Task Force on English Learners and Bilingual Education

October 25, 2023

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
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

Writing Courses
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

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
CGCS Professional Learning Platform
https://www.cgcs.org/Page/667

Inaugural Program:
Ten Courses on Complex Communication and Thinking
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

Needs to Address

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

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

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

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.
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

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

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 repertoires 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

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.
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.

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.
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
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

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

CGCS Vision for Foundational Literacy Skills Instruction for ELs

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

October 26, 2023
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
By the Numbers: What’s behind public school enrollment declines

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

What is going on???

Compared to pre-pandemic (~SY 2018-19), what are the enrollment trends in your district for the following groups?
An untapped (or missed) opportunity for advancing equity?

Enrollment Trends Reactions, Surprises, etc.

Nobody has responded yet.

Hang tight! Responses are coming in.
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

Global Context to Linguistic Diversity in Schools
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.
1880s – Arriving to Ellis Island

1880s – Building the Transcontinental Railroad

• 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)

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

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.

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

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

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

Source: Council on Foreign Relations, Dec 2022

First U.S. State Called “Home”

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

Source: Migration Policy Institute, May 2021
PUSH FACTORS:
Geopolitical Events and U.S. Foreign Policy

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.

First U.S. State Called “Home”

U.S. Sanctions

Council of the Great City Schools
www.cgcs.org
ACLED Conflict Index

Assesses levels of political violence according to four key features:
- Deadliness
- Danger to civilians
- Geographic diffusion of conflict
- Number of active non-state groups

An additional 20 countries have HIGH levels of conflict index.
PULL FACTORS:

U.S. Labor Needs
Seasonal Work Visas: Agricultural and Non-Agricultural

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

Location

Popular Listings Nationwide

Farm Equipment Mechanic

High school diploma

Experience

$6.25 Per Hour

Farm Workers and Laborers, Crop

High school diploma

Experience

$8.50 Per Hour

Farmworkers Laborer

High school diploma

Experience

$11.99 Per Hour

Gin Workers

High school diploma

Experience

$12 Per Hour

Ag Equipment Operator

High school diploma

Experience

$12 Per Hour

Farmworkers and Laborers, Crop

High school diploma

Experience

$13.00 Per Hour

Top Agricultural Jobs

Post & Rail Mower

Massey Ferguson 940 Post & Rail Mower

Top Non-Agricultural Jobs

Laborer

General Laborer

Landscape

Landscape Laborer

Isolated Foreman

Foreman

Construction Laborer

Concrete Laborer

www.cgcs.org
## 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

### Reposted Jobs

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Companies Asking for Workers</th>
<th>Number of Workers Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Mechanic I</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Bus person/Food Runner/Security Assistant</td>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td>Carnival Worker</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>Construction Helper / Laborer</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Cook / Line Cook / Prep Cook</td>
<td>3</td>
<td>51</td>
</tr>
<tr>
<td>Crawfish Processor</td>
<td>1</td>
<td>230</td>
</tr>
<tr>
<td>Food Preparation Worker</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>General Forestry Laborer / Worker / Tree Planter</td>
<td>5</td>
<td>227</td>
</tr>
<tr>
<td>Gutter Installer</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Housekeeper</td>
<td>11</td>
<td>158</td>
</tr>
<tr>
<td>Laborers / Groundkeepers / Landscaper</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Laundry Attendant</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Maintenance Engineer / Helper</td>
<td>3</td>
<td>68</td>
</tr>
<tr>
<td>Meat Trimmer (seasonal support for MN DNR wild game season)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Nursery Worker</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Packaging Machine Operator I</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Receiving Forklift Operator</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Roofer Helper</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Shredder/Recycling Laborer</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Ski/Boot Rental Technician</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Snow Shovelian</td>
<td>1</td>
<td>61</td>
</tr>
<tr>
<td>Stonemason Helper</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Thoroughbred Horse Groom</td>
<td>17</td>
<td>172</td>
</tr>
<tr>
<td>Tree Planter</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>Truck Driver / Heavy truck driver</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Warehouse Loader</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Welder</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>1,973</strong></td>
</tr>
</tbody>
</table>

### Who’s hiring in your state....

**H-1B Employers**

**H-2A Employers (Agricultural)**

**H-2B Employers (Non-agricultural)**
What does it translate to?

Economic contributions by state, county, metro area

MYTH: Immigrants do NOT pay taxes

FACT: Immigrants DO pay taxes

Source: American Immigration Council
https://data.americanimmigrationcouncil.org/map-the-impact
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
Newcomers in Great City Schools

Do the headlines tell the whole story?
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);
3) asylees/refugees.

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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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**Council of the Great City Schools**

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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.

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?
Total Unaccompanied Minors Placed with Sponsors & in Counties with 50+ Placements

<table>
<thead>
<tr>
<th>Year</th>
<th>Counties where 50+ Placed w/Sponsor</th>
<th>All Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2021 (Oct. 1, 2020 – Sep. 30, 2021)</td>
<td>95,006</td>
<td>107,686</td>
</tr>
</tbody>
</table>
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?
Newcomer Enrollment: Addressing Concerns

All children living in the 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

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

ONE Criterion
Time from arrival (10):
- Less than 1 yr
- Less than 12 mos.
- Enrolled under 2 yrs.
- Enrolled 3 yrs.
- Less than 36 mos.

TWO Criteria (18)
Time of arrival & ELP (13)
Foreign-born & time from arrival (4)
SLIFE & ELP (1)

THREE Criteria
Age, time from arrival, ELP
Grade, time from arrival, ELP
Foreign-born, time from arrival, ELP
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).

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)
Priority Areas of Concern

**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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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

 council of the great city schools

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.

www.cgcs.org
GU0  [@David Lai] feel free to modify graphic. The speech bubble might not convey what we mean.
Gabriela Uro, 2023-10-20T17:43:41.617

GU0  [@David Lai] Can you please add a nice slide?
Gabriela Uro, 2023-10-17T18:45:02.996
District Rationale for Identifying Newcomers

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions for state ACCOUNTABILITY purposes</td>
<td>ESSA definition and/or state definition</td>
</tr>
<tr>
<td>FUNDING for immigrant and/or newcomer students</td>
<td>Relevant definitions to determine eligible students funding</td>
</tr>
<tr>
<td>District-designed, dedicated INSTRUCTIONAL PROGRAMS</td>
<td>Identify educational needs, staffing requirements, program placement, instructional support, access to educational opportunities, etc.</td>
</tr>
<tr>
<td>District-designed, RESPONSIVE SUPPORTS (mental health, socio-eco., legal, etc.)</td>
<td>Determine what are culturally responsive &amp; appropriate services, staffing, location of services, wrap-around support (e.g., transportation needs), etc.</td>
</tr>
<tr>
<td>District DATA COLLECTION for funding advocacy, enrollment projections and evaluation.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.
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

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

Thank You!