



Newcomer Summit: Policy and Practice

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Policy Considerations for Newcomers





Federal Regulations for SIFEs

- U.S. Departments of Justice and Education (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>) (page 18)
- Age-appropriate curriculum; not “watered down”
- Access to core curriculum and grade-level standards
- Avoid unnecessary segregation; provide opportunities to interact with English-speaking peers



Age, Enrollment, and Residency

- OAL Decision: http://lawlibrary.rutgers.edu/oal/html/initial/edu08740-07_1.html
- 6A:22-3.3
 - immigration/visa status shall not affect eligibility to attend school (does not apply to tuition students on a limited basis – F1 visa students)
 - Districts must provide “immediate” enrollment to unaccompanied minors
- School districts must **not** delay or deny attendance based on their non-receipt of:
 - A certified copy of the child’s birth certificate or other proof of identity. This is required within 30 days of initial enrollment (*N.J.A.C. 6A:22-4.1(g); N.J.S.A. 18A:36-25.1*);
 - Medical information, although attendance at school may be deferred while awaiting immunization records (*N.J.A.C. 6A:22-4.1(h); N.J.A.C. 8:57-4*); or
 - The child’s prior educational record pursuant to *N.J.A.C. 6A:22-4.1(i)*
- Plyler v. Doe
 - Undocumented children could not be denied enrollment



ACLU Action in New Jersey

- The ACLU filed suit against a public school district in New Jersey for requiring parents to show government-issued photo ID for enrollment.
- The [ACLU then focused on 138 school districts in the state](#) that require photo identification for parents that enroll their children into school. The civil rights organization pointed out that the overly-restrictive policies are contrary to federal law, state law and state regulations and could stop children of immigrant parents from enrolling.
(McGlone, 2014).



Resource

- Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents

<https://www.justice.gov/sites/default/files/crt/legacy/2014/05/08/plylerqa.pdf>



Alternative Programs

Benefits of creating a newcomer alternative program

- Program tailored to the needs of newcomers
- Mandatory small class sizes
- Structured around students' needs and life circumstances
- Centralized location



State Approved Alternative Programs for SIFEs

- State Alternative ed. Programs ([N.J.A.C. 6A:16-9.1\(a\)](#)) (p.71)
- Must be board approved
- Program requirements:
 - A maximum student-teacher ratio of 12:1 for high school programs;
 - A maximum student-teacher ratio of 10:1 for middle school programs;
 - An Individualized Program Plan (IPP) shall be developed for each student;
 - Individualized instruction to students shall address the Core Curriculum Content Standards;
 - Instructional staff shall be appropriately certified;
 - Academic instruction sufficient to fulfill graduation requirements shall be provided to high school students;
 - Comprehensive support services and programs shall address each student's health, social and emotional development and behavior; and
 - A minimum student enrollment period of not less than two complete marking periods shall be required.



Ensuring the Civil Rights of Newcomers

- Translated ELL fact sheets for families, community, teachers, etc.
 - <http://www.nj.gov/education/bilingual/policy/civil.htm>
- Contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov. For more information about filing a complaint, visit www.ed.gov/ocr/complaintintro.html.
- Contact DOJ (877) 292-3804 or education@usdoj.gov. For more information about filing a complaint, visit www.justice.gov/crt/complaint/#three.



ESSA Title I: Section 1111 Highlights for ELLs

1111(b)

- 2 Options for newcomer ELLs
 - Suspend LAL and math results for ELL<1
 - Use growth model for LAL and math results for ELL<2
- Each state shall identify the languages other than English needed for state assessment (from NCLB)

1111(c)

- 4 measurements for school-level accountability (consistent n across)
 - Proficiency on academic assessments, graduation rate, progress in ELP (content test grades), other

1111(h)

- State/school report cards should be in a language parents understand



ESSA Title I: Section 1112 Highlights for ELLs

1112(c)

- ELL parent notification
 - Consolidated under Title I
 - Notification requirements are still the same
- Parental participation
 - Districts must implement “effective means of outreach to parents” of ELLs
 - Districts must have regular meetings
 - Districts must inform parents regarding how to...
 - Be involved in ELLs’ education
 - Assist ELLs in attaining English proficiency, high levels of academics, and meet standards



Scenario

- Your mentor calls you on your way home from this summit. Jot down what you see as the most important policy considerations for the newcomers in your context.



