expectations for ELs learning grade-level content (e.g., considerate texts, different standards)
- Focus exclusively on code-based skills, neglecting broad language skills
- Focus exclusively on EL educators
- Focus exclusively on elementary educators
- Be provided by entities with weak or no record of EL expertise



25



26

## Writing Courses – UCI/NWP

- ❖ Funded by the U.S. Department of Education’s **Education Innovation and Research** Office of Innovation and Improvement, as an **expansion** grant.
- ❖ **Collaborative project** among 8 National Writing Project sites across 7 states and partner districts. (CA-2, AZ, MN, OK, TX, UT, and WI)
- ❖ **Partnered with Council of the Great City Schools** to meet the dissemination requirement of the grant, making valuable research accessible to schools across the nation.
  - Co-developed based on Council’s course design on Canvas
  - Incorporating feedback from pilot with five (5) Council member districts



27



Overall Enrollment Trends  
and Changing Landscape

28

29

30

What are you hearing about enrollment?

Nobody has responded yet.  
Hang tight! Responses are coming in.

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](https://pollev.com/app)

31



32

### Have you ever moved to a new...

city	0%
state	0%
country	0%

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](https://pollev.com/app)

33

## Explore Migration in Your Area

**Census Flows Mapper**

Search for a county or click on the map

Choose a dataset: 2016-2020

Choose a type of migration flow:  Net  Outbound  Inbound

Choose a characteristic: Total

Choose a color palette: Orange/Blue

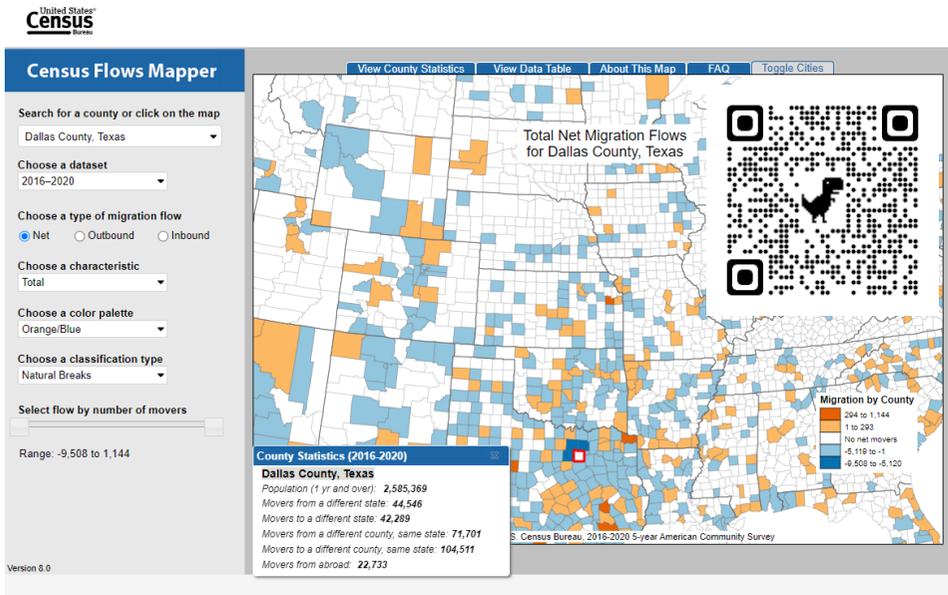
Choose a classification type: Natural Breaks

Select flow by number of movers

United States Census Bureau

34

# Turn and Talk



1. Are there any surprising findings in your county or nationally?
2. What do you think is happening?
3. How does this data impact schools and your community?

35

## Migration... is part of the human experience





Hist
This Photo by Unknown Author is licensed under CC BY-ND
This Photo by Unknown Author is licensed under CC BY-NC

36



37

Why do people move?

Nobody has responded yet.  
Hang tight! Responses are coming in.

