



mid-atlantic equity
CONSORTIUM, INC.

The Mid-Atlantic Equity Center

Live, Online Session

**Promoting Equity and Excellence for All:
Welcoming and Teaching Newcomer
Children in U.S. Schools**

August 29, 2012
3:00 – 4:30 p.m. (Eastern Time)

THE MID-ATLANTIC EQUITY CENTER

- Is funded by the U.S. Department of Education
- Works in the areas of race, gender, and national origin
- Provides services **free of charge** to Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia



Location of the Mid-Atlantic Region
(red area).



Bridging Refugee Youth & Children's Services



BRYCS Photo Courtesy of U.S. Conference of Bishops

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Migration & Refugee Services, U.S. Conference of Catholic Bishops
Funded by ORR / ACF / DHHS Grant No. 90 RB 0032

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Agenda

1. BRYCS Overview
2. Who are English Language Learners (ELLs)?
3. Newcomers and Equity
4. *Promising Practice: Roseville, Minnesota*
5. Teaching Content to English Learners
6. Creating a Welcoming School Environment
7. BRYCS Resources
8. Q&A

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Photo Courtesy: Claudia Gilmore

BRYCS provides...

... national technical assistance (TA) to service providers so that all refugee and immigrant children and youth can reach their potential. BRYCS is the TA provider on children for the Office of Refugee Resettlement (DHHS/ACF).

Services:

- On-line Clearinghouse: > 5,000 searchable resources
- 100's of original publications
- Technical Assistance Network

Technical Expertise:

- Family strengthening
- Child welfare
- Schools
- Early childhood
- Youth development

www.brycs.org 888-572-6500 info@brycs.org

BRYCS is a project of Migration and Refugee Services/U.S. Conference of Catholic Bishops
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BRYCS
Helping Refuge Youth & Children's Services

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Poll: Who is Participating in the Webinar Today?

Please choose the response that best fits your role in serving refugee and immigrant children.

- a. K-12 Administrators
- b. Teachers
- c. Superintendents
- d. Refugee Resettlement
- e. Other _____



Photo Courtesy: Shutterstock.com/iconoganic

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Who Are English Language Learners?

- ✓ "English language learner" (ELL): students served in programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). (NCES, 2012)
- ✓ About 5 million ELLs or 10% of all students were enrolled in U.S. schools in 2010 (NCES, 2012), and are projected to be 25% of all students by 2025. (ETS, 2009)
- ✓ Diversity in backgrounds, families, countries of origin, immigrant status.



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Percent Change in English Language Learners in MAEC States between mid-1990s and 2007-2008

STATE	TOTAL Enrollment 2007-2008	Percent Change in TOTAL Enrollment from mid-1990s	ELL Enrollment 2007-2008	Percent Change in ELL Enrollment from mid-1990s
VA	1,230,857	11%	89,968	262%
DE	122,574	10%	6,831	249%
WV	282,535	-5%	1,615	153%
MD	845,700	2%	40,382	134%
PA	1,794,629	-1%	46,793	115%
DC	78,422	2%	5,165	2%

Source: NCELA <http://www.ncela.gwu.edu/t3sis/>

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English Language Learners

- ✓ **Migration considerations**
 - Age, native language/formal education, parent literacy, reasons for migrating
- ✓ **Social and cultural challenges**
- ✓ **Must adapt to new culture, while learning English and academic content at the same time**

- ✓ **Require time for second language acquisition**
 - Interpersonal communication skills vs. cognitive academic language proficiency, time to master both differs
- ✓ **Bring many strengths**, contribute diversity, often highly motivated to succeed, family commitment, community

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Newcomers and Equity

2. Does Title VI of the Civil Rights Act prohibit **national origin discrimination** in federally funded programs?

YES or **NO**

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Newcomers and Equity

2. YES!

Title VI mandates schools to remove **sociocultural** and **linguistic** obstacles to academic success for newcomers.

- ✓ **1974 *Lau v. Nichols*** Supreme Court decision: school districts must help newcomers overcome language barriers.
- ✓ **1981 U.S. Court of Appeals for the Fifth Circuit** ruling on *Castañeda v. Pickard*: bilingual programs must be “based on sound educational theory,” implemented with sufficient resources, and evaluated and revised, as needed (to support the 1974 Equal Educational Opportunities Act).
- ✓ **1982 *Plyler v. Doe*** Supreme Court decision: all children must attend school, regardless of immigration status.

