

Task Force on English Learners and Bilingual Education

October 25, 2023



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Welcome

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



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Agenda

- I. Writing Courses Pilot
- II. Foundational Literacy Skills Instruction for ELs
- III. EL Enrollment Trends Pre- and Post-COVID
- IV. Newcomers in Great City Schools
- V. Bilingual, Immigrant, and Refugee Education Meeting—
May 6-11, 2024
Royal Sonesta Minneapolis
Downtown
- VII. New Business

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Writing Courses

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Project Highlights: Courses on Teaching ELs to Write



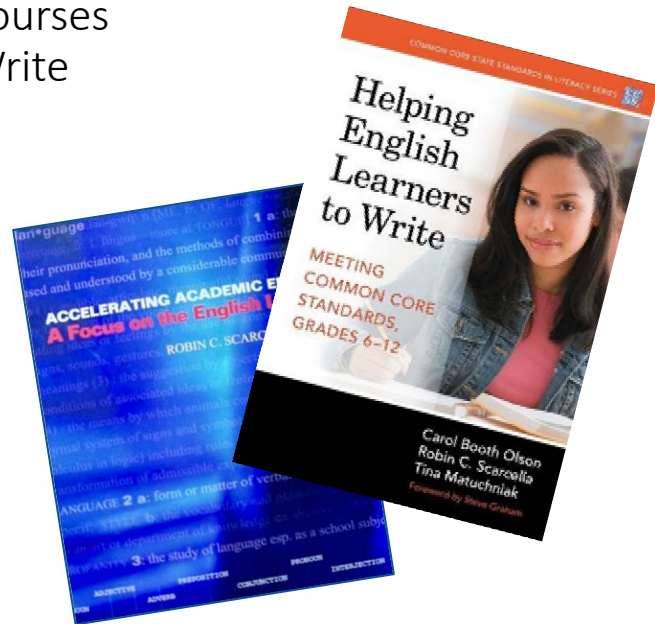
Pathway is a professional learning experience designed to enhance the text-based analytical writing of English learners across all content areas.



Seven-course professional learning series to be disseminated via the CGCS Professional Learning Platform.



Pilot districts: Charlotte, Guilford, Dallas, Oakland, Pinellas



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Writing Course Update

- Writing Course Pilot (Feb-June '23)
 - Charlotte-Mecklenburg
 - Dallas
 - Guilford County
 - Oakland
 - Pinellas County
- Ongoing course development—total of 7 courses
 - Classroom videos
 - Additional facilitation support
 - Training for pacing and facilitation
- Completion Target Date— End of 2024



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CGCS Professional Learning Platform

<https://www.cgcs.org/Page/667>



Inaugural Program:
Ten Courses on Complex Communication and Thinking



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Foundational Literacy Skills Instruction for ELs

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Survey Takeaways (SY 2019-20)



Abundance of curricular materials being used across districts for Foundational Skills instruction for both Gen Ed students and ELs; few used across more than two districts



Overall lower district responses for materials for Secondary Grades (6-12); few materials in common across districts



Fewest districts reported materials for SIFE

Publishers *not likely* to develop or improve materials for SIFE-- too small of an already segmented market

We do not want SIFE to be learning in a separate universe, from entirely separate materials

Important to build capacity and tools to help educators meet SIFE needs with existing EL and gen ed materials

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Needs to Address

2. What does effective instructional practice for EL foundational literacy development entail?

Key Instructional Principles and Practices

3. What must instructional materials include to help teachers deliver effective foundational literacy instruction for ELs?

Theory of Action

Instructional Materials Criteria

1. What does "foundational literacy" mean for ELs (e.g., scope, connections to ELA, unique features, etc.)?

Foundational Literacy Framework for ELs

4. How do we use the framework and criteria to improve--

- a) materials selection and
- b) vendor materials?

a) Criteria Training for Districts

b) Publisher Feedback & Training

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New Publication on Foundational Skills for ELs

• Timeline

- **BIRE 2022:** Feedback from EL program directors and publishers
- **November 2022:** Draft to working group & experts
- **January-March 2023:** Finalize
- **BIRE 2023:** Publication debut and training
- **June 2023:** Test drive
- **Working Group:** Clark County, Dallas, Los Angeles, New York City, Omaha, San Antonio, Tulsa



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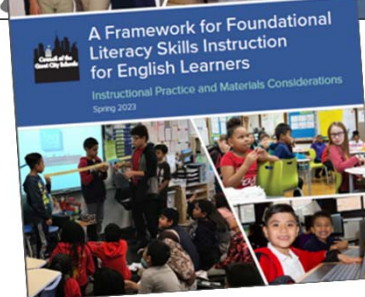
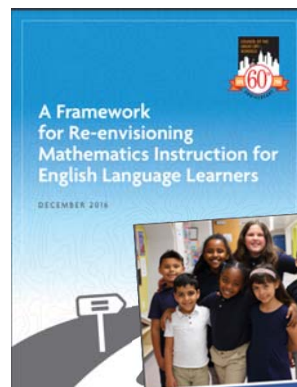
EdWeek Market Brief

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



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Foundational Skills Instruction for ELs



Chapter I. Overview of Research



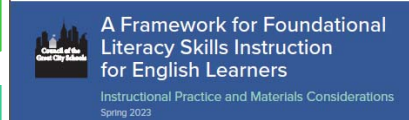
Chapter II. Envisioning Foundational Skills Instruction for English Learners: A Comprehensive and Connected Approach



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



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What, if anything, is different about ELs compared to Non-ELs in learning foundational skills in English?

Nobody has responded yet.

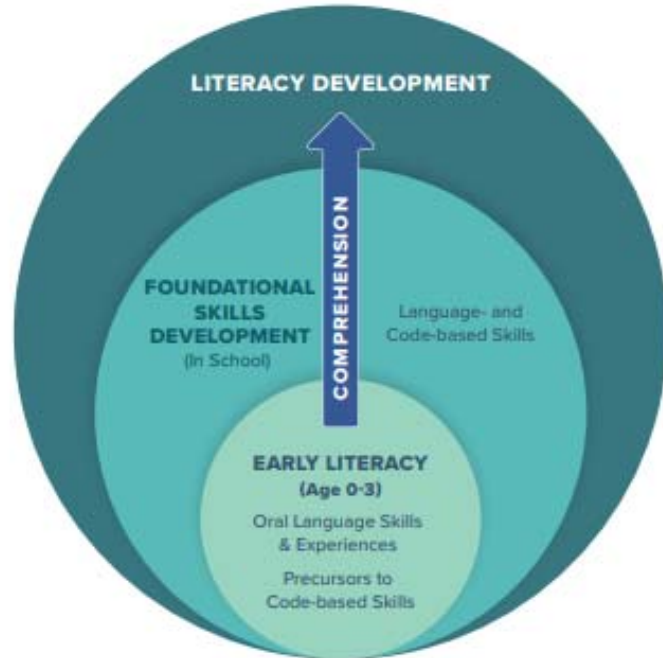
Hang tight! Responses are coming in.

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

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Pathway to Literacy

- **English-speaking children:** Greater concordance between the oral language skills they possess and the language of instruction
- **English learners:** Non-concordance, making the transfer of their existing oral language skills less straightforward in supporting foundational literacy skill development in English



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What can a 🤖 teach us about the ability to distinguish words when learning new languages?

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What can a 🥜 teach us about the ability to distinguish words when learning new languages?

Nobody has responded yet.

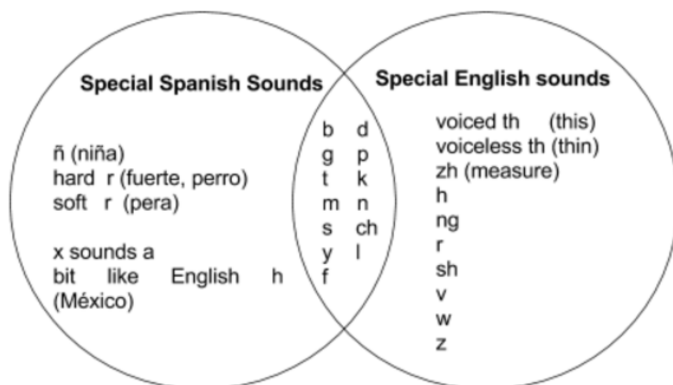
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Unique Syllabic and Word Structures

- ELs have an inventory of sounds in their home language.
- Some sounds are common, and some sounds are unique.
 - Consonant clusters (e.g., sixths, glimpsed, scream, etc.)
- Shared sounds do not need to be retaught.
- When a sound does not exist in a home language, the EL might “hear” a similar but different sound.



Source: Kirschner, J. (2017, April 6). Does the Spanish Speaking Child in My Class Need Speech Therapy? CHCCS Speech-Language Pathologists. <https://chccslps.wordpress.com/2017/04/06/does-the-spanish-speaking-child-in-my-class-need-speech-therapy/>

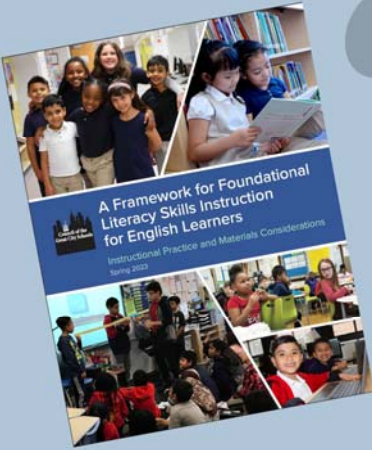
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A Framework for Foundational Literacy Skills Instruction for English Learners


Instructional Practice and Materials Considerations
Spring 2023


What do students learn about language?