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [polllev.com/app](https://polllev.com/app)

38

## Context: Push and Pull Factors



Historical – immigration trends over time



Geopolitical – foreign policy forces and global conflicts



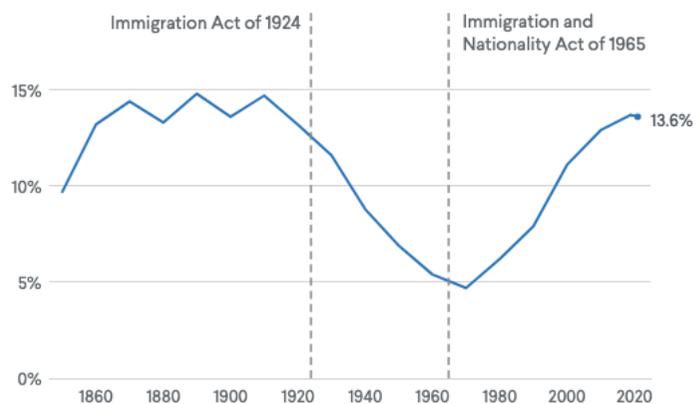
Economic – U.S. needs for seasonal and specialized labor

39

## Historical Context: We've been here before...

- In 1890 and 1910, immigrants represented about 15% of the U.S. population.
- In 2020, immigrants represent 13.6% of the U.S. population.

Immigrants' Share of U.S. Population Near Historic High



Source: Migration Policy Institute.

COUNCIL on FOREIGN RELATIONS

40



## 1880s – Arriving to Ellis Island

41



## 1880s – Building the Transcontinental Railroad



1867– Ging Cui, Wong Fook, and Lee Shao are three of the eight Chinese workers who put the last rail in place.

Source: National Museum of American History. <https://americanhistory.si.edu/american-enterprise/new-perspectives/forgotten-workers>

- Thousands of migrant workers, including Chinese, Irish, and Mormons
- In Western portion, 90% of the backbreaking work done by Chinese immigrants
- Majority of Chinese workers came from the province of Guangdong (Southern China)

### Undervalued and Underpaid

Majority of Chinese railroad were recruited through a vast network of small firms and labor contractors that met the demand of U.S. railroad companies.

- Chinese workers were seen as racially inferior to white workers.
- Chinese workers were paid less and were assigned the most undesirable jobs.

42



43

## 1910 – Industrial Growth Continues



Women Garment Workers, NYC, ~1900



Young Italian Garment Worker, NYC, 1910

- Between 1900 and 1915, more than 15 million immigrants arrived in the U.S., mostly from non-English speaking European countries.
- In 1910, three-fourths of NYC's population were either immigrants or 1<sup>st</sup> generation Americans.

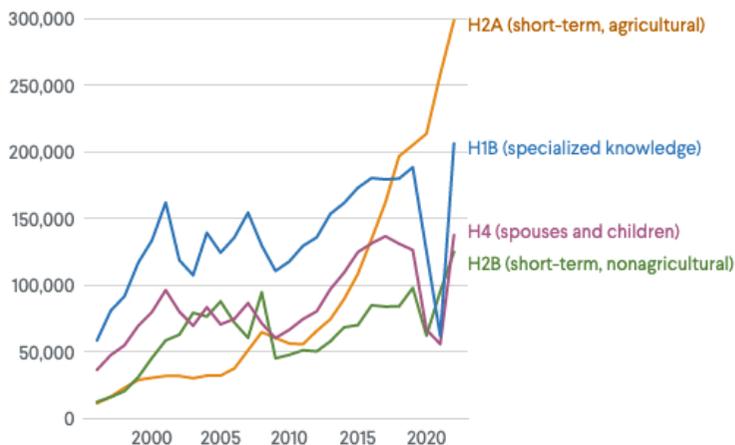
Source: National Museum of American History and Library of Congress

44

Immigration by design through 83 types of U.S. visas

### Visa Offerings Have Fluctuated in Recent Years

Temporary worker visas issued (select visas)



<https://www.cfr.org/backgrounder/us-temporary-foreign-worker-visa-programs>

Source: Bureau of Consular Affairs, U.S. Department of State.