Policy at the Local Level





Think/Pair/Share

- Discuss the following question with your elbow partner:
 - What de facto policies exist that may be presenting a barrier to equity for newcomers?



Implementational Spaces

- Spaces in policy that local educators and language planners can work to their advantage
 - These can be both good and bad
(Menken and Garcia, 2010)



Reasons for Implementational Spaces

- Purposeful spaces left to accommodate various learners
- Oversights of policy makers
- Disagreement between the policy makers
(Menken and Garcia, 2010)



Pressures that Contribute to the Navigation of Implementational Spaces

- Country, state, district, and schools
- Cultural communities outside of school
- Professional affiliations
- Political views
- Collegiate experiences
- Society at large

(Menken and Garcia, 2010)



Ideological Spaces

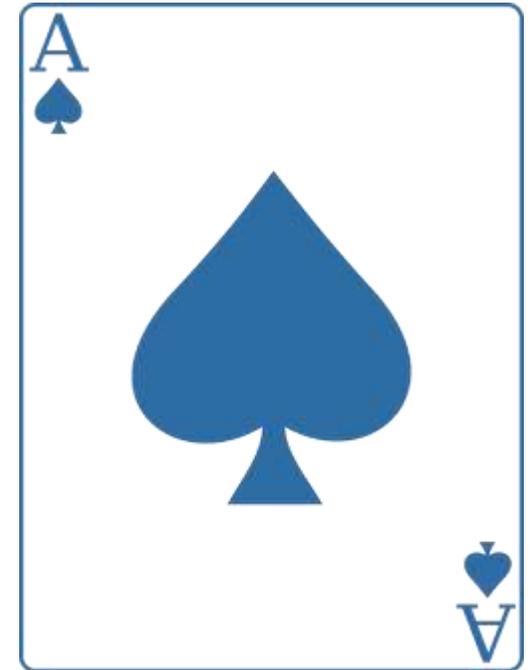
- Spaces that open educational and social possibilities for newcomers
(Menken and Garcia, 2010)





The Ace in the Hole

- Local policy discourses trump macropolicy discourses
- Don't let references to research “strip teachers of their expertise and agency in making language policy decisions”
- Ultimately, educators are the **FINAL ARBITERS**
(Menken and Garcia, 2010)





Recommendations

- Find flexibility within federal and state policy
- Incorporate research to support flexibility in these documents
- Plan and work collaboratively to foster ideological space



Stand Up If You...

- Have dealt with teachers who are not empathetic toward newcomers
- Have seen teachers work at a pace that is too fast for newcomers
- Have seen staff who failed to respect the experiences of newcomers

- I may not have made these mistakes with ELLs, but I certainly have in working with the teachers of ELLs



Cultural Awareness

- Be aware of the cultural background of the teachers and community you are working with!
 - What are their attitudes toward ethnic groups that are in the school?
 - How do they perceive the cultural practices of these groups?
 - How do they perceive the culture shock and stages of language acquisition that their students are going through?