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.

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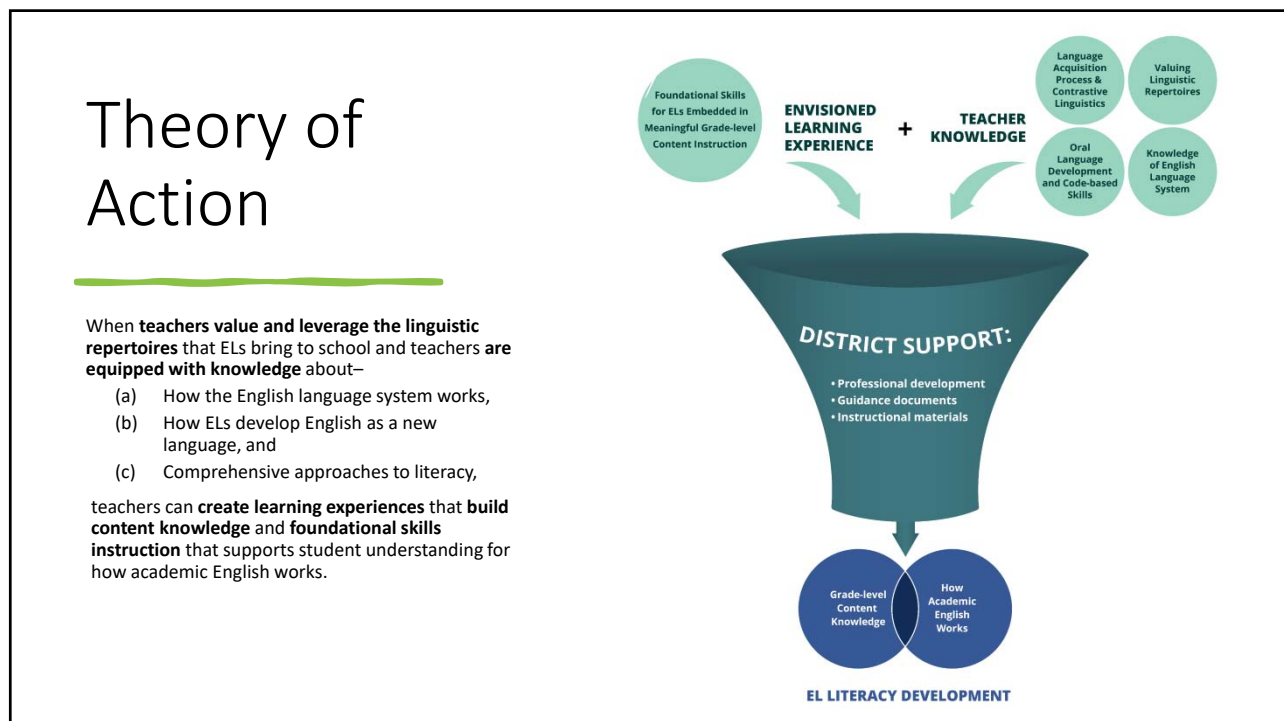
Oral language and broad-based language skills
- 

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

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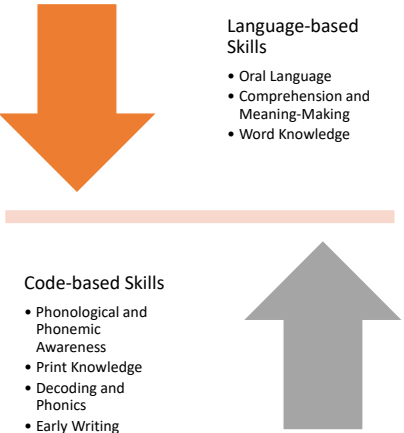
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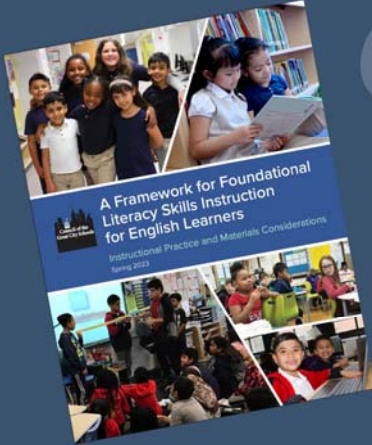


A Framework for Foundational Literacy Skills Instruction for English Learners

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.

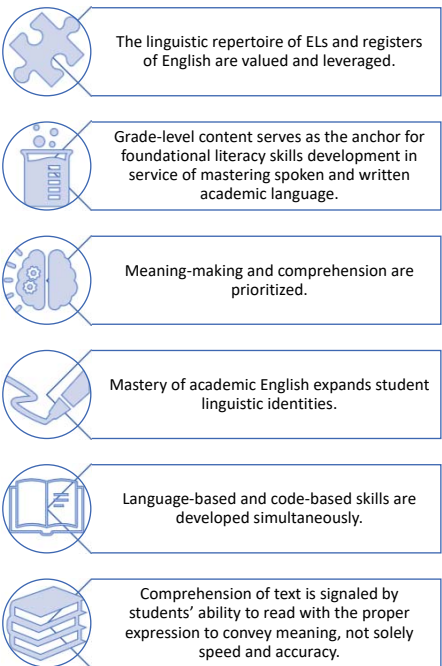
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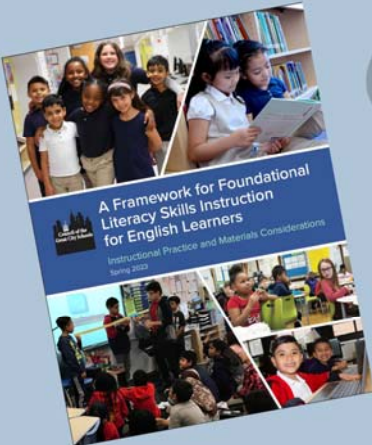


A Framework for Foundational Literacy Skills Instruction for English Learners

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.

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

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.



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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:** Heggerty, Lexia, *Get Ready!* by Vista Higher Learning, and *Lift* by Cengage



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What challenges have you seen/experienced concerning foundational skills instructional materials for ELs?

Nobody has responded yet.

Hang tight! Responses are coming in.

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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.



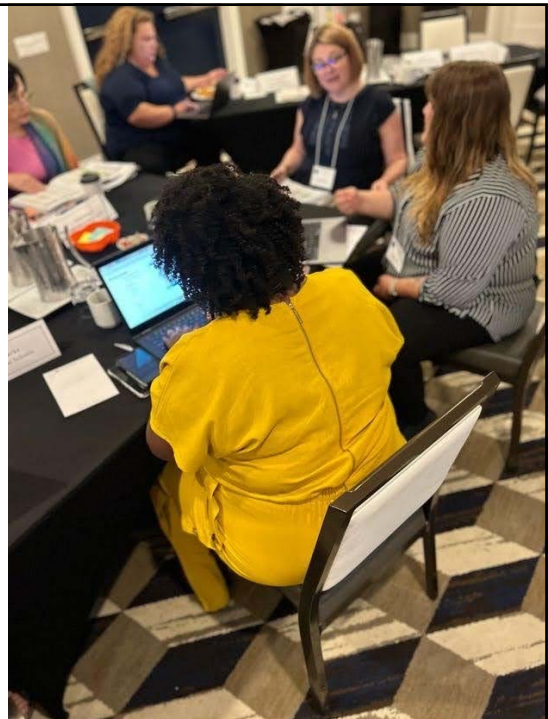
Many materials take isolated, skill-building approaches to target specific foundational skills (i.e., phonemic awareness)



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



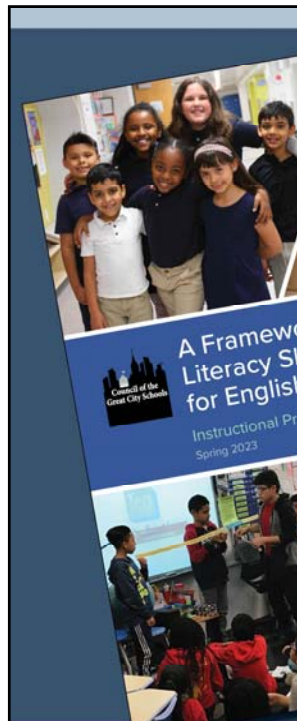
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Professional Learning Sessions

- Florida Sanibel Leadership Conference (June 2023)
- FABE Conference 2023
- **CGCS Fall Conference 2023**
- CABE Conference 2024
- Upcoming Virtual Session with Council Job-alike Groups



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TRAINING
OPPORTUNITY –
Aqua 311B
2:25 PM – 3:45 PM

