

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

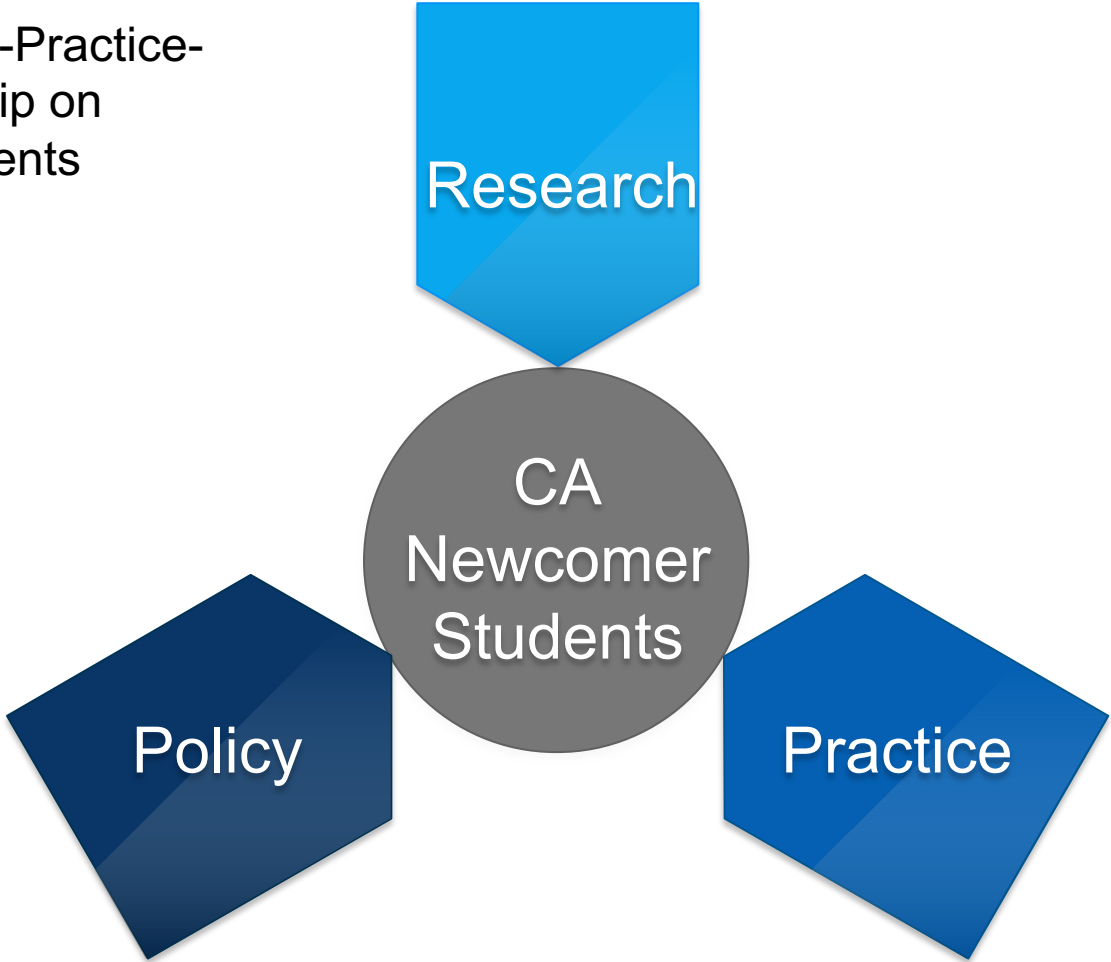
Leavey Presidential Endowed Chair in
Moral and Ethical Leadership &
Executive Director, Center for Equity
for English Learners (CEEL), Loyola
Marymount University