Resource: Mid-Atlantic Equity Consortium, Inc. <http://www.maec.org/equity/origin.html>

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3. Please text in your top pressing concerns regarding educating refugee and immigrant children.

1. _____
2. _____
3. _____

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Promising Practice: Roseville, MN





<http://www.asianews.it/news-en/Thousands-of-Karen-refugees-in-Thailand-risk-hunger-20879.html>

Over the past 6 yrs, Karen (Burmese) refugee student population increased by almost 50% in Roseville, MN

Resource: For more on refugees from Burma, and other refugee groups, see:
http://www.brycs.org/aboutRefugees/refugee_populations.cfm

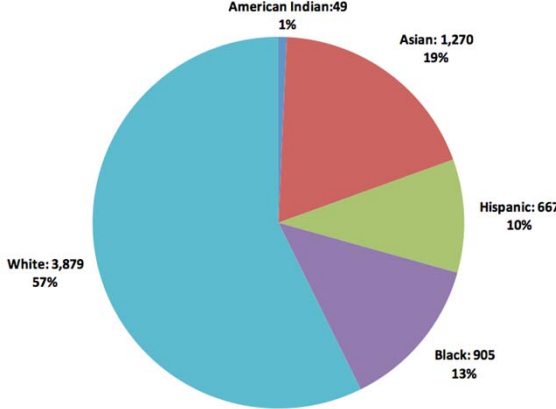
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Roseville Area Schools: Ethnic Composition

District Enrollment 6,770




Ethnicity	Count	Percentage
White	3,879	57%
Asian	1,270	19%
Black	905	13%
Hispanic	667	10%
American Indian	49	1%

MARSS Data 10-1-11

Source: Executive Summary of Demographic Report and Enrollment/Class Size Report,
<http://www.isd623.org/publications/documents/demographicreport.pdf>

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Roseville Response

- ✓ **Restructured school day**
 - Newcomer model
 - More sheltered / clustered
- ✓ **Increased staffing and community partnerships**
 - Home-school/cultural liaison
 - Partnered with KOM, churches
- ✓ **Added student supports**
 - Adopt-a-family
 - Tutoring
 - Summer programming



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Roseville Response

- ✓ **Redesigned alternative learning programs**
 - For high school students
 - For pre-K students
- ✓ **Expanded funding**
 - State funds
 - Federal Title III
 - Federal ORR—RSIG funds



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4. Please text in the strategies you use to teach content to English Language Learners.

1. _____
2. _____
3. _____

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Strategies for teaching English Language Learners

- ✓ Sheltered Instruction Observation Protocol (SIOP)
- ✓ Newcomer Programs
- ✓ Additive Bilingualism
- ✓ Home-School Liaisons
- ✓ Extended School Day
- ✓ Classroom and ESL Teacher Collaboration

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Example: SIOP model for teaching English Language Learners

- ✓ Identify language demands of course content
- ✓ Plan language objectives for all lessons and make explicit
- ✓ Emphasize academic vocabulary development
- ✓ Identify, use students' knowledge and assets
- ✓ Promote verbal interaction, academic discussion
- ✓ Review vocabulary and content
- ✓ Provide feedback on language use in class

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Source: Short & Echeverria, 2005 Mid-Atlantic Equity Consortium, 2012.



5. Text in the strategies your school uses to create a welcoming environment for refugee and immigrant students.

1. _____
2. _____
3. _____

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Does Your School Have A Welcoming Environment?

FOR STUDENTS

- ✓ Is there a Welcome Center & new student orientation?
- ✓ Are there after-school study programs?
- ✓ Is there a buddy system for support of new students?
- ✓ Are there opportunities for students to share their cultures?
- ✓ How is bullying / racism addressed?



Resource: "Welcoming and Orienting Newcomer Students to U.S. Schools,"
http://www.brycs.org/documents/upload/brycs_spotspring2008-2.pdf

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Does Your School Have A Welcoming Environment?

FOR TEACHERS / ADMINISTRATORS

- ✓ Is there training and an appreciation of cultural diversity?
- ✓ Do teachers look for ways that students' cultures can be shared and used as opportunities for learning (ex: geography, politics, language arts)?
- ✓ Does the school or district have a cultural liaison, or refugee parent liaison?