CGCS Vision for
Foundational
Literacy Skills
Instruction for
ELs

October 26, 2023

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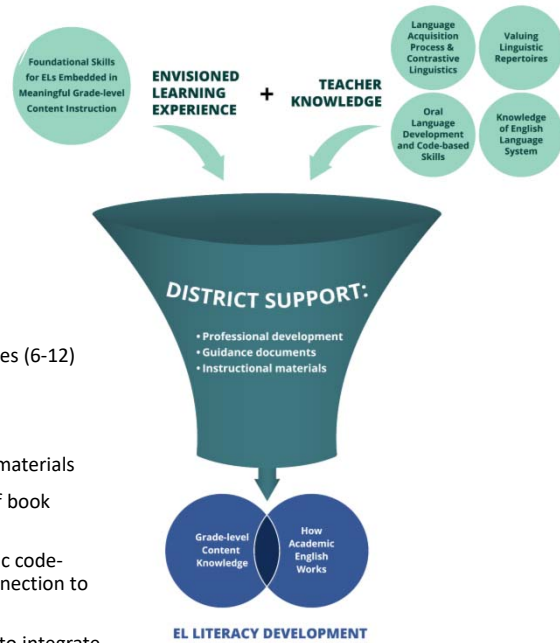
Discussion: Moving Forward

Challenges Identified in SY 2019-20 Survey

- Abundance of curricular materials being used across districts for Foundational Skills instruction for both Gen Ed students and ELs
- Overall lower district responses for materials for Secondary Grades (6-12)
- Fewest districts reported materials for SIFE

Challenges Identified in Materials Review

- 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 include skill-building approaches to target specific code-based foundational skills (i.e., phonemic awareness) without connection to broader language skills
- Publisher expectation that teachers carry the weight in planning to integrate foundational skills and connect to grade-level content



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EL Enrollment Trends Pre- and Post-COVID

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By the Numbers: What's behind public school enrollment declines?
Over a third of public school enrollment loss between 2019-20 and 2021-22 is unaccounted for, according to analysis by The Associated Press and Stanford University.

Public School Enrollment Is Down by More Than a Million. Why?
For many leaders, learning recovery should also mean adapting to enrollment changes.

NYC Braces as 21,000 Migrant Students Push Schools to Overflowing

Arriving in Numbers, Newcomer Students Face Multiple Hurdles in U.S. Schools
Districts' failure to quickly enroll and ensure young immigrants can access learning, educational, emotional support.

Soon We Won't Have Enough Kids to Fill Our Schools. That's a Problem.

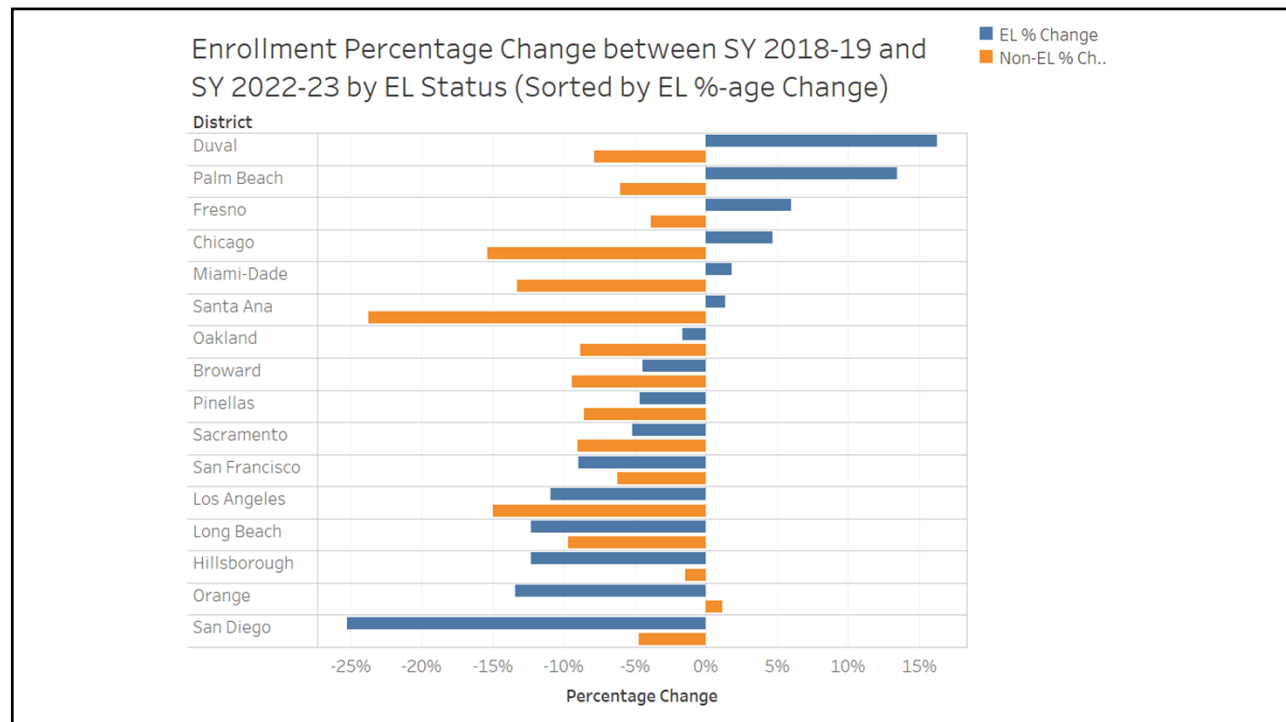
What is going on???

32

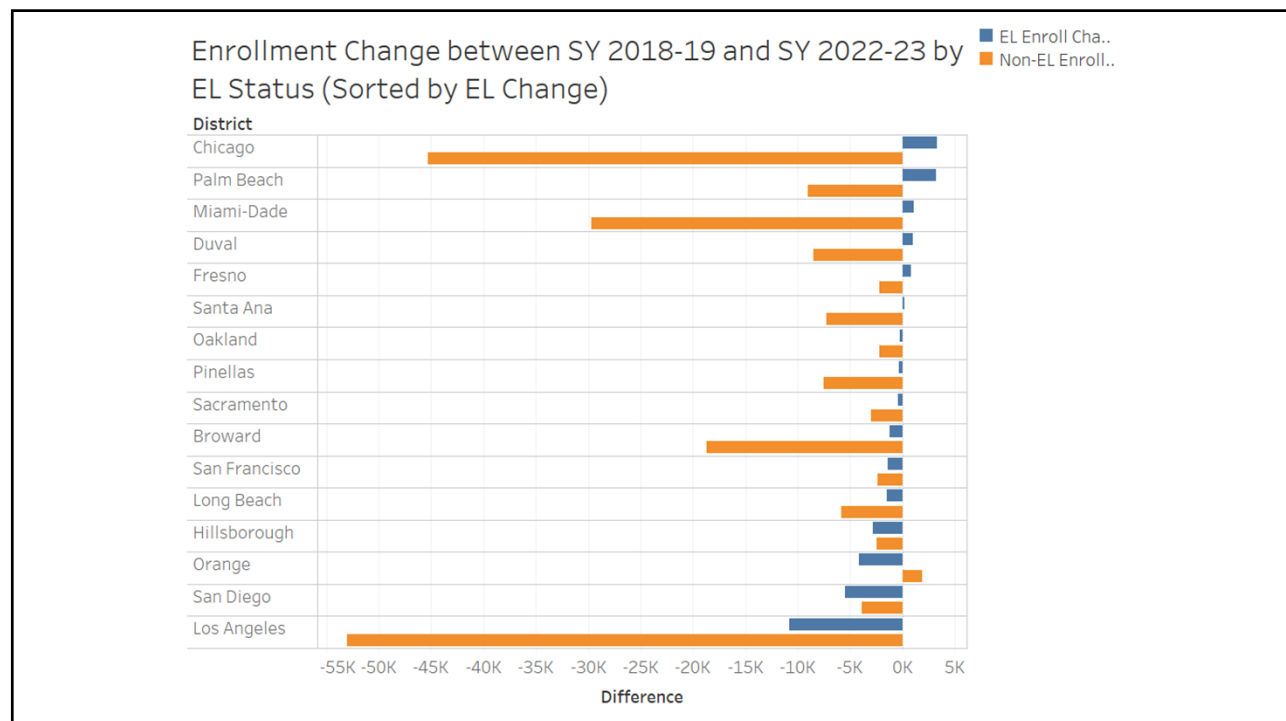
Compared to pre-pandemic (~SY 2018-19), what are the enrollment trends in your district for the following groups?

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Enrollment Trends Reactions, Surprises, etc.

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

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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.