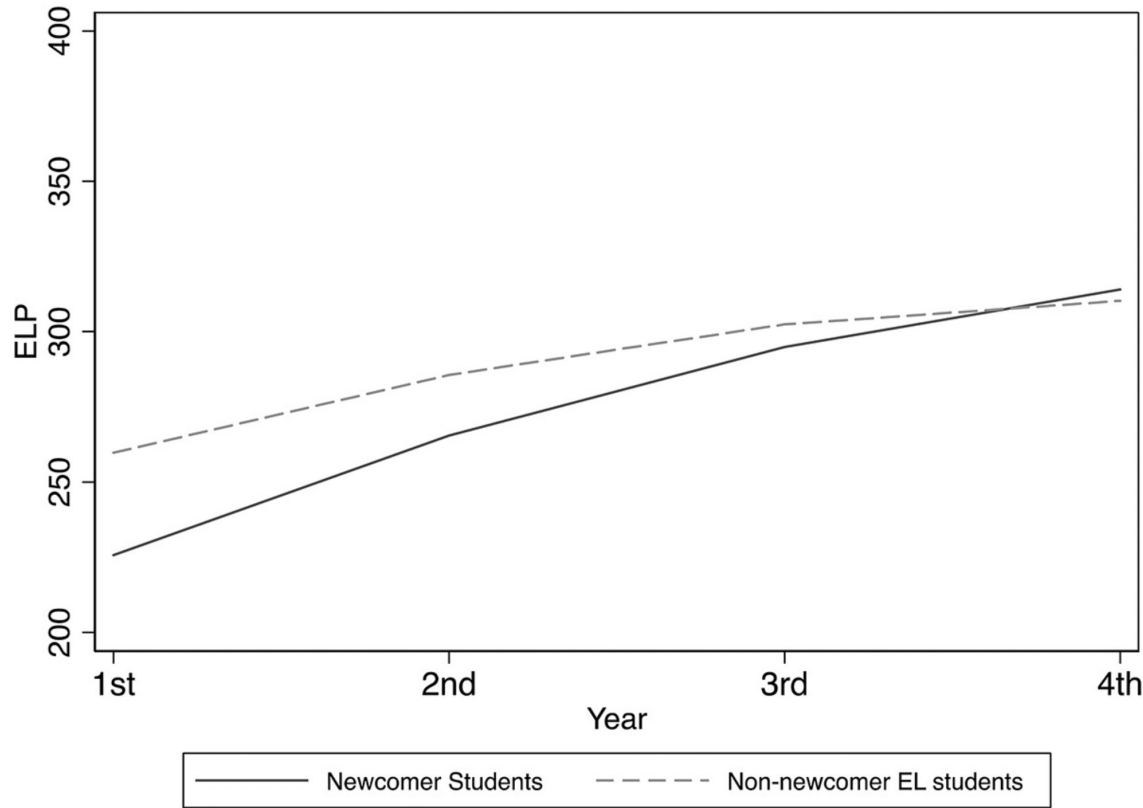


Xilonin Cruz-Gonzalez

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.

Newcomer Students' English Language Development
 A Summary Brief

Ilana Umansky
 Karen Thompson
 James Soland
 Amanda Kibler

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

Data for Newcomers in California: An Overview

February 3rd, 2023



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students



Sam Finn
Director of Newcomer Policy & Practice
Californians Together

Senior Policy Consultant
Oakland Unified School District

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

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: Recent Immigrant Students

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

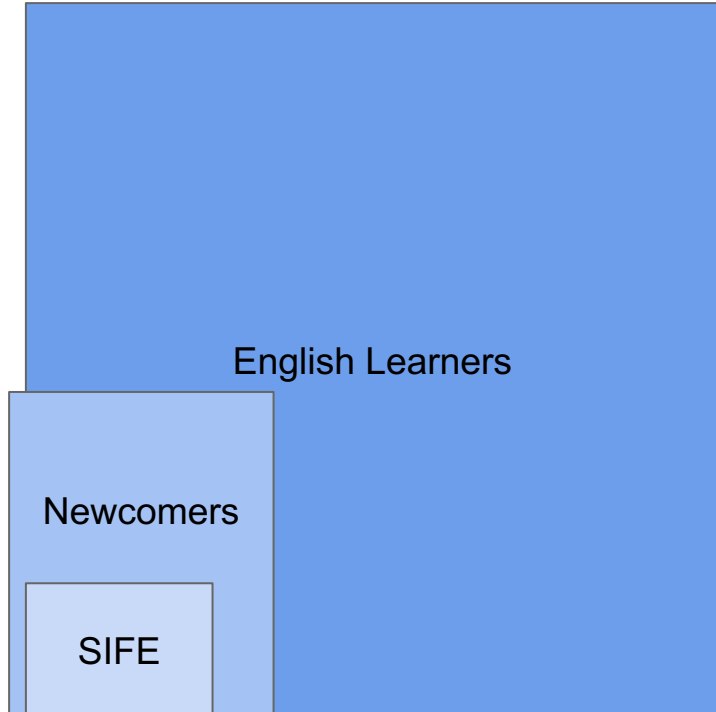
Newcomers Get Lost as a Vulnerable Minority within the Larger EL Group