culture shock: a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation



Empathy

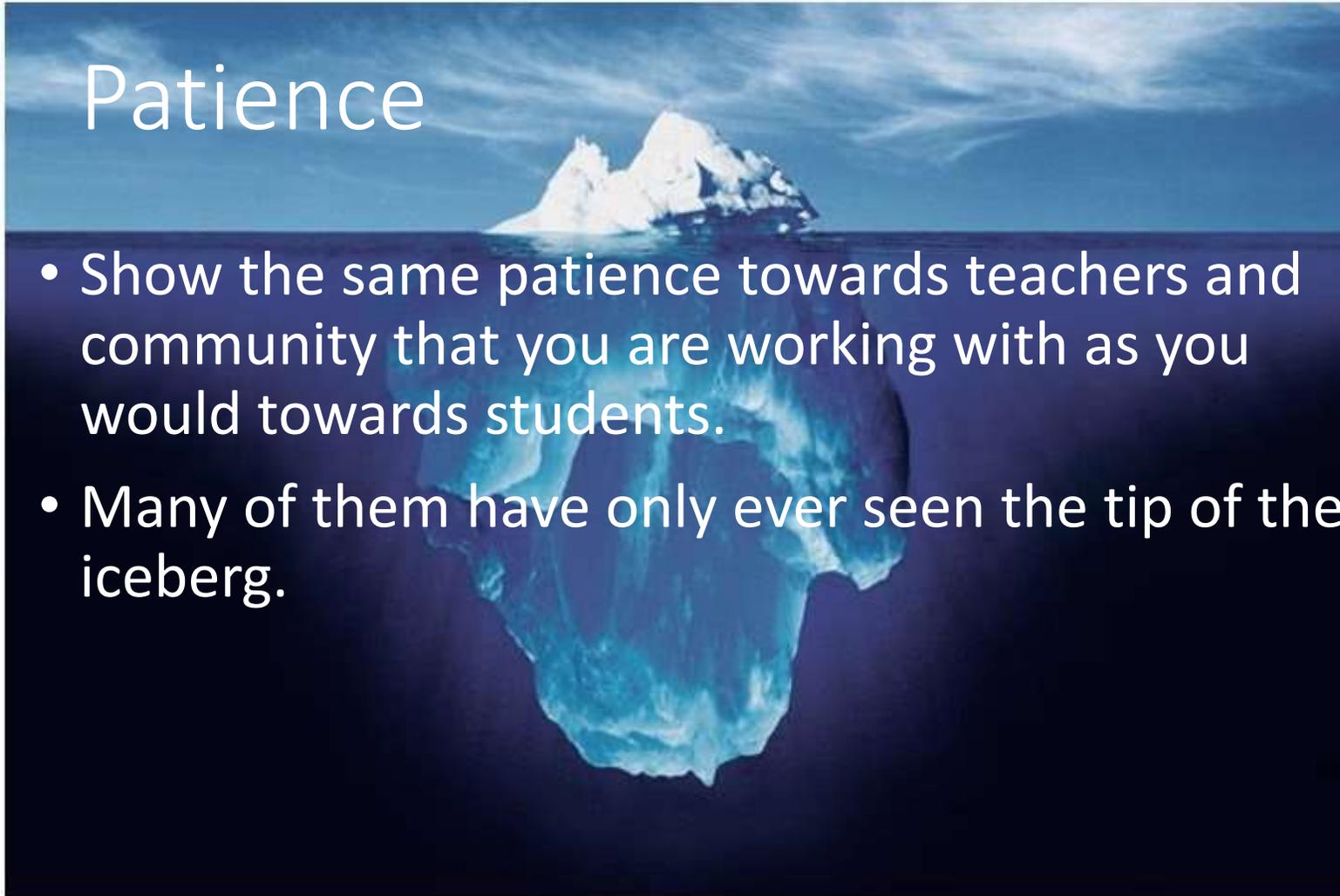
- Culture shock can go both ways.
- Working with newcomers can make the difficult task of teaching seem insurmountable





Patience

- Show the same patience towards teachers and community that you are working with as you would towards students.
- Many of them have only ever seen the tip of the iceberg.





Stories
Articles
Texts
Videos
Etc.