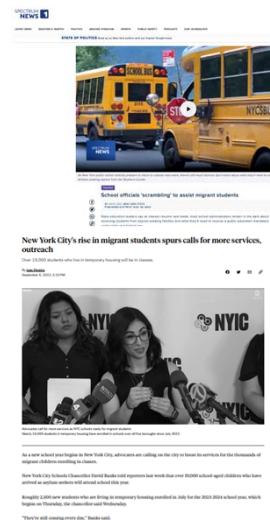


By Elaine S. Povich | October 12, 2023

FROM STATELINE

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Feedback and Implications

Changing demographics→

- Test existing systems
 - Evolve them and/or
 - Developing new ones
- Identify the new and different needs
 - For ALL staff to meet, not solely the EL office
 - Shared responsibility



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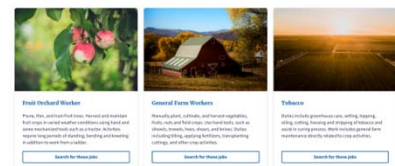
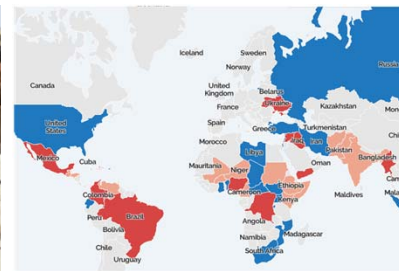
Global Context to Linguistic Diversity in Schools



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Top Non-Agricultural Jobs



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Context: Push and Pull Factors



Historical –
immigration trends
over time



Geopolitical – foreign
policy forces and
global conflicts



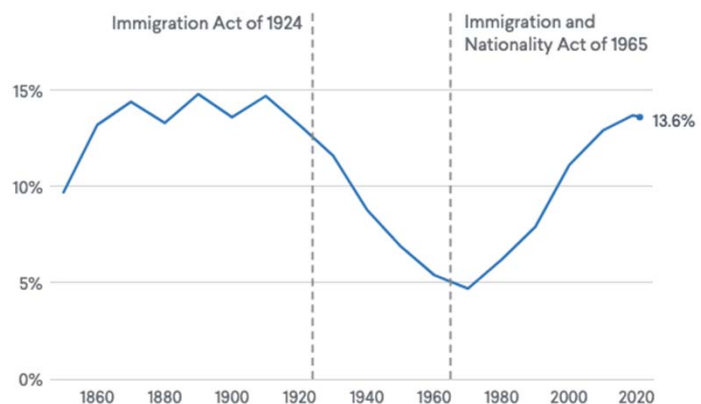
Economic – U.S. needs
for seasonal and
specialized labor

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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

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1880s – Arriving to Ellis Island

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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.

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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 1st generation Americans.

Source: National Museum of American History and Library of Congress

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1910 – Industrial Growth Continues



Women Garment Workers, NYC

-1-

Hilda Polacheck.
American Folk Study
Set, 1937-38

DUST.

Jacob Saranoff worked in a rag-shop near Hull-House. He had come to Chicago from Russia in 1902, bringing his wife and two children with him. The family was met at the train by a relative who helped to find a home for them. They rented four rooms in a rear tenement on Halsted Street. After visiting several second hand furniture stores, the Saranoffs bought two second hand beds, a kitchen stove, a kitchen table and four chairs. They unpacked the bedding that they had brought with them from Russia and spent their first night in their first American home.

The next morning the children were enrolled in the public school. The first great ambition of Jacob and Sarah Saranoff had been realized. Their children were in school.

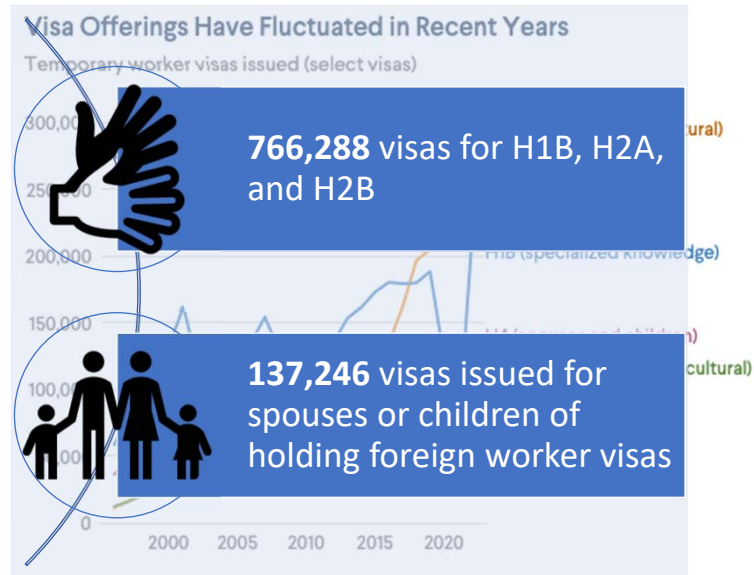
Between 1900 and 1915, more than 15 million immigrants arrived in the U.S., mostly from non-English speaking European countries. In 1910, three-fourths of NYC's population were either immigrants or 1st generation Americans.

First Great Ambition: Children in SCHOOL!!

Source: National Museum of American History and Library of Congress

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



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

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

COUNCIL on
FOREIGN
RELATIONS

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

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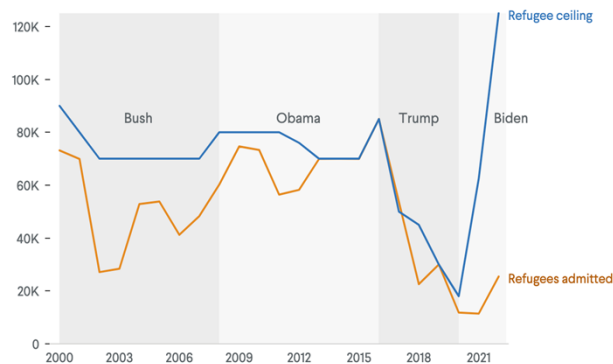
Refugees

**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

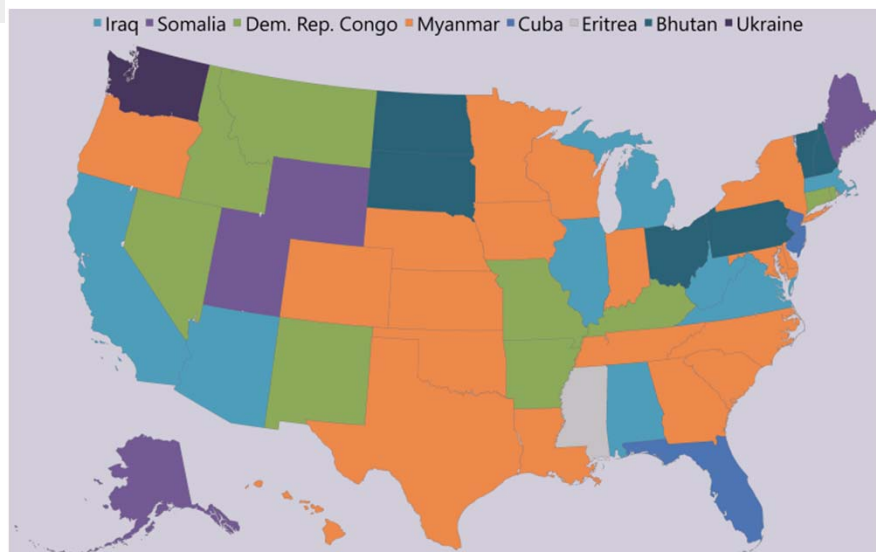
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RELATIONS

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First U.S. State Called "Home"

- Iraq
- Somalia
- Democratic Republic of Congo
- Myanmar
- Cuba
- Eritrea
- Bhutan
- Ukraine

Largest Refugee Nationality by U.S. State of Initial Resettlement,
FY2010-FY2020



Source: Migration Policy Institute, May 2021

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PUSH FACTORS:

Geopolitical Events and
U.S. Foreign Policy

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U.S. Sanctions - Over 30 Active Sanctions

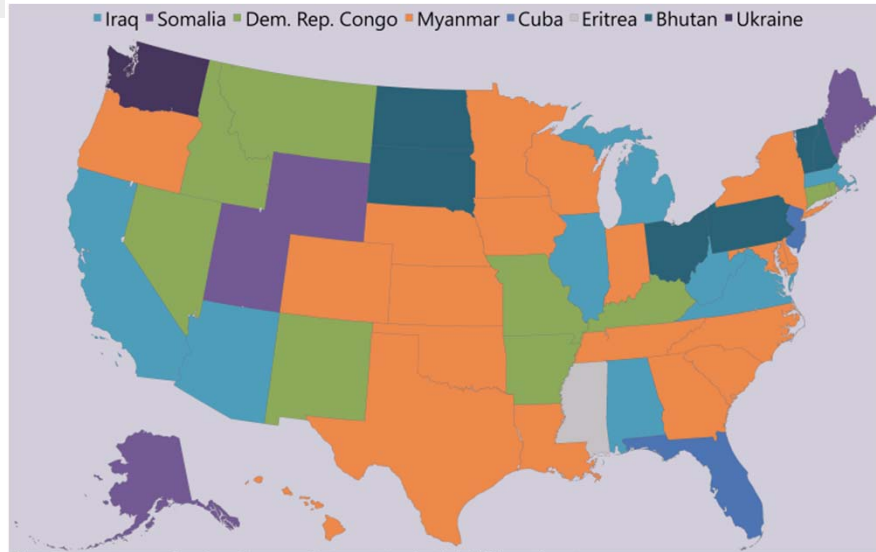
- Congress and the President use sanctions as tools to alter or deter the behavior of a foreign government, individual, or entity in furtherance of U.S. national security or foreign policy objectives.
- Sanctions may include actions such as limiting trade; blocking assets subject to U.S. jurisdiction; limiting access to the U.S. financial system; restricting private and government loans, investments, insurance, and underwriting; and denying foreign assistance and government procurement contracts.
- **Comprehensive sanctions.** Generally, include broad-based trade restrictions and prohibit commercial activity with an entire country (e.g., Iran, Cuba, Syria, Russia, N. Korea).
- **Targeted sanctions.** Targeted sanctions restrict transactions of and with specific persons or entities.