Visa Symbol & Class (selected)	2018	2019	2020	2021	2022	2023
H1B, H2A, H2B	470,657	616,549	466,565	469,964	766,228	708,157
H4 Spouse or CHILD of H1B, H2A, H2B	130,814	125,999	66,323	55,444	137,246	186,748
F1 (student)	362,929	364,204	111,387	357,839	411,131	445,418
F2 (CHILD of F1)	26,650	24,635	9,818	19,820	25,887	26,844
O1 Person w/extraordinary ability in sciences, art, ed, business, athletics & O2 their assistant	25,336	26,493	12,757	10,164	30,688	18,994
O3 Spouse or CHILD of O1 and O2	4,923	5,337	2,658	2,838	6,234	6,453
P1 Int'lly recognized athlete or member of int'lly recognized entertainment group	24,320	25,601	11,710	8,825	20,287	24,165
P2/P3 Artist or entertainer in a culturally unique program or an exchange program	10,399	9,955	3,633	756	5,353	8,871
P4 Spouse or CHILD of P1, P2, or P3	1,386	1,401	968	972	1,717	1,994
▼ FY 2018-2022	▼	▼	▼	▼	▼	▼
TOTAL Nonimmigrant Visas Issued	9,028,026	8,742,068	4,013,210	2,792,082	6,815,120	10,438,328



This Photo by Unknown Author is licensed under CC BY-NC-ND



This Photo by Unknown Author is licensed under CC BY-NC



This Photo by Unknown Author is licensed under CC BY-NC

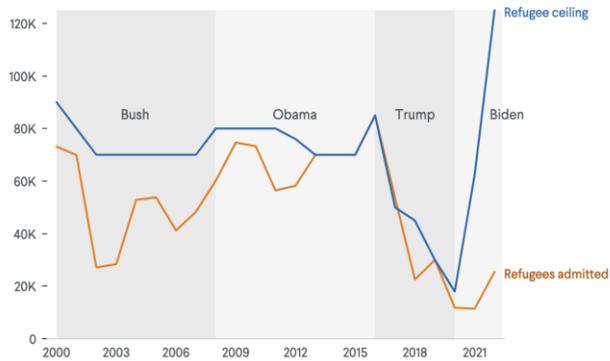
# Refugees

FY 2000 through 2016 – 80,000 refugee ceiling (Bush & Obama)

Biden – Raised refugee ceiling to 125,000. FY 2022 – Around 25,000 refugees admitted.

FY 2023 – Around 60,000 admitted

Refugee Admissions Remain Low Under Biden



Sources: Bureau of Population, Refugees, and Migration, U.S. Department of State; Migration Policy Institute.

Source: Council on Foreign Relations, Dec 2022

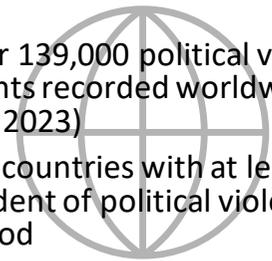
COUNCIL ON FOREIGN RELATIONS

47

# National and Global Forces

## PUSH FACTORS

- Over 139,000 political violence events recorded worldwide (Jan to July 2023)
- 167 countries with at least one incident of political violence in this period

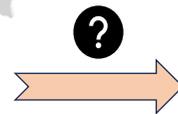


## PULL FACTORS

- 83 types of visas
- U.S. employers seeking over 400,000 seasonal workers
- 125,000 ceiling for refugees



*Families include multi-lingual and English learners of school-age*



48



49

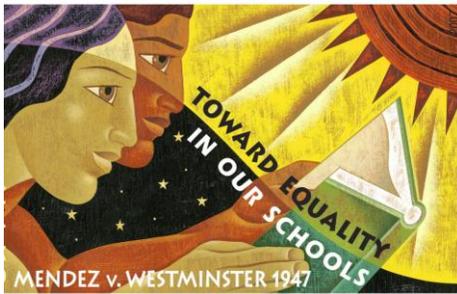


50

*Tape v. Hurley* (1985) is one of the most important civil rights decisions that you've likely never heard of. The parents of American-born Mamie Tape successfully challenged a principal's refusal to enroll their daughter and other children of Chinese heritage into the Spring Valley Primary School in San Francisco, California, seven decades before the landmark U.S. Supreme Court case *Brown v. Board of Education*.