- 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

Not to scale



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

CA Title III Immigrant Students (20-21): Reference Points

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

Thank you!

sam@californianstogether.org
samuel.finn@ousd.org
bit.ly/CA_NewcomerData

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Magaly Lavadenz

Leavey Presidential Endowed Chair in Moral and Ethical Leadership &
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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



Loyola Marymount University
Center for Equity for
English Learners

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Linda Kaminski, Ed.D.

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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





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

San Juan USD Case Study Purpose:
Develop Understandings about how
Newcomer Students are Supported

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 (Oikonomidou, 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)



Case Study Data Sources

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

Data Collection Methods

Interviews	Summer School 2022 Classroom Observations	Artifacts
<ul style="list-style-type: none">9 Focus Groups/Individuals<ul style="list-style-type: none">32 Participants	15 Classrooms- using the OPAL instrument aligned with newcomer research	Student Work
Teachers Community Liaisons	136 MS Students <u>243</u> HS Students 379 Total	Newcomer Curriculum \ Lesson Plans
Program and District Administrators	Newcomer Curriculum	Photos
Community Sponsors	ELD, PE	Student/Course Data, Class Schedules



“How Big Can
You Make Your
Village?”

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.

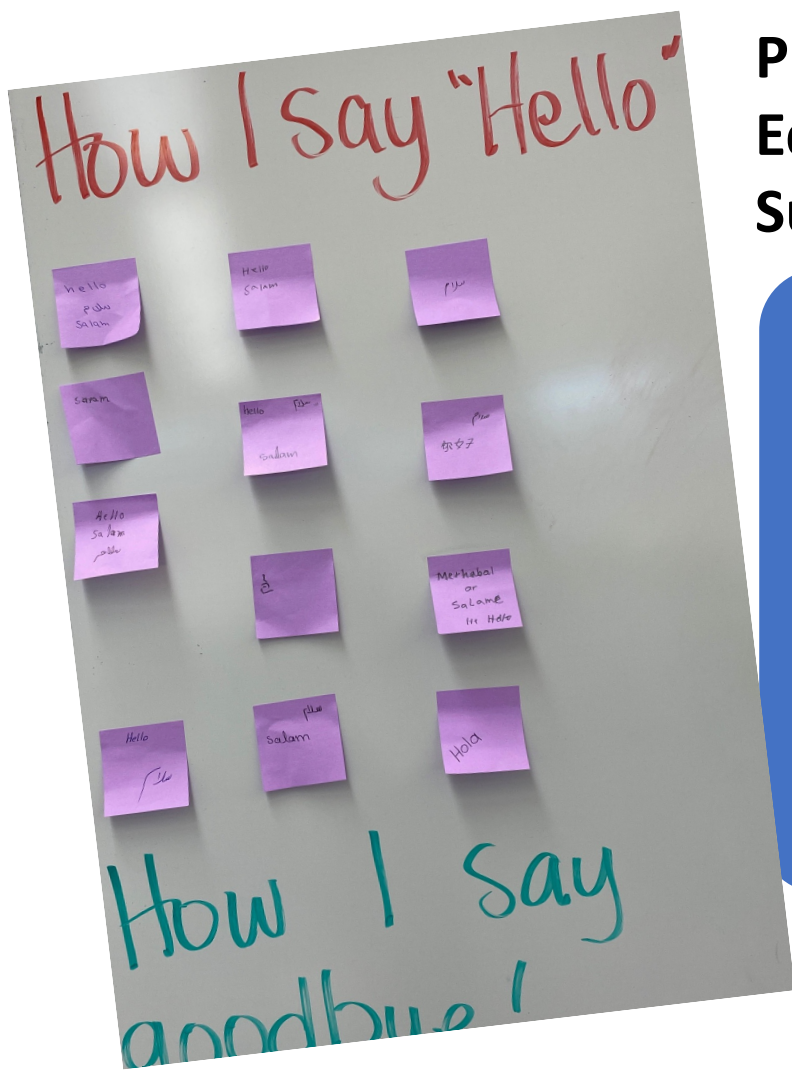
The background of the slide features a blurred image of a financial report. It includes a pie chart with several segments in shades of blue, green, and brown. Below the chart is a table with numerical data. A black pen is visible in the lower-left corner. The overall theme is financial analysis and budgeting.