Source: Report to Congressional Requestors. Economic Sanctions GAO-20-145 October 2019 U.S. GAO <https://www.gao.gov/assets/gao-20-145.pdf>

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First U.S. State Called "Home"

- Iraq
- Somalia
- Democratic Republic of Congo
- Myanmar
- Cuba
- Eritrea
- Bhutan
- Ukraine



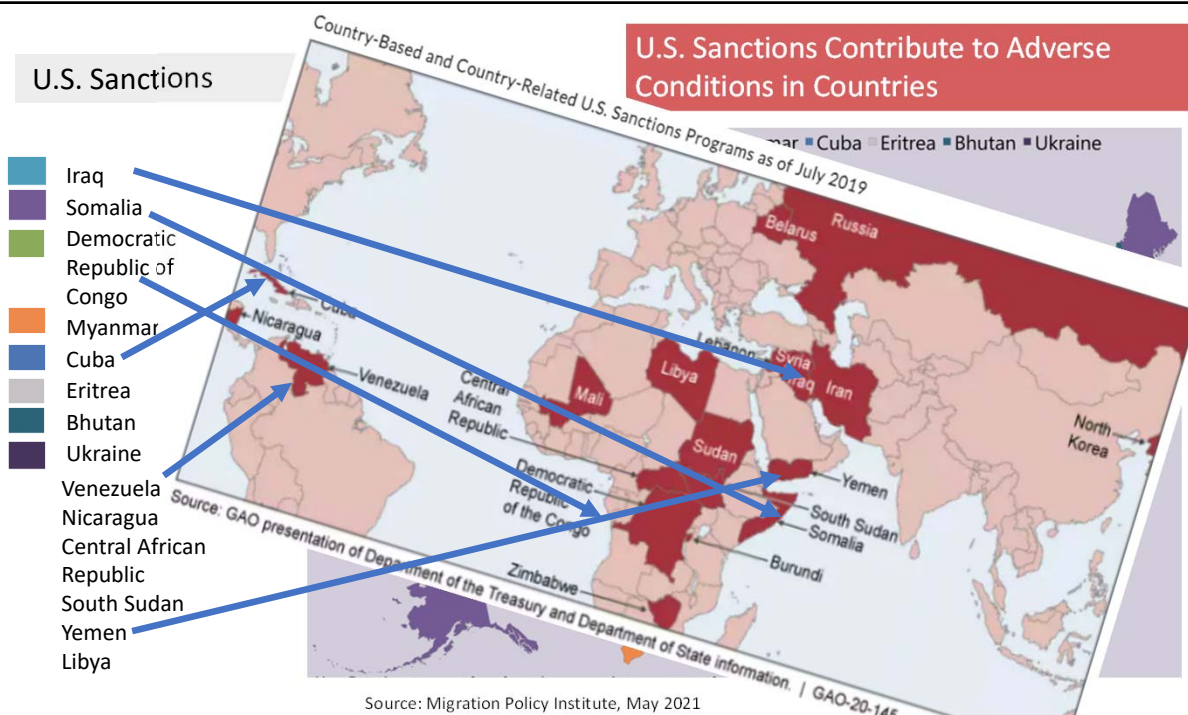
Source: Migration Policy Institute, May 2021

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U.S. Sanctions

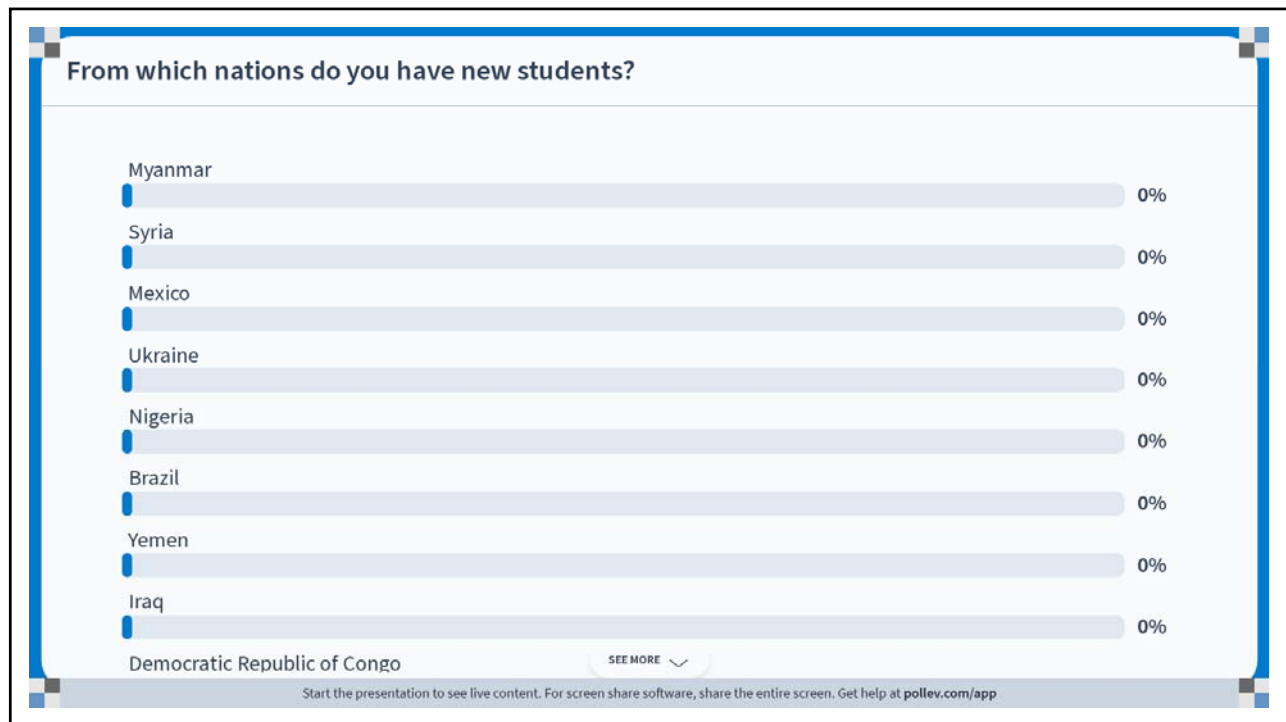
- Iraq
- Somalia
- Democratic Republic of Congo
- Myanmar
- Cuba
- Eritrea
- Bhutan
- Ukraine

U.S. Sanctions Contribute to Adverse Conditions in Countries



Source: Migration Policy Institute, May 2021

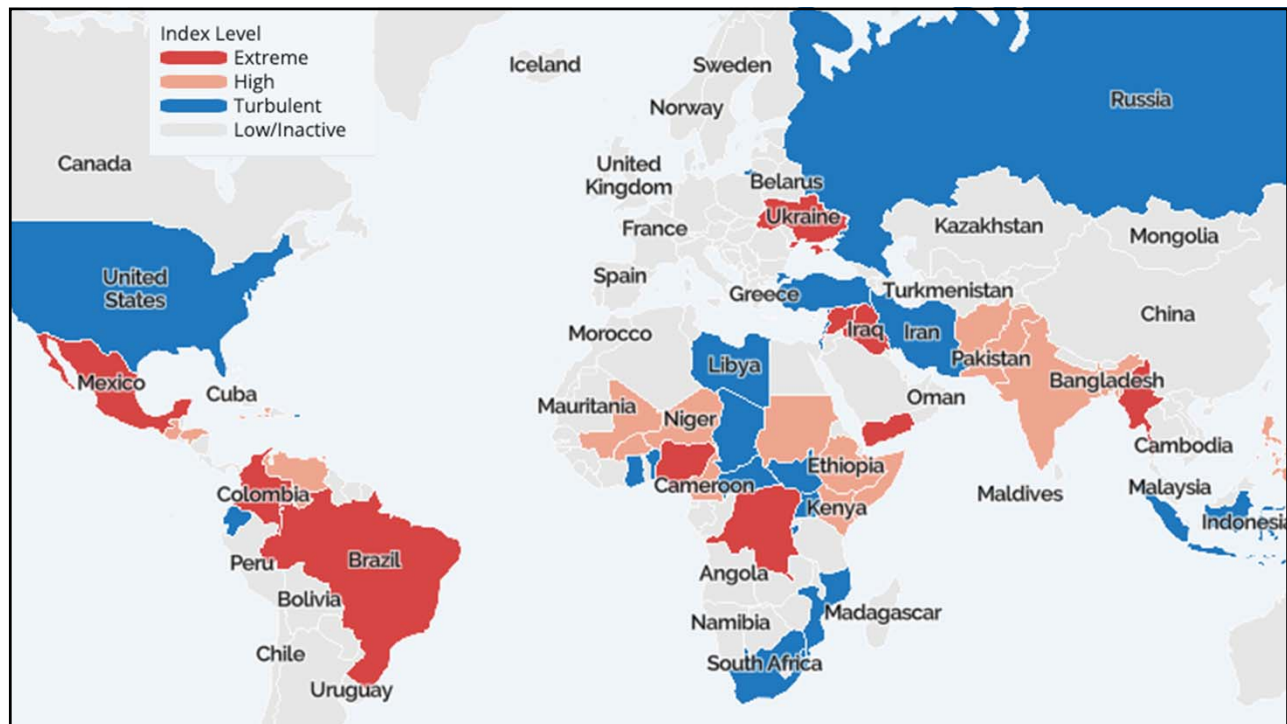
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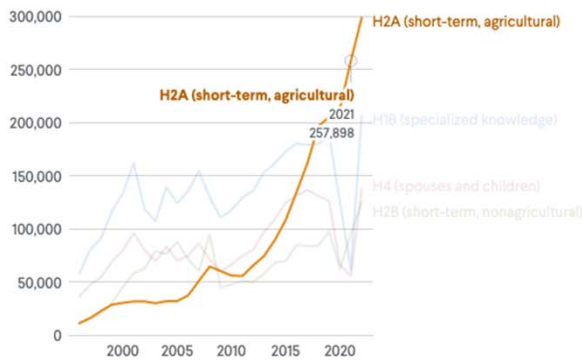