Framing Immigration

- Define America
 - All men and women are created equal. We hold these truths to be self evident. All people have rights no matter where they come from.
 - We should look out for our neighbor.
- People Move
 - Today and throughout history people have moved to make life better for themselves and their families.
 - To pack up and move takes courage, but many of us have done it to provide for our family or send our kids to a decent school.
 - New “garden staters” move for the promise of freedom and opportunity.
 - Many are escaping violence, persecution, and/or oppressive governments.
(LightBox Collaborative, 2013)



Reframing Conversations

- Perception trumps reality
 - Listen to your audiences' perceived reality, then craft your messages to resonate with it, and reshape perception
- Emotion trumps logic
 - Research indicates we usually apply logic only after we've made our emotional decisions
- Brevity trumps details
 - Use the few moments of attention to convey what is essential about the work you're doing
- Values trump program features
 - Focus on the core values that animate your work—values that your audiences share
- Vibrant language trumps jargon
 - Whenever possible, use clear and concise (and emotional!) language
- Actions trump words
 - People can tell if your actions don't line up with your words
- Your audience trumps you

(LightBox Collaborative, 2013)



T Chart Activity

- Label your note paper with “implementational spaces” and “ideological spaces”. Jot down what spaces exist in your district to make the changes that may be necessary.

Implementational Spaces	Ideological Spaces



Frames

- Victims, Villains, and Heroes
- Policy, Principles, and Personality (personal story)
- Show sympathy for both sides



Example— How Would You Answer?

Statement: Newcomers are not interacting with us. They are not friendly and they don't fit in. Also, they aren't learning English.



Answer Example

A: I understand your frustration in communicating with newcomers. I've heard from many of them they feel the same frustration as they make small steps in learning the culture and language of the US.

It's hard to move – to pack up everything and go to a new place takes courage—but you do it to provide for your family or send your kids to a decent school. It can be even harder for newcomers, who may not have been able to plan ahead or prepare.

Despite these challenges, newcomers can and do make homes and deep ties in their new communities. And in our experience, the more welcoming their new communities are, the better newcomers acclimate, as well as add richness to the local community from their previous home. [*This is a great place to share an individual story*].



Quote

“When I go United States I miss my family but in United States I have other family and good school. I only want to Speak Spanish because it is fun and I am in a prison that I only have think in my brain and can't speak and feel horrible.”

- paraphrase from a New Jersey student



Newcomers in New Jersey





Considerations for All

- Language
 - Letters and their corresponding sounds;
 - Punctuation, capitalization, and spelling;
 - Word meanings, affixes, and morphemes; and
 - Structures of phrases, sentences, paragraphs, and conversations.
- The four domains
- Foundational content skills
- Technology skills
- Background knowledge
- Cultural context



Create a Welcoming Environment

- Native language print around the building
- Smiles
- Acknowledge cultural leaders at events
- Engage families where they are
- Train staff about culturally appropriate practices