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.

Promising Practice #4: Designing Newcomer Program and Placement Practices

“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



379 Students
Grades 6-12



Loyola Marymount University
Center for Equity for
English Learners

Enrollment

50% Afghanistan-- Dari
(32%) or Pashto
(25%) **two languages**
of Afghanistan

ELD Proficiency

Novice, Levels 1-2

Languages

Armenian
Arabic
Dari
Farsi
Pashto
Russian
Spanish
Ukrainian

Curriculum

Newcomer
ELD
Online Reading

Social Emotional Learning

Community Building

Physical Education (mixed languages and genders)

Program Structure

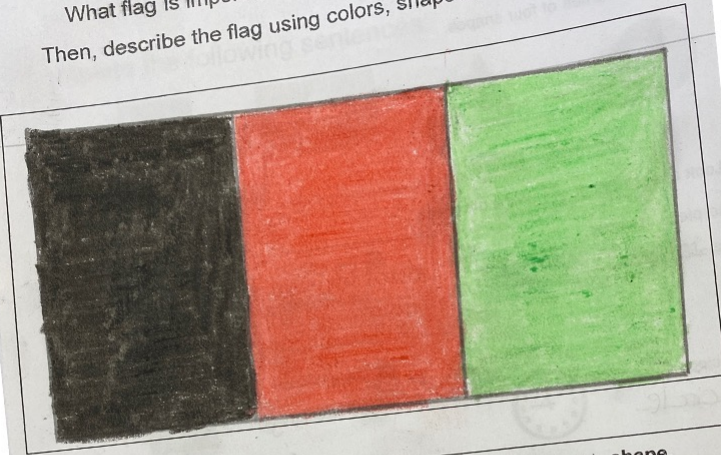
Classrooms

Self-contained
1 Teacher
2 Bilingual Assistants
2 Student Tutors

Support

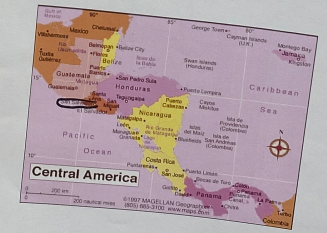
2 School Counselors
2 Community Liaisons

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 rectangle. It has a rectangle shape.

My name is Sayed Mansoor I'm from Afghanistan &
Afghanistan have 34 Provincs and Kabul is capital of
Afghanistan Black means it's always dark ☹️
red means that there is abt of murder



Implications and Recommendations

Strengthen	Strengthen Local, State, and National Newcomer Education Policies
Uphold	Uphold Assets–based Narratives about Immigrant/Refugee Students and Communities in Research and Practice
Sustain	Sustain Newcomer Program Commitments

Thank You!