Resource: "RSIG: Facilitating the Integration of Refugee Children into American Schools,"
http://www.brycs.org/documents/upload/brycs_spotspring2009.pdf

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Does Your School Have A Welcoming Environment?

FOR PARENTS & COMMUNITIES

- ✓ Are trained interpreters and translated notices available to parents?
- ✓ How does the school engage and foster communication with newcomer parents in the education of children?
- ✓ Does the school have an effective link with home, ethnic communities, cultural and religious organizations?
- ✓ Does the school have a partnership with professional mentoring organizations?
- ✓ Does the school recognize trauma and stress of refugee families?

Resource: "Involving Refugee Parents in their Children's Education,"
http://www.brycs.org/documents/upload/brycs_spotspring2007-2.pdf

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BRYCS
Home Page
www.brycs.org

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BRYCS Promising Practices

Search by Topic

Search by State



- ✓ “Family Forum for Immigrant-Friendly Schools” – JUNTOS’ in Philadelphia
- ✓ Serving Refugees in the Columbus City Schools, Columbus OH – Newcomer Program
- ✓ IRC’s Refugee Youth Program, Refugee Summer Academy



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Refugee Children in U.S. Schools: BRYCS Toolkit for Teachers & School Personnel

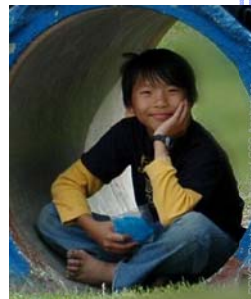
- ***Tool 1:** The Birthdates of Refugee Children and the Impact on Grade Placement*
- ***Tool 2:** Schools and Refugee-Serving Agencies: How to Start or Strengthen Collaboration*
- ***Tool 3:** Refugee Child Welfare: Guidance for Schools*

<http://www.brycs.org/publications/schools-toolkit.cfm>

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BRYCS Toolkit, continued

- ***Tool 4: Refugee and Immigrant Youth and Bullying: Frequently Asked Questions***
 - *What we know now – newcomer youth, school context, what works*
 - *Cultural considerations*
 - *Promising Practices and Resources*
- ***Tool 5: Federal Requirements to Provide Interpretation and Translation in the Schools***
 - *National Origin Discrimination*
 - *Non-Discriminatory and Comparable Access to Education*
 - *How interpretation and translation are addressed in federal laws and regulations*
 - *Promising Practices and Resources*



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Other BRYCS Resources...

- ✓ ***Webinar:***
 - *Language Access & Schools*
- ✓ ***Other Toolkits:***
 - *Positive Youth Development*
 - *Parenting*
 - *Guardianship*
 - *Child Welfare*
 - *Child Care*
- ✓ ***Coming Soon!!*** *On-line training on family engagement in children's education*



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Next Webinar:

Assessing and Enhancing School Climate and Culture

Tuesday, September 25, 2012

1:30 p.m.-- 2:30 p.m.

Presenter: Michelle Nutter

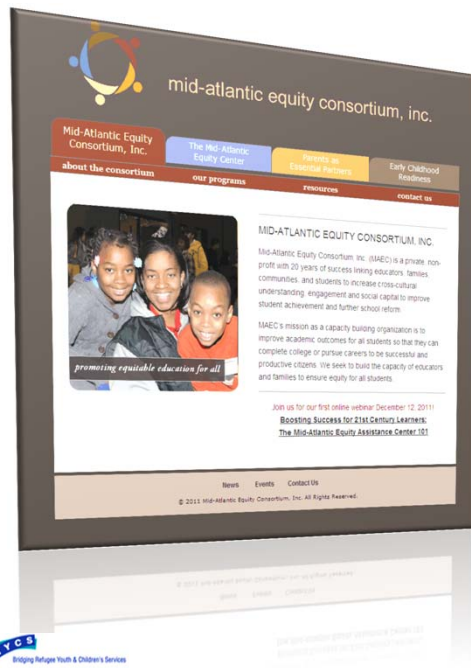
Project Manager, Center for Safe Schools

This session will provide participants with an overview of research concerning school climate and connectedness, tools to assess current school climate and resources to create and maintain a positive school climate.

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FOR MORE INFORMATION, VISIT OUR NEW WEBSITE AT:
WWW.MAEC.ORG

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Q & A

- Please text in any additional questions or comments you may have about the webinar or MAC or BRYCS resources



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