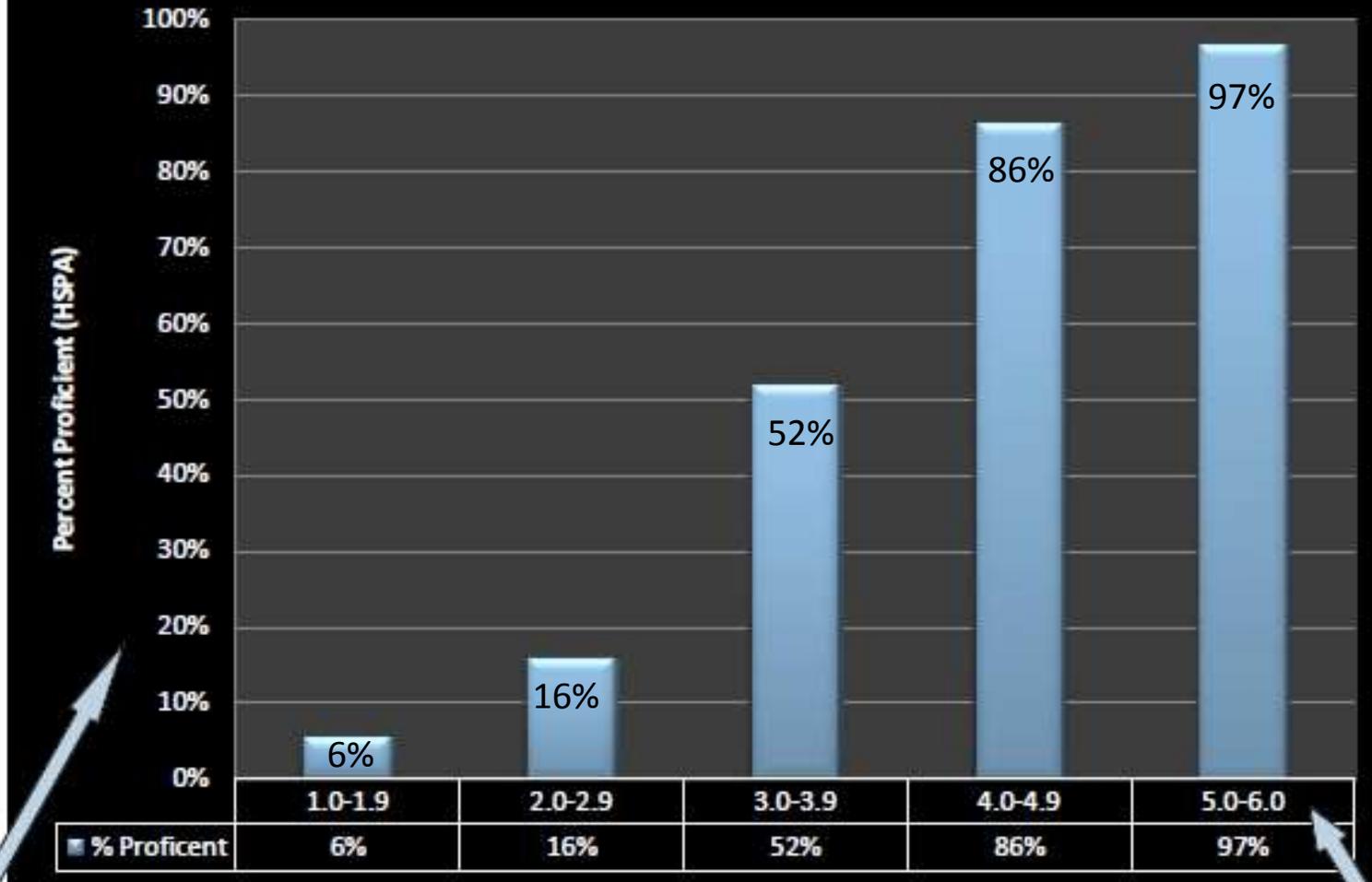
Language Proficiency

- You can't have the same expectations for every ELL.





Percent Proficient by ACCESS for ELLs - Grade 11



This column shows the percentage of New Jersey ELLs that score proficient on the HSPA Language Arts section.

This row shows the ACCESS for ELLs test English language proficiency levels for New Jersey ELLs.



Newcomer Subsets

Are all newcomers alike?

- Newcomers come for a variety of reasons
- There are 3 specific subsets of newcomers that present specific characteristics
 - SIFES/SLIFES
 - Refugees
 - Unaccompanied Minors
- These categories can overlap



SIFES/SLIFES

- Districts may want to include parent/guardian interviews, native-language arts, and math screeners to identify English language learners (ELLs) who are students with a limited or interrupted formal education (SLIFEs).



SIFES/SLIFES

- SLIFEs are a subset of newcomers to U.S. schools, who have a limited background in literacy and/or interrupted schooling. They also are below grade level in content skills (Freeman & Freeman, 2002).
- Working definition:
 - These students are defined as ELLs, above the age of seven, who:
 - have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school; and/or
 - are more than two years below grade level in content due to limited educational supports prior to enrolling in a U.S. school.



Refugees/ Asylees







Who are Refugees/ Asylees?