Loyola Marymount University
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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



Immigrant children and youth:

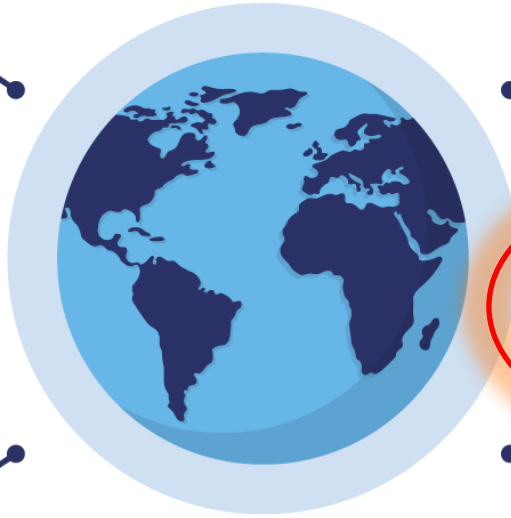
are age 3-21; were not born in any state; have less than 3 academic years in U.S. schools

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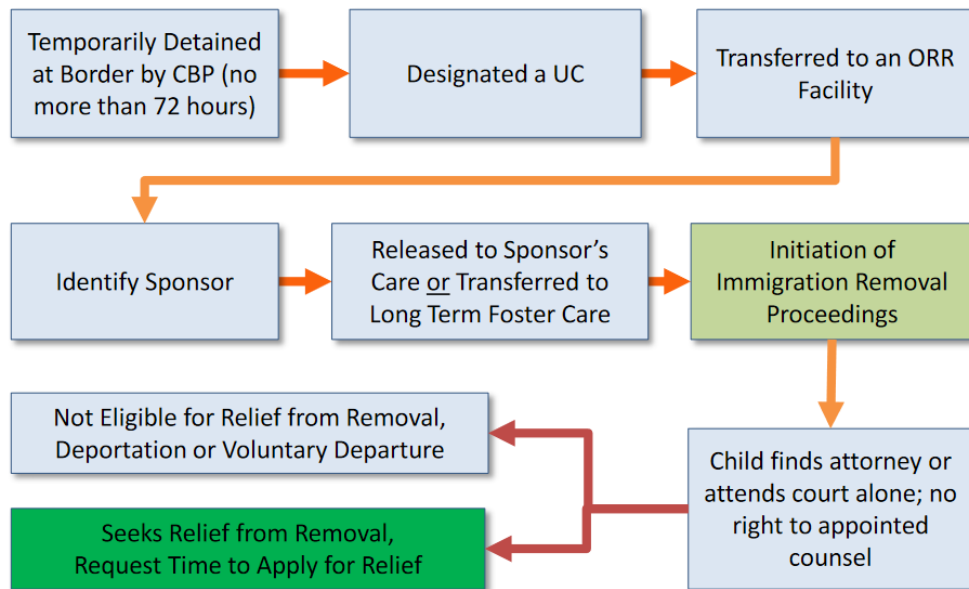
is age 3-21; is entitled to a free public education through grade 12; made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with or to join a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher

NEWCOMERS: Recent Immigrant Students

(Infographic from Texas Education Agency)



WHAT HAPPENS AFTER UC ARRIVES IN US?

