Breakout #1c

Improving Educational Approaches for English Learners and Newcomers

Presenters: Sam Finn, Magaly Lavadenz, Xilonin Cruz-Gonzalez
Moderator: Jeannie Myung
PACE Annual Conference
Feb 3, 2023
Session objectives

- What do we know about California’s newcomer students? What additional data would help to better serve their needs?

- What are promising practices in instruction and administration for newcomer students?

- How can new state funds can be leveraged to serve EL and newcomer needs?
Panelists

**Sam Finn**
Senior Policy Consultant, Oakland Unified School District
Director of Newcomer Policy & Practice, Californians Together

**Magaly Lavadenz**
Leavey Presidential Endowed Chair in Moral and Ethical Leadership & Executive Director, Center for Equity for English Learners (CEEL), Loyola Marymount University

**Xilonin Cruz-Gonzalez**
Deputy Director, Californians Together
PACE Research-Practice-Policy Partnership on Newcomer Students
Newcomer students have significantly lower ELP the first year that they entered schools compared to their non-newcomer counterparts in the same grades; however, they tend to experience faster ELP growth.

Figure from Umansky, Thompson, Soland, Kibler, *Bilingual Research Journal*, 2022
Sam Finn
Senior Policy Consultant, Oakland Unified School District
Director of Newcomer Policy & Practice, Californians Together
Outline: Three Main Ideas

1. Newcomers are immigrant students in their first years of US schooling.

1. Newcomers are an overlooked minority within the larger English Learner group, in part due to an absence of data in education systems.

1. There's about 150,000 newcomers in California, more than 23 CA counties combined.
Newcomers are a diverse group of students in their first years of U.S. schooling

- There is no standard definition of “newcomers”
- It’s a catch-all term for a heterogeneous group, varying by:
  - Home Language & English
  - Socioeconomic Status
  - Prior Schooling
  - Legal Status
  - Family Accompaniment
  - Trauma
Newcomers: Recent Immigrant Students

Immigrant children and youth:
- are age 3-21; were not born in any state; have less than 3 academic years in U.S. schools

Refugee:
- a person who has fled his or her country of origin because of past persecution or fear of future persecution based on race, religion, nationality, political opinion, or membership in a particular social group

Asylee:
- an individual who, on his/her own, travels to the U.S. and subsequently applies for or receives a grant of asylum

Students with Interrupted Formal Education (SIFE):
- have experienced disruptions in their education resulting in limited or no prior schooling and may lack literacy skills and basic subject-matter knowledge in their first language

Unaccompanied youth:
- children who come into the U.S. from other countries without an adult guardian

Migratory child:
- is age 3-21; is entitled to a free public education through grade 12; made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with or to join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher

Newcomers are typically defined as recent immigrant students, and they encompass the various sub-groups defined in this resource. It's important to note that not all newcomers are identified as English learners (ELs), and those that are ELs, are at varying levels of English proficiency. Newcomer students add a rich heritage of multilingualism and diverse cultures to the classroom, imparting funds of knowledge that strengthen the learning environment for all students.
Many Newcomers Cannot Access Instruction and the Field is Still Not Developed

• Experts and great schools exist, but they are exceptional

• Schools, districts, and state agencies frequently lack expertise

• Instructional materials, program models, and guidance are limited

• Insufficient student data for planning, policy, and outcomes research
Newcomers Get Lost as a Vulnerable Minority within the Larger EL Group

- Roughly 1/5 English Learners nationally, 1/8 in CA
- Tend to have much lower English proficiency than “average” EL
- EL accountability standards & curricula generally do not fit
- Newcomers’ distinct needs frequently unmet
ELs and Newcomers have an extremely wide range of language abilities and instructional needs
Distinct Subgroup Status in Data Systems May Be A Prerequisite to Accessible Education for Newcomers

• With newcomer data absent from most education data systems, they are effectively left out of most policy and discourse at federal, state, and local levels

• The status quo often assumes that EL policy, practice, curriculum and data will serve newcomers

• Newcomer data is necessary for effective:
  ○ Policy
  ○ Placement
  ○ Instruction
  ○ Research
  ○ Accountability
  ○ Publishing
Data for Title III Immigrant Students

- In U.S. schools for 3 years or less, born abroad
- Encompasses most of who we consider to be “newcomers”

~1 million in most recent report to Congress from OELA (2018)

1 in 50 US students is a newcomer
CA Title III Immigrant Students (20-21): Summary Statistics

- 151,996 newcomers
- 13% of all ELs
- 2.5% all students

- 92% ELs
- 43% Spanish home language
- 67% FRPM

1 in 40 CA students is a newcomer
At 151,996 Title III Immigrant Students, there were more newcomers in California that year than...

...all students in 23 CA counties combined

...students in 8 different US states
CA Title III Immigrant Students (20-21): Interactive Heat Map for all Districts

bit.ly/CA_NewcomerData
1. Newcomers are immigrant students in their first years of US schooling.

1. Newcomers are an overlooked minority within the larger English Learner group, in part due to an absence of data in education systems.