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Seasonal Work Visas: Agricultural and Non-Agricultural

Visa Offerings Have Fluctuated in Recent Years

Temporary worker visas issued (select visas)

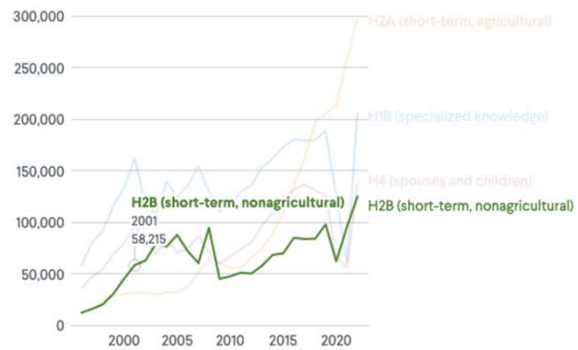


Source: Bureau of Consular Affairs, U.S. Department of State.

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FOREIGN
RELATIONS

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Temporary worker visas issued (select visas)



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

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RELATIONS

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Department of State and Department of Labor help U.S. employers hire foreign seasonal workers

U.S. Department of Labor Search for Seasonal Jobs

Find Jobs

Search
By Occupation, Job Title, Industry, Employer Name, Case Number




Location
By City, State, or ZIP code

Search

Popular Listings Nationwide

Farm Equipment Mechanic Begin date: 8/10/2023 End date: 5/10/2024 Heritage Ag Yerington, NV \$22.71 per hour	Farm Workers and Laborers, Crop Begin date: 10/10/2023 End date: 7/26/2024 Pamish Farms LLC Lenoirville, TN \$17.57 per hour	Farmworker Labor Begin date: 8/10/2023 End date: 12/10/2023 BDN TOBACCO LLC Mayfield, KY \$14.28 per hour
Gin Workers Begin date: 9/25/2023 End date: 5/10/2024 St. Charles Gin Mayesville, SC \$13.67 per hour	Ag Equipment Operator Begin date: 7/10/2023 End date: 5/10/2024 S&S Farms McCoolley, TX \$14.87 per hour	Farmworkers and Laborers Crop Begin date: 9/12/2023 End date: 12/20/2023 Berlin Orchards Berlin, MD \$16.95 per hour

Top Agricultural Jobs

 Fruit Orchard Worker Plums, pears, and other fruit trees. Harvest and maintain fruit crops in varied weather conditions using hand and some mechanical tools such as a tractor. Activities require long periods of standing, bending and twisting in addition to work from a ladder. Search for these jobs	 General Farm Workers Manually plant, cultivate, and harvest vegetables, fruits, nuts and field crops. Use hand tools, such as shovels, hoes, axes, and knives. Duties include lifting, loading, sorting, cleaning, inspecting, cutting, and other crop activities. Search for these jobs	 Tobacco Duties include greenhouse care, sowing, transplanting, cutting, grading, drying and shipping of tobacco and assist in curing process. Work includes general farm maintenance directly related to crop activities. Search for these jobs
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Top Non-Agricultural Jobs

 Landscape Landscape or maintain grounds using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of and laying, mowing, planting, watering, and installation of irrigation systems. Search for these jobs	 Seafood Processor Process oysters, fish, shellfish and salmon, shrimp, scallops, and other seafood species. Wash, size and grade the seafood and load the processed seafood into frozen barrels or into cartons for shipping. Search for these jobs	 Construction Laborers Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types as hammers, nail guns, cement mixers, small mechanical hoists, sawing and measuring equipment, and a variety of other equipment and instruments. Search for these jobs
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REPOSTED JOBS H-2B Seasonal Certified Workers between 02/2023 and 12/31/2023	Companies Asking for Workers	Number of Workers Certified
Agricultural Mechanic I	1	5
Bus person/Food Runner/Server Assistant	2	57
Carnival Worker	4	99
Construction Helper/ laborer	3	43
Cook/ Line Cook/ Prep Cook	5	51
Crawfish Processor	1	230
Food Preparation Worker	2	37
General Forestry Laborer/ Worker/ Tree Planter	5	227
Gutter Installer	1	6
Housekeeper	11	558
Laborer/ Groundkeepers / Landscaper	4	37
Laborers and Freight, Stock, and Material Movers, Hand	1	25
Laundry Attendant	1	25
Maintenance Engineer / Helper	3	68
Meat Trimmer (seasonal support for MN DNR wild game season)	1	2
Nursery Worker	1	15
Packaging Machine Operator I	2	40
Receiving Forklift Operator	3	15
Roofer Helper	1	50
Shredder/Recycling Laborer	1	60
Ski/Boot Rental Technician	1	4
Snow Shoveler	1	61
Stonemason Helper	1	11
Thoroughbred Horse Groom	17	172
Tree Planter	2	67
Truck Driver/ heavy truck driver	2	20
Warehouse Loader	1	5
Welder	1	50
TOTAL	80	1,973

**Reposted Temporary or
Seasonal Job Opportunities
Fiscal Year (FY) 2023
Supplemental H-2B Visa
Cap Final Rule**

Ongoing need for
labor

80 companies
requesting 1,973
workers

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Who's hiring in your state....

H-1B Employers

<https://www.uscis.gov/tools/reports-and-studies/h-1b-employer-data-hub>



H-2A Employers (Agricultural)

<https://www.uscis.gov/tools/reports-and-studies/h-2a-employer-data-hub>



H-2B Employers (Non-agricultural)

<https://www.uscis.gov/tools/reports-and-studies/h-2b-employer-data-hub>



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What is surprising?

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

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What doe\$ it tran\$late to?

**Economic contributions
by state, county, metro
area**



**Economic
contributions
by county**

MYTH: Immigrants do NOT pay taxes

FACT: Immigrants DO pay taxes

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

Map The Impact

Use this interactive map to get comprehensive state and local immigration data. Click your state or county to get started.

Filter by:

- United States
- State
- COUNTY**
- Metro Area
- District

Methodology →

Guilford County, North Carolina

Number of Immigrants	54,173
Immigrant Share of Population	10.3%
Immigrant Taxes Paid	\$372.2M
Immigrant Spending Power	\$1.1B
Number of Immigrant Entrepreneurs	3,244
Number of Eligible Immigrant Voters	20,958

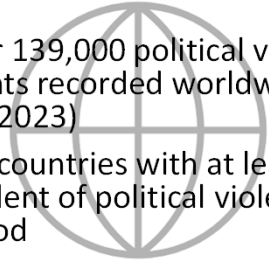
Source: 5-year 2018 American Community Survey

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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

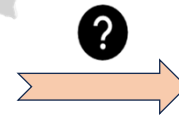


PULL FACTORS

- 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



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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

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NYC Braces as 21,000 Migrant Students Push Schools to Overflowing
A New York City Board of Education school bus parked in Queens, N.Y., in 2013. (Shannon Stapleton/Reuters)

Arriving in Numbers, Newcomer Students Face Multiple Hurdles in U.S. Schools
Districts' failure to quickly enroll and assess young immigrants can cause lasting educational, emotional damage

concerned about supporting influx of migrant students
By Sarah Schulte
Tuesday, September 5, 2023

schools grasp for support as some migrant students miss out on mandated English instruction
By Rebecca Amick | May 8, 2023, 6:00am EDT

develop new programs for thousands of immigrant 'newcomer students'
WLRN 91.3 FM | By Kim Payne
Published October 4, 2022 at 11:05 AM EDT

Do the headlines tell the whole story?