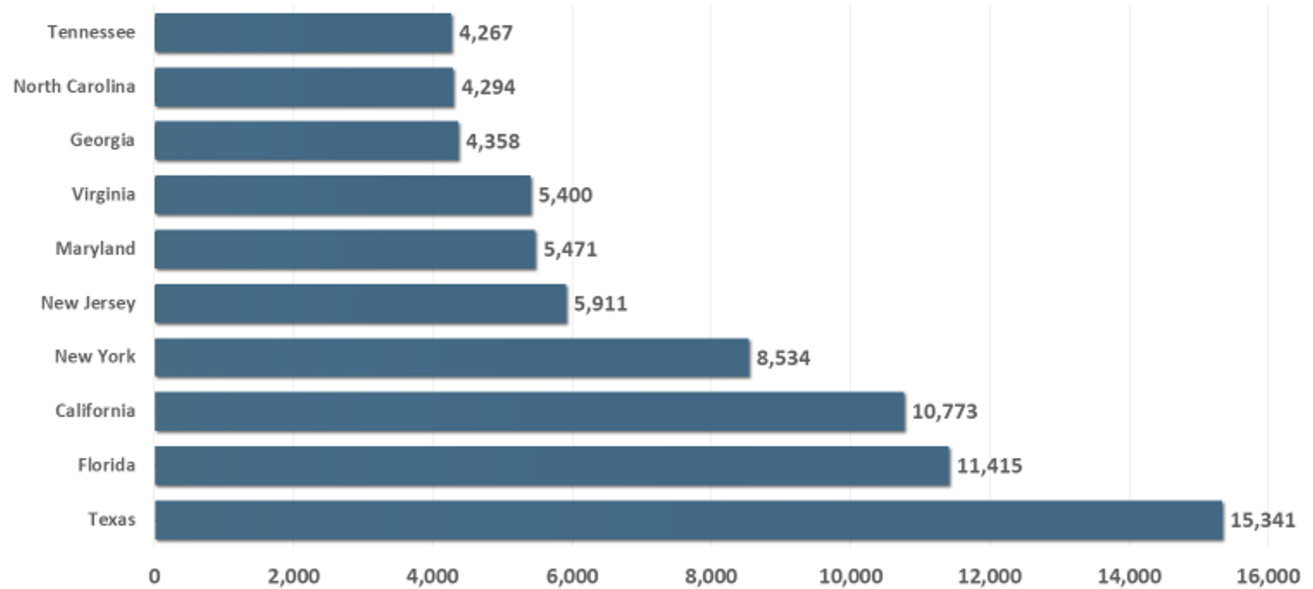


(Slide from KIND)



Top Receiving States FY 2022

Top States Where Unaccompanied Children Released to Sponsors, FY22



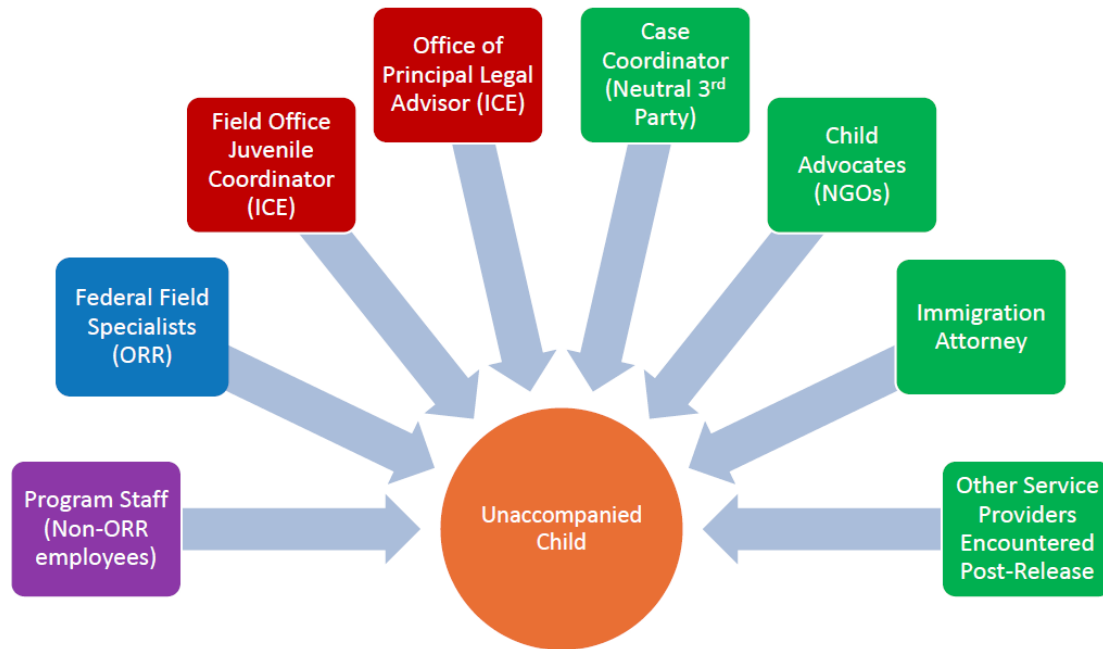
(Slide from CDSS Office of Immigrant Youth)

Top Receiving Counties in CA FY 2022



(Slide from CDSS Office of Immigrant Youth)

Stakeholder Roles



(Slide from KIND)