"The Tape Family." (Mamie in the middle). *The Morning Call* (San Francisco, CA), November 23, 1922.



This photo by Unknown Author is licensed under CC BY-NC.



51



52

## Court Cases in California

### ***Tape v. Hurley (1885)***

- Mamie, the daughter of Chinese immigrants who came to California in 1860s, was denied enrollment in public schools because of her Chinese descent.
- The CA Supreme Court ruled that Mamie, born to Chinese parents, could not be denied the opportunity to attend public school.

### ***Mendez v. Westminster (1947)***

- Gonzalo and Felicitas Mendez were not allowed to enroll their three children in Westminster Public Schools. School officials would have them attend segregated "Mexican schools."
- In 1947, the 9th Circuit Court upheld the lower court ruling to cease "discriminatory practices against students of Mexican descent in the public school" due to a violation of the 14<sup>th</sup> Amendment Equal Protection Clause and CA law. Segregation in Mexican schools had to end in CA.



53



54

## U.S. Supreme Court Case: Brown v. Board of Education, Topeka (1954)



**Mendez connection.** While the Mendez case was pending before the U.S. Court of Appeals for the Ninth Circuit, the NAACP filed an amicus brief.

- Writing for the NAACP was Thurgood Marshall who, five years later, used similar reasoning before the Supreme Court in *Brown v. Board of Education of Topeka*.
- The Supreme Court adopted many of Marshall's arguments and, in 1954, issued an opinion ending school segregation throughout the United States. The opinion was written by then Chief Justice Earl Warren.

### **Brown v. Board of Education, Topeka KS**

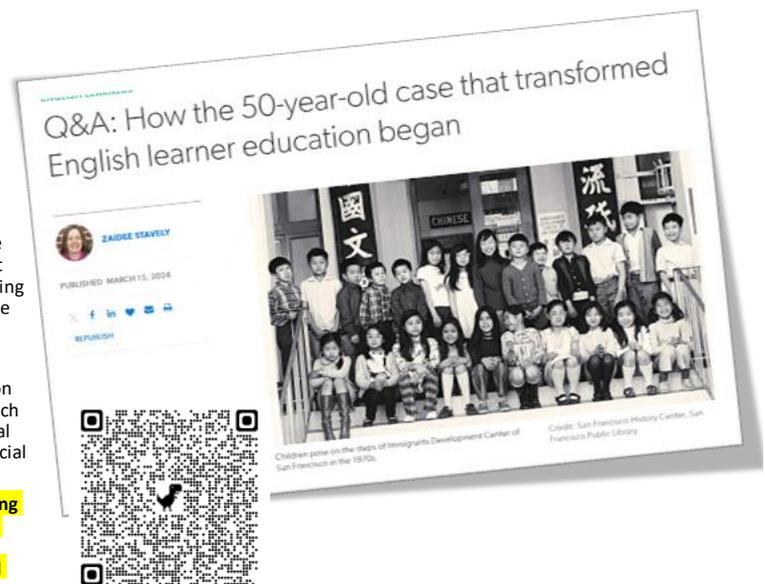
- Oliver Brown's daughter, Linda, was denied access to a white elementary school in Topeka.
- In 1951, Brown filed a class-action suit against the Board of Education of Topeka, Kansas. The Kansas court ruled in favor of the Board of Education, upholding the 1896 *Plessy vs. Ferguson* decision that public facilities could be separate for Blacks and whites as long as they were "separate but equal."
- The NAACP and Thurgood Marshall took up Brown's case along with similar cases in South Carolina, Virginia, and Delaware as *Brown v. Board of Education* that went to the Supreme Court.
- In 1954, U.S. Supreme Court Justice Earl Warren delivered the unanimous ruling in the landmark case that deemed state-sanctioned segregation of public schools was a violation of the 14th amendment and was therefore unconstitutional.