- “The refugee experience is a unique one, even among immigrants, and this unique experience is both a strength and a source of struggle” (LightBox Collaborative, 2013)
- Refugees are a subset of immigrants
 - They are from a specific persecuted group
 - They are unable or unwilling to return home for fear of serious harm
- Asylees are those who meet the definition of a refugee but are already in the US



Unaccompanied Minors





Unaccompanied Minors

- 1,112 released to sponsors in NJ from October '15 to February '16
- Almost matches number for all of last FY

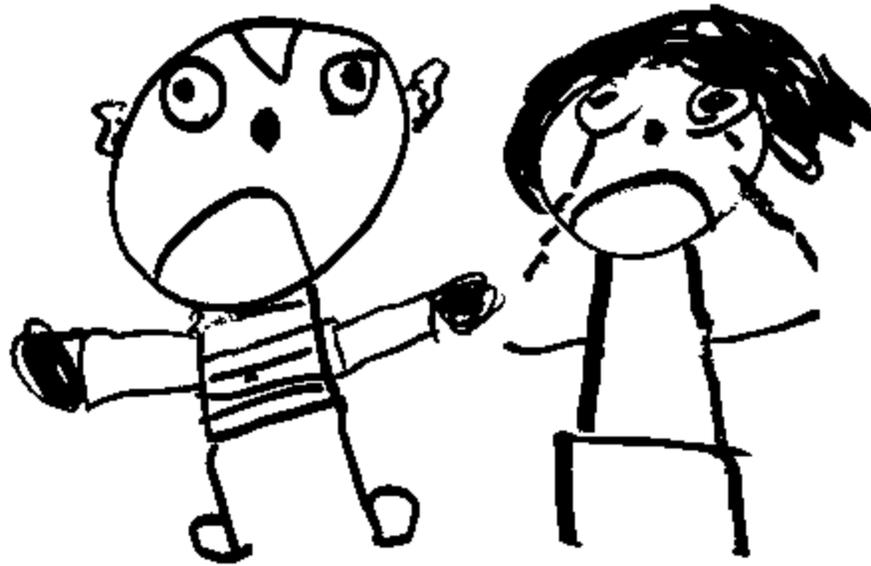
NJ	Atlantic County	61
NJ	Bergen County	202
NJ	Camden County	91
NJ	Essex County	344
NJ	Hudson County	325
NJ	Mercer County	203
NJ	Middlesex County	192
NJ	Monmouth County	69
NJ	Morris County	234
NJ	Passaic County	90
NJ	Somerset County	99
NJ	Union County	582

- <http://www.acf.hhs.gov/programs/orr/unaccompanied-children-released-to-sponsors-by-county>



Unaccompanied Minors

- These children may have histories of abuse or may be seeking safety from threats of violence. They may have been trafficked or smuggled.





Detained Unaccompanied Minors

There is the righteous one.

Here is a ruined me.

See how far one is from the other.

What links to piety and righteousness
have guided my way?

There is the sound of the sermon,
I hear the melody of its instrument.

But, my heart grows weary of this cloister,
The hypocrites cloak.

Where is the monastery of the Magi?

Where is the pure wine?

The days of my vision are gone.

Let them be my joyful memories.

Where once was an affectionate glance
instead, I find reproach

What can the enemy's heart find in my
tired face?

Here in my eyes is the extinguished candle
of hope.

-Pascal, sixteen-year-old Guinean
youth (Heidbrink, 2014)



Unaccompanied Minors Released to Sponsors

- Students are released to relatives after detention.
- After a court ruling, these students may gain status in the US, stay without status, or be deported.



Newcomer Subsets

- Identify which newcomer subsets are in your district (SLIFES, Refugees, Unaccompanied Minors).
 - What are you doing currently to meet there needs?
 - Are there any specific considerations that need to be taken for a subset of students in your school?



Supports for Educators





10,000 hour rule

- Whether or not it takes 10,000 hours to achieve mastery in a field, our 90 minutes won't make you experts.
- These resources might help, though.