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Estimating Enrollment of Newcomers

Arrivals of refugee families, asylum seekers, visa holders, TPS, and undocumented—

- Year-round
- Unpredictable
- Managed by non-education agencies (State, DHS, HHS)

School Enrollment Information

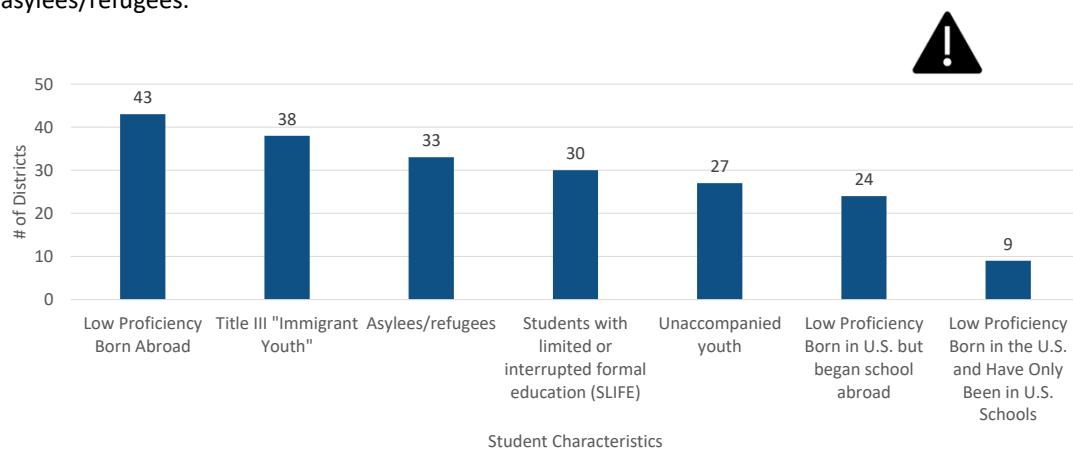
- Districts might not have data collection or enrollment protocols that collect information about students new to U.S. schools
- Districts that do collect information about newcomer enrollment use a wide range of definitions



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Types of Student Groups Included in District Definition of Newcomers (N = 49)

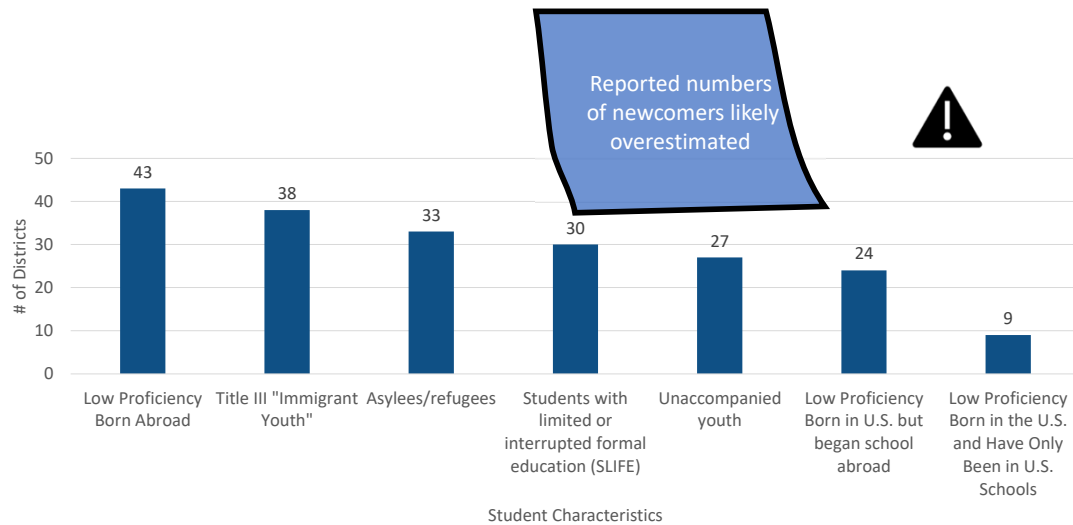
The top three student characteristics--as reported by 54 districts, used to define a newcomer are: 1) students who were born abroad and have low English proficiency; 2) Title III (ESEA); and 3) asylees/refugees.



Of 54 responding districts, five districts were excluded from the figure above because their unique definitions did not fall into the given student groups. Further analysis on these districts will be included on the final report.

70

Gross Inconsistency in Definition of Newcomers (N = 49)



Of 54 responding districts, five districts were excluded from the figure above because their unique definitions did not fall into the given student groups. Further analysis on these districts will be included on the final report.

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Unaccompanied Minors (UM) as a proxy for verifying trends in newcomer enrollment

Rationale

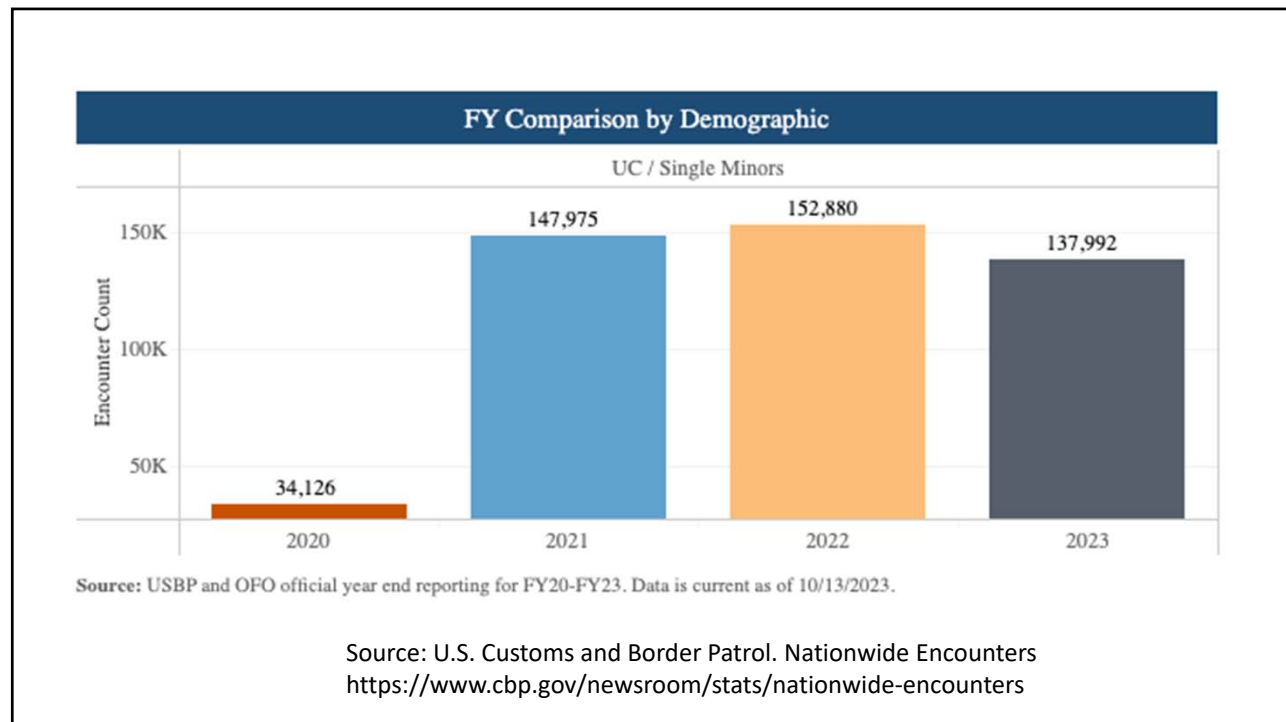
- Not all "newcomers" are unaccompanied minors.
- All unaccompanied minors can be considered "newcomers."
- Unaccompanied minors are the only "newcomer" group for which clear definitions exist (ORR, HHS) and data are publicly available.

Question

- Do the arrivals of UM mirror trends reported by districts and the media concerning newcomer arrivals?