55

## U.S. Supreme Court Case: *Lau v. Nichols* (1974)

In 1971, there were 1,800 students of Chinese descent enrolled in SFUSD who did not speak English and who were not receiving instruction to learn English. A class action suit against SFUSD was filed arguing that SFUSD was not providing with equal educational opportunities to students of Chinese descent violating their Fourteenth Amendment rights.

- The Supreme Court ruled that the school district's action violated Section 601 of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance.
- "[T]here is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."



56

## U.S. Supreme Court: Plyler v. Doe (1982)



In 1975, the TX legislature revised its education laws to deny enrollment in K-12 public schools of children who were not “legally admitted.”

- Class action filed in district court on behalf of school-age children of Mexican origin residing in Texas. The district court concluded that children, **regardless of immigration status**, were entitled to the protection of the Equal Protection Clause of the Fourteenth Amendment and that the Texas legislation violated it.

*The Court of Appeals affirmed, and the Supreme Court agreed to hear the case.*

### U.S. Supreme Court Decision:

- (Brennan, J.) By a 5–4 vote, the Court concluded that the Texas legislation violated the Equal Protection Clause. “... education has a **fundamental role in maintaining the fabric of our society...**”
- (Blackmun, J.) Justice Blackmun noted that “**when a state provides an education to some and denies it to others, it immediately and inevitably creates class distinctions of a type fundamentally inconsistent with**” the purposes of the Equal Protection Clause...”

57

## Path Toward Progress: Selected Cases

### California

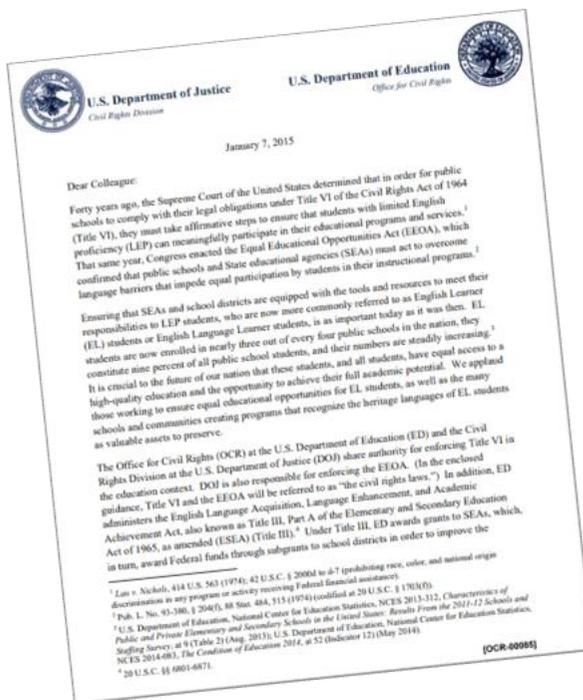
- ***Tape v. Hurley (1885)*** – Exclusion of a Chinese American student from public school based on her ancestry unlawful; segregation still permitted
- ***Mendez v. Westminster (1947)*** – Segregation of Mexican American students into separate “Mexican schools” unconstitutional

### U.S. Supreme Court

- ***Brown v. Board of Education of Topeka (1954)*** – Racial segregation in public schools unconstitutional
- ***Lau v. Nichols (1974)*** - Lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964
- ***Plyler v. Doe (1982)*** – Right to public education no matter immigration status (Equal Protection Clause)