1. There's about 150,000 newcomers in California, more than 23 CA counties combined.
Magaly Lavadenz
Leavey Presidential Endowed Chair in Moral and Ethical Leadership &
Executive Director, Center for Equity for English Learners (CEEL),
Loyola Marymount University
San Juan Unified School District: Highlights from a Case Study of Promising Practices for Newcomer Students

PACE 40th Anniversary and 2023 Annual Conference
Sacramento, CA
February 3, 2023

Magaly Lavadenz, Ph.D.
Linda Kaminski, Ed.D.
Elvira Armas, Ed.D.

Leavey Presidential Chair of Ethics and Moral Leadership, Executive Director
Director of Research and Policy, Affiliated Faculty
Director, Affiliated Faculty
Overview

• Purpose and Setting
• Research Base/Conceptual Framework
• Methodology
• Themes/Promising Practices
• Implications for Research, Policy and Practice
San Juan USD Case Study Purpose:
Develop Understandings about how Newcomer Students are Supported

5th largest immigrant-enrolling district in the state with 2,982 newcomer students.
Research Questions

1) How has implementation of the CalNEW project supported newcomer programming?

2) What are administrators’, staff, teachers’ and community-based organization leaders’ perspectives regarding successes and challenges in developing and implementing newcomer programs in SJUSD?

3) What are their recommendations for effective newcomer programs?
### Research Base & Theoretical Perspective

#### Newcomer Education
- Assets-based, transnational literacies (Oikonomidoy, 2019)
- Culturally sustaining, literacy integrated pedagogy (Ward & Warren, 2020)
- Pedagogy of community cross-cultural connections (Jaffee, 2016)

#### Systems-Level Support for ELs
- **Educator Capacity**  
  (Santos & Hopkins, 2020)
- **Shared Vision**  
  (Scheurich & Skrla, 2003; Honig, 2006; Hopkins, 2016)
- **Comprehensive ELD Prog.**  
  (Gándara & Orfield, 2010)

#### Theoretical Perspective
- **Critical Race Theory**  
  (Bell, 1980, 2004; Ladson-Billings & Tate, 1995)
- **Critical Multiculturalism**  
  (Santamaría, 2014)
## Data Sources

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>N</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Group Interviews</td>
<td>6</td>
<td>T= 32 participants representing staff, teachers, administrators and community-based organization partners</td>
</tr>
<tr>
<td>Individual Interviews</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>15</td>
<td>Middle and high school Summer School classes</td>
</tr>
<tr>
<td>Documents and Student Artifacts</td>
<td>65</td>
<td>Newcomer Program planning and placement documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student work samples provided by students and teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School and classroom photographs</td>
</tr>
</tbody>
</table>
## Data Collection Methods

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Summer School 2022 Classroom Observations</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 9 Focus Groups/Individuals</td>
<td>15 Classrooms- using the OPAL instrument aligned with newcomer research</td>
<td>Student Work</td>
</tr>
<tr>
<td>• 32 Participants</td>
<td></td>
<td>Newcomer Curriculum \ Lesson Plans</td>
</tr>
<tr>
<td>Teachers</td>
<td>136 MS Students</td>
<td>Photos</td>
</tr>
<tr>
<td>Community Liaisons</td>
<td>243 HS Students</td>
<td></td>
</tr>
<tr>
<td>Program and District Administrators</td>
<td>Newcomer Curriculum</td>
<td></td>
</tr>
<tr>
<td>Community Sponsors</td>
<td>ELD, PE</td>
<td>Student/ Course Data, Class Schedules</td>
</tr>
</tbody>
</table>
Promising Practice #1: Building on Community Cultural Wealth

• “Listen first, then act.”

• Staff hired from the immigrant community, engage parents as leaders and partners, and expand their support through strong community-based partnerships.
Promising Practice #2: “Match Dollars to Needs”

Multiple and Differentiated Resources

• District leaders use a “braided funding” approach across funding sources to maximize the breadth and scope of programming and supports for newcomer students.
Promising Practice #3: Building Educator Capabilities to Teach and Support Newcomer Students

“It’s not just about teaching them nouns...”

- Establishing a welcoming environment
  - ELD instruction
- Learning other language
- Learning about student/community cultures to enhance family communication.
“When CalNEW came, the first reaction was ‘It’s a silver bullet,’ but we have to have a systematic approach from enrollment to graduation, district wide. We need to make it a districtwide community effort, start infusing it into everything.”

Systems Created/Refined to Monitor Students’:

- Attendance
- Academic progress
- Course scheduling,
- Progress toward graduation,
San Juan USD Newcomer Summer School Student Participation - 2022

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Curriculum</th>
<th>Program Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% Afghanistan -- Dari (32%) or Pashto (25%) two languages of Afghanistan</td>
<td>Newcomer ELD Online Reading</td>
<td>Classrooms</td>
</tr>
<tr>
<td>ELD Proficiency Novice, Levels 1-2</td>
<td>Social Emotional Learning Community Building</td>
<td>Self-contained</td>
</tr>
<tr>
<td>Languages Armenian Arabic Dari Farsi Pashto Russian Spanish Ukrainian</td>
<td>Physical Education (mixed languages and genders)</td>
<td>1 Teacher</td>
</tr>
<tr>
<td>379 Students Grades 6-12</td>
<td></td>
<td>2 Bilingual Assistants</td>
</tr>
</tbody>
</table>

Support 2 School Counselors 2 Community Liaisons
What flag is important to you? Draw the flag in the box. Then, describe the flag using colors, shapes and size words.