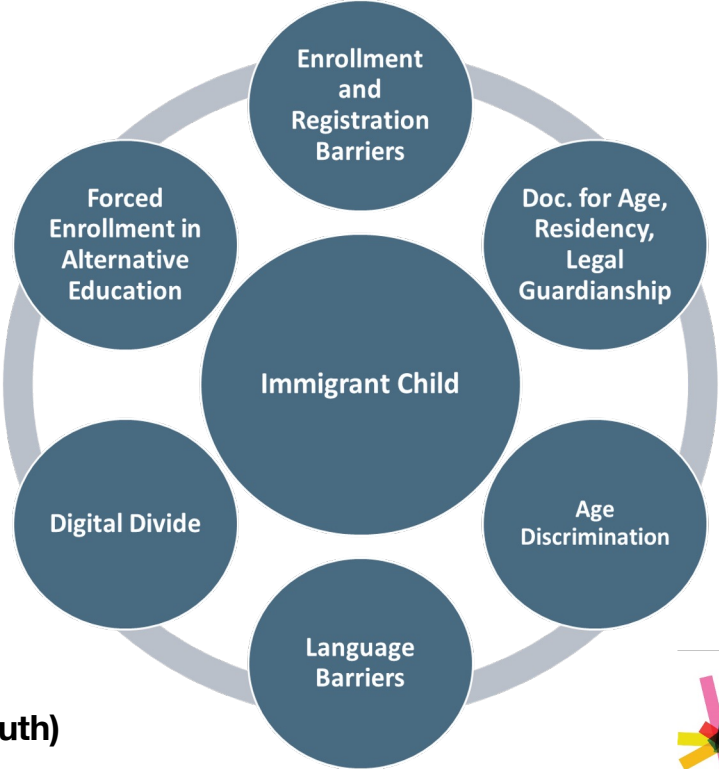
All children have a right to a free public education

(Plyler v. Doe)



Importance of Schools + Social Services Collaboration

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



(Slide from CDSS Office of Immigrant Youth)



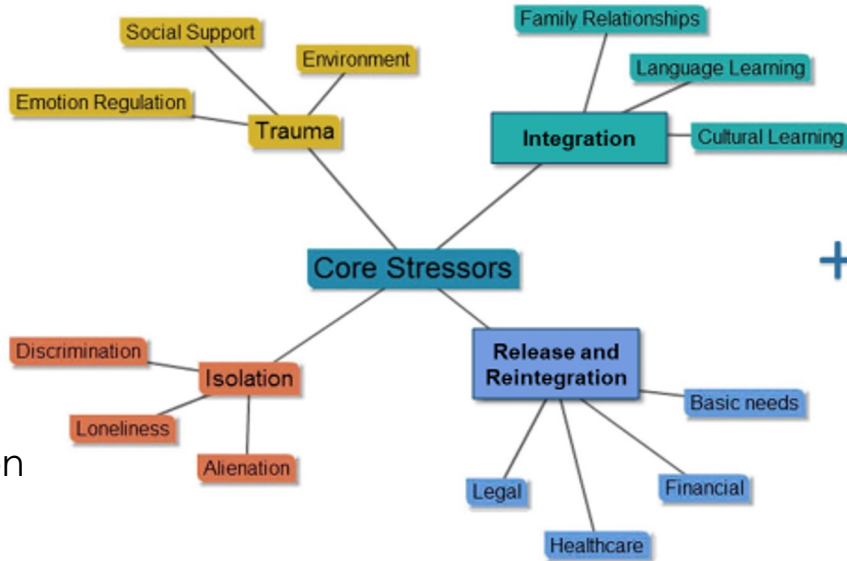
Post-Release Service Needs and Challenges:

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.

Post-Release Services Needs



Modified from Thomas Seery et al, "Caring for Refugee Children," Pediatrics in Review (Aug. 2015)



Typical Child & Adolescent Development



(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 (CaINEW)
- Opportunities for Youth



CalNEW: Expanding Supports for Newcomers at Schools

- Populations Served
 - Newcomer students
 - Unaccompanied/
Undocumented Minors
 - English learners and
 - Immigrant families.
- 21 LEAs across the state
- Goals
 - Provide culturally and linguistically **responsive support services**; and
 - **Improve students' academic engagement** and social and emotional well-being.

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.