58

# Civil Rights Protections



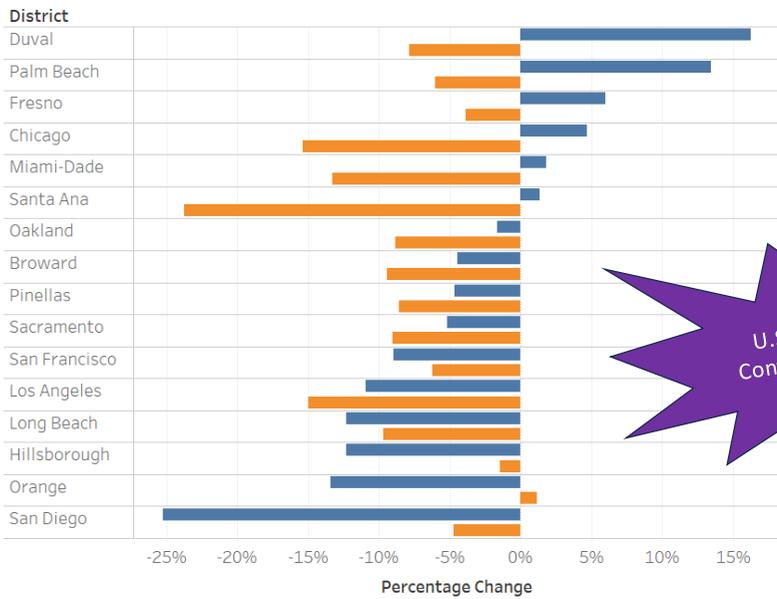
59



# Addressing Today's Reality

60

Enrollment Percentage Change between SY 2018-19 and SY 2022-23 by EL Status (Sorted by EL %-age Change)



U.S. Classrooms Continue to Change

61

## Turn and Talk

- How do people respond to inflows?
  - Are there differences based on *who* is coming? Why?
- How does migration impact our work as educators and education leaders?



62

# Public School Survival



<https://www.chalkbeat.org/2023/2/9/23591903/school-enrollment-data-decline-covid-attendance/>

The school-age population shrank, and families moved.



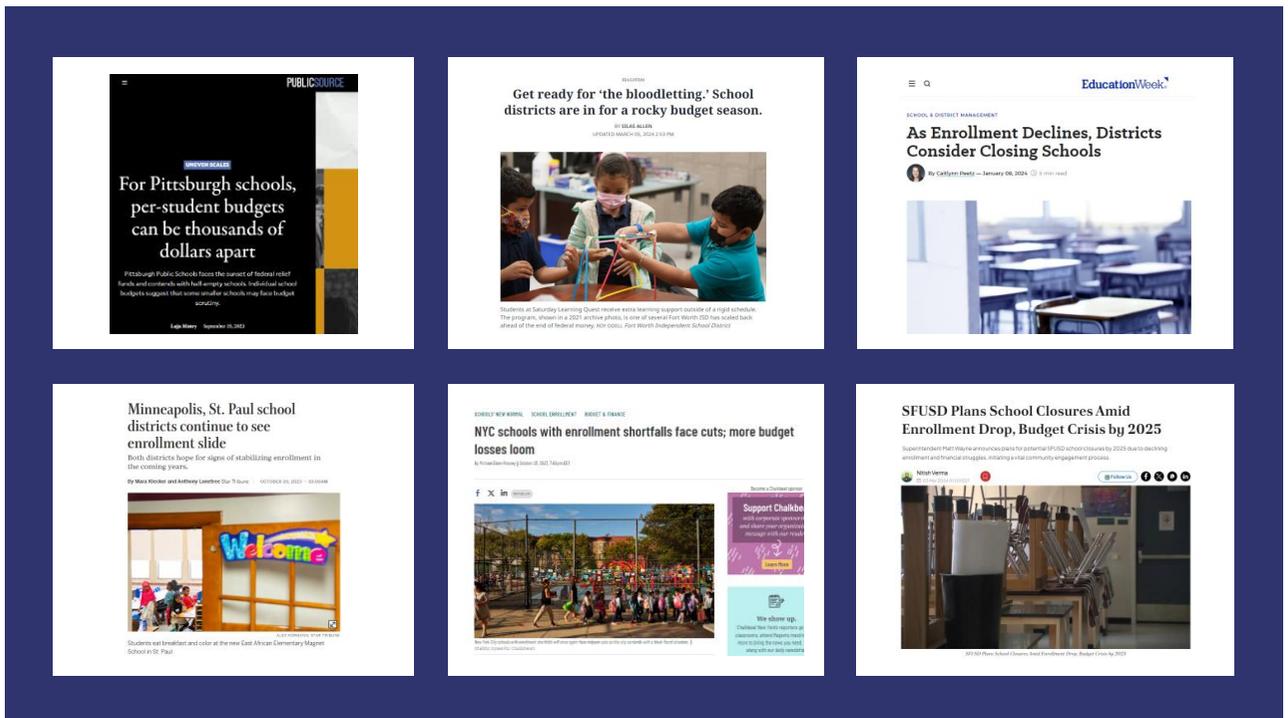
(Gabriela Bhaskar for Chalkbeat)