Here is the flag of Afghanistan. It is a rectangle. It has a triangle shape.

My name is M assembled. I'm from Afghanistan. Afghanistan is a country with provinces and Kabul is its capital. Afghanistan is black, which means it is always dark. Red means there is a lot of murder.
<table>
<thead>
<tr>
<th>Strengthen</th>
<th>Strengthen Local, State, and National Newcomer Education Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uphold</td>
<td>Uphold Assets–based Narratives about Immigrant/Refugee Students and Communities in Research and Practice</td>
</tr>
<tr>
<td>Sustain</td>
<td>Sustain Newcomer Program Commitments</td>
</tr>
</tbody>
</table>
Thank You!

https://soe.lmu.edu/centers/ceel/

ceel@lmu.edu
Xilonin Cruz-Gonzalez
Deputy Director, Californians Together
Social Services for Newcomer Students

Collaborating to Support Basic Needs

Xilonin Cruz-Gonzalez
Understanding the Journey of a Newcomer
NEWCOMERS: Recent Immigrant Students

(Infographic from Texas Education Agency)
WHAT HAPPENS AFTER UC ARRIVES IN US?

- Temporarily Detained at Border by CBP (no more than 72 hours)
- Designated a UC
- Transferred to an ORR Facility

Identify Sponsor
- Released to Sponsor’s Care or Transferred to Long Term Foster Care
- Initiation of Immigration Removal Proceedings
- Not Eligible for Relief from Removal, Deportation or Voluntary Departure
  - Seeks Relief from Removal, Request Time to Apply for Relief
  - Child finds attorney or attends court alone; no right to appointed counsel

(Slide from KIND)
Top Receiving States FY 2022

Top States Where Unaccompanied Children Released to Sponsors, FY22

- Tennessee: 4,267
- North Carolina: 4,294
- Georgia: 4,358
- Virginia: 5,400
- Maryland: 5,471
- New Jersey: 5,911
- New York: 8,534
- California: 10,773
- Florida: 11,415
- Texas: 15,341

(Slide from CDSS Office of Immigrant Youth)
Top Receiving Counties in CA FY 2022

(Slide from CDSS Office of Immigrant Youth)
Stakeholder Roles

Unaccompanied Child

- Federal Field Specialists (ORR)
- Field Office Juvenile Coordinator (ICE)
- Office of Principal Legal Advisor (ICE)
- Case Coordinator (Neutral 3rd Party)
- Child Advocates (NGOs)
- Immigration Attorney
- Other Service Providers Encountered Post-Release
- Program Staff (Non-ORR employees)

(Slide from KIND)
All children have a right to a free public education

(Plyler v. Doe)
All children are welcome in US public schools — but **educational access challenges** continue to exist for UCs.

(Slide from CDSS Office of Immigrant Youth)
Post-Release Service Needs and Challenges:

- **Post-release stressors:** trauma, integration challenges, isolation and release & reintegration.

- Child/adolescent development challenges.

- Being connected to post-release services is necessary in order to support their integration and wellness.

(Slide from CDSS Office of Immigrant Youth)
How do we build sustainable connections between education and social services providers for Newcomers?
California Programs to Support Newcomers

• California Newcomer Education & Well-Being (CalNEW)
• Opportunities for Youth
CalNEW: Expanding Supports for Newcomers at Schools

• Populations Served
  • Newcomer students
  • Unaccompanied/Undocumented Minors
  • English learners and
  • Immigrant families.

• Goals
  • Provide culturally and linguistically responsive support services; and
  • Improve students’ academic engagement and social and emotional well-being.

• 21 LEAs across the state
Opportunities for Youth (OFY) (2020-2023)

- Post-release supportive services to unaccompanied undocumented minors (UUMs) and their families throughout California.
  - Foster and support healthy and responsive relationships for youth and adults
  - Strengthen the youth’s core life skills and protective factors
  - Connect youth and families with community resources and supports to alleviate stressors
  - Build local, regional and statewide provider capacity to serve UUMs, and capture best practices for social service delivery.

- Supports include case management, navigation, and mentorship

Theory of Change: By providing culturally appropriate post-placement services to UUM youth and sponsors, youth will better integrate into their new communities and support their reunification with sponsors.
Areas for Collaboration for LEAs, CBOs, & Agencies

- School Enrollment Process
- Mental Health Services (clinical and non-clinical)
- Legal Services
- Extra-curricular opportunities (e.g. sports)
- Family Engagement
- College and Job Readiness
- Student Leadership
Potential Funding Sources

- State support (e.g. CalNEW and OFY)
- LCAP Supplemental/Concentration Funds
- Title I and Title III (Federal)
- Mental Health Services Act
- Community Schools

LEAs need to be **intentional** in planning and delivering support for Newcomers and think beyond traditional funding sources like Title III.