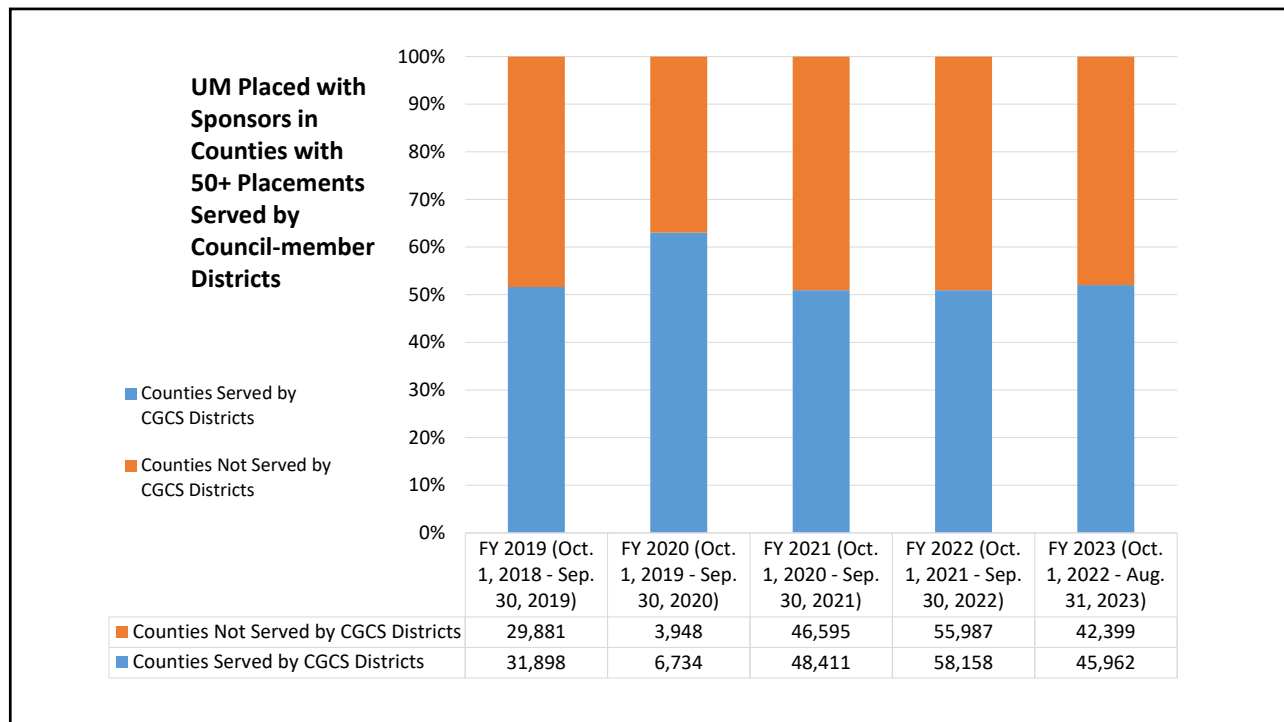
72



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Total Unaccompanied Minors Placed with Sponsors & in Counties with 50+ Placements		
Year	Counties where 50+ Placed w/Sponsor	All Counties
FY 2019 (Oct. 1, 2018 – Sep. 30, 2019)	61,779	72,593
FY 2020 (Oct. 1, 2019 – Sep. 30, 2020)	10,682	16,837
FY 2021 (Oct. 1, 2020 – Sep. 30, 2021)	95,006	107,686
FY 2022 (Oct. 1, 2021 – Sep. 30, 2022)	114,145	127,447
FY 2023 (Partial) (Oct. 1, 2022 – Aug. 31, 2023)	88,361	101,871

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75


43 states experienced enrollment declines over SY 2020-22, with variation by state.

Oregon, New York, Kentucky and Mississippi experienced the greatest declines of +5%.³

The bigger picture/story...

- enrollment decline
- who is a *newcomer*?

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All children living in U.S. are entitled to enroll in U.S. public schools, regardless of immigration status (Plyler v. Doe).

- A. Lack of clear definition for *newcomer* student.
- B. District screening process for identifying newcomers, their knowledge, and needs.
- C. Guidance for program placement to address both academic needs and provide social-emotional supports.
- D. Understanding concerns—
 - *Type of need*: academic, social-emotional, resource-related
 - *Student-facing v. adult-related*: instruction, professional development for educators and administrators

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A. Defining who are newcomers:
For e.g., 10 districts use ONE criterion, 18 use TWO, and other use THREE criteria.

ONE Criterion	TWO Criteria	THREE Criteria
Time from arrival (10): ➤ Less than 1 yr ➤ Less than 12 mos. ➤ Enrolled under 2 yrs. ➤ Enrolled 3 yrs. ➤ Less than 36 mos.	Time of arrival & ELP (13) Foreign-born & time from arrival (4) SLIFE & ELP (1)	Age, time from arrival, ELP Grade, time from arrival, ELP Foreign-born, time from arrival, ELP

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Terms Used to Describe Newcomers

Newcomer is an umbrella term that describes students who have been in the United States for a short period of time, typically less than 40 percent of their life. Depending on the student's background, they may be placed in one of the following categories:

Term	Definition
Asylees	Individuals who have been granted asylum by the U.S. Department of Homeland Security.
English Learner	Students who are not native English speakers and are learning English.
Foreign-born	Students who were born in a country other than the United States.
Immigrant children and youth (Title III of ESSA)	Students who have been in the United States for less than 40 percent of their life.
New American	Students who have been in the United States for less than 40 percent of their life.
Refugee	Individuals who have been granted refugee status by the U.S. Department of Homeland Security.
Students with Interrupted Formal Education (SIFE)	Students who have not completed a full course of education in their home country.
Unaccompanied Youth	Students who have been in the United States for less than 40 percent of their life and do not have a parent or guardian in the United States.

U.S. DEPARTMENT OF EDUCATION • NEWCOMER TOOLKIT • CHAPTER 1 • 3

Revised June 2023



Newcomer Toolkit

U.S. Department of Education

Non-Statutory "Defining" Newcomers

Newcomers are defined as K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English. (p.25)

This description adds:

- an element of **TIME** (last 3 years) and
- an element of **EL STATUS** (still learning English).

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Which terms and for what purpose?



Designing targeted programs or support services



State or federal agency data collection and reporting



Evaluating targeted programs or support services



Intra-district data collection and reporting (e.g., monitoring and projecting enrollment)



Seeking governmental grants/funding (e.g., Title III)



Seeking non-governmental grants/funding (e.g., non-profits, foundations, universities)

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Priority Areas of Concern

How well do "newcomers" definitions capture the unique needs of recent arrivals from other countries?

GUO



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

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GUO

Educational Background Questionnaire (EBQ)

Components of the Draft Questionnaire Document

I. Introduction and Background

- a. Newcomers: Trends and Issues
- b. Purpose of Guidance

II. Administering the EBQ

- a. District Context
- b. Purpose of Identification
- c. Logistical Considerations
- d. 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



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Slide 81

GUO [@David Lai] feel free to modify graphic. The speech bubble might not convey what we mean.

Gabriela Uro, 2023-10-20T17:43:41.617

Slide 82

GUO [@David Lai] Can you please add a nice slide?

Gabriela Uro, 2023-10-17T18:45:02.996

District Rationale for Identifying Newcomers

Purpose		Considerations
Definitions for state ACCOUNTABILITY purposes	→	ESSA definition and/or state definition
FUNDING for immigrant and/or newcomer students	→	Relevant definitions to determine eligible students funding
District-designed, dedicated INSTRUCTIONAL PROGRAMS	→	Identify educational needs, staffing requirements, program placement, instructional support, access to educational opportunities, etc.
District-designed, RESPONSIVE SUPPORTS (mental health, socio-eco., legal, etc.)	→	Determine what are culturally responsive & appropriate services, staffing, location of services, wrap-around support (e.g., transportation needs), etc.
District DATA COLLECTION for funding advocacy, enrollment projections and evaluation.	→	Federal, state, funder definitions to apply for funds. Develop SIS that includes fields to allow valid evaluation of programs and staff who are knowledgeable of EL-related student groups, etc.

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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.



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About the Assessment



Content

- Available in bands from grades K-9
- Culturally- and linguistically-appropriate for Newcomers from Latin America
- Appropriate for teenagers, even at lower reading levels



Administration

- Students see content at different grade levels in order to gauge reading skills in their language of literacy
- Texts increase in complexity and difficulty by grade level
- Questions categorized by specific skills that can help guide instruction



Data

- Multiple choice format allows for generation of a student performance report

RISLUS Newcomer Assessment

Student: Student
Testing Site: Site
Packet: Grades 6 to 8
Test Date: 2023-10

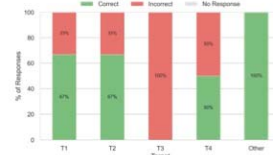
This reading comprehension test evaluates the literacy skills of newcomer students in Spanish. Teachers can use this report to analyze the student's home language literacy skills by specific college and career readiness targets. Descriptions of each target are outlined in the table below. The charts display student performance by grade level and learning target, categorizing student responses as: correct response, incorrect response, or no response.

Target Description

- T1 Identify key details and make inferences.
T2 Determine a central idea and summarize portions of a text.
T3 Describe character traits and motivations; Describe relationships among events and ideas.
T4 Demonstrate knowledge of vocabulary, style, and word choice.
Other Show proficiency of other targets such as: including being able to identify and analyze the following: genre specific features, point of view and purpose, visual and quantitative supplementary content, and evidence used in support of an argument.

Grade 6

Including 'No Response' as incorrect, this student scored 58% correct at this grade level.



Grade 7

Including 'No Response' as incorrect, this student scored 33% correct at this grade level.



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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 for more information.

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RE-FOCUS: Newcomer Report

Ongoing Challenges

Bigger Picture and Pre-existing Unmet Needs

staffing shortages | teacher working conditions | demographic shifts | growing number of long-term ELs | greater concentration of children in poverty

Challenges re: Newcomers

Student-facing

- Instruction
- Materials
- Supports
- Social-emotional

Adult-facing

- Professional development
- Supporting teachers
- Funding & staffing
- Engaging with newcomer families

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Save the Date

**BILINGUAL, IMMIGRANT, AND
REFUGEE EDUCATION
DIRECTORS MEETING**

May 6-11, 2024

The Royal Sonesta Minneapolis Downtown
35 S 7th Street
Minneapolis, MN 55402

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

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New Business



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Thank You!



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