While families ditching public schools drew headlines, a less visible change also drove the enrollment drop: In many places, there were simply fewer children around to enroll.

The school-age population shifted in two big ways during the pandemic. First, it shrank nationwide by some 250,000 children, according to the Stanford-AP analysis, which relied on Census estimates in April 2020 and July 2021. Birth rates that have fallen for over a decade and a sharp drop in international immigration during the pandemic drove the decline.

Second, many families with children relocated during COVID. They were most likely to leave cities, often due to housing costs or health concerns. They also moved between states: California and New York lost the most children, while Texas and Florida gained the most.

63



64



## New Opportunities: ELs Through An Asset- based Lens



### Assets

- Strongest support for schools
- Multicultural & multilingual
- Fortitude from journey
- Specialized skills

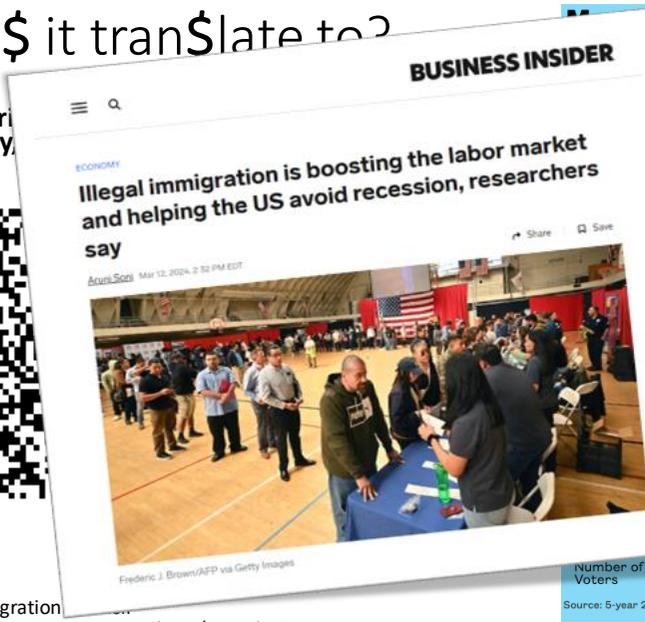
### Needs/Concerns

- Housing/income security
- Social-emotional needs re: traumatic experiences
- Academic gaps
- Health
- Discrimination

65

## What does \$ it tran\$late to?

Economic contri  
by state, county,  
area



**the Impact**

Interactive map to get comprehensive immigration data. Click your state to get started.

United States	
State	
<b>COUNTY</b>	
Metro Area	
District	
<b>County, North Carolina</b>	
Immigrants	54,173
Population	10.3%
GDP	\$372.2M
Power	\$1.1B
Population	3,244
Number of Eligible Immigrant Voters	20,958

Source: 5-year 2018 American Community Survey

Source: American Immigration Council  
<https://data.americanimmigrationcouncil.org/map-the-impact>

66

## New Needs??? Exclusive to “newcomers?”



### Academic Needs

- Low literacy level in any language
- Major gaps in content-area knowledge
- Low levels of English proficiency



### Social-Emotional Needs

- Food/housing insecurity
- Unmet social-emotional needs, impeding their ability to participate in class
- Assistance adjusting to U.S. schools



### Performance & Accountability

- Lack of motivation to stay in school
- Low standardized test performance
- Over-age, under-credited

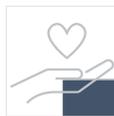
67

## New Needs??? Exclusive to “newcomers?”



### Academic Needs

- Low literacy level in any language
- Major gaps in content-area knowledge
- **Low levels of English proficiency**



### Social-Emotional Needs

- Food/housing insecurity
- Unmet social-emotional needs, impeding their ability to participate in class
- **Assistance adjusting to U.S. schools**



### Performance & Accountability

- Lack of motivation to stay in school
- Low standardized test performance
- **Over-age, under-credited**

68

An untapped (or missed) opportunity for advancing equity?

### As Migrants Arrive, Some Schools Need More Buses, Books and Bilingual Teachers

All children are entitled to a free public education in the U.S., regardless of their immigration status.



By Elaine S. Povich | October 12, 2023

FROM STATELINE

Get stories like these delivered straight to your inbox. Sign up for The 74 Newsletter →



## Turn and Talk

- What are the most challenging aspects of demographic change in your school community?
- How are you responding?
- How can other districts and CGCS support you?



# Council Support



71

## Educational Background Questionnaire (EBQ)

### Components of the Draft Questionnaire Document

#### I. Introduction and Background

- Newcomers: Trends and Issues
- Purpose of Guidance

#### II. Administering the EBQ

- District Context
- Purpose of Identification
- Logistical Considerations
- Interpretation and Program/Service Considerations

#### III. Questionnaire

- Section 1: Introduction
- Section 2: Language Background
- Section 3: Experience with English
- Section 4: Educational History
- Section 5: Out-of-School Time Activities/Responsibilities
- Section 6: Technology



Help educators ascertain students' educational background for purposes of making programming and instructional decisions using an asset-based approach that accounts for the diverse range of skills, abilities, and educational experiences students bring with them to the United States



Jointly developed by CGCS and the Research Institute for the Study of Language in Urban Society (RISLUS) from the City University of New York (CUNY)



Council working group, composed of staff from Council-member districts, created to provide feedback and pilot the draft questionnaire



Questionnaire and related guidance will be made freely available on the websites of both respective organizations



72

## Identifying Student Needs: Home Language Literacy Assessment



- Understanding what students know and what they don't know is crucial for providing appropriate academic support.
  - But if they don't speak English, how do you know what they know?
- CUNY is developing a literacy assessment tool modeled after the existing Multilingual Literacy Screener (MLS) developed for NY State that would be available to districts beyond New York.



73



## Working Group & Pilot Districts



- Following conversations that began in 2020, the Council is supporting five districts interested in piloting the Spanish literacy assessment.
- A larger working group is collaborating on developing guidance around the educational background questionnaire.
- The resulting Guidance Document for Screening, Identification, and Program/Services Placement will be made available by the end of 2024.
- Email [guro@cgcs.org](mailto:guro@cgcs.org) for more information.

74



  
**Bilingual, Immigrant, and Refugee  
Education Directors Meeting**  


---

**MAY 6-11, 2024**  
**The Royal Sonesta Minneapolis Downtown  
Minneapolis, MN**



**School Visits:** May 6 and 7  
to Minneapolis and St. Paul  
Public Schools

<https://www.cgcs.org/UpcomingConferences>

75



## Challenge of Practice Work Sessions

- EL Service Models
- MTSS
- Access to Rigor
- Oral Language Development and EL Literacy
- Newcomers

76

# New Business



77

Thank You!

**Bilingual, Immigrant, and Refugee Education Directors Meeting**  
**MAY 6-11, 2024**  
 The Royal Sonesta Minneapolis Downtown  
 Minneapolis, MN



78