Bilingual/ESL Education



Parent Information
[en español]



ACCESS 2.0 Launch



FABRIC - ELL
Professional Learning

State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau

Updates

Quick Links

Helpful Sites

FAQ

Updates

- 3/16/16 [Providing ELL Services During State Assessments](#)
- 3/11/16 [Transferring Students for ACCESS 2.0](#)
- 3/11/16 [Submitting Incomplete WIDA ACCESS 2.0 Online Tests](#)
- 3/11/16 [ELL/LEP Parent Civil Rights Fact Sheet](#)
- 3/11/16 [Can Do Descriptors, Key Uses Edition](#)

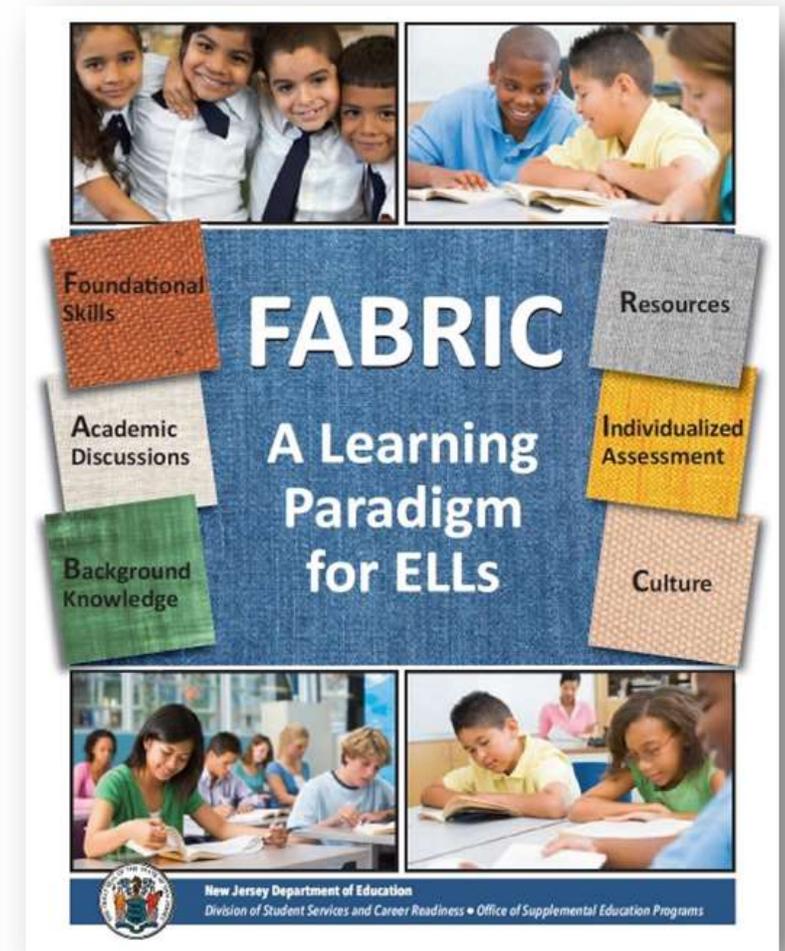
[all updates »](#)



The FABRIC Paradigm

6 Threads

- **F**oundational Skills
- **A**cademic Discussions
- **B**ackground Knowledge
- **R**esources
- **I**ndividualized Assessment
- **C**ulture



- <http://www.nj.gov/education/bilingual/pd/fabric.pdf>



FABRIC Paradigm Overview

Purpose

- Gives background for teachers and administrators
- Can be used with staff who have limited training

Sections

- Introduction
- 6 threads
- Helpful links for teachers
- FABRIC Classroom Feedback Guide



Features

Connections
Introduction

Body

Classroom Application

Foundational Example

CCSS Connection:
WIDA Essential Action Connection: A2, A5, A6, A10, A14
UDL Connection: Guideline 6: Provide options for executive functions;
Guideline 8: Provide options for sustaining effort and persistence

Introduction
ELLs are an especially diverse population of learners. Some ELLs come from settings where former schooling is nonexistent. Other ELLs come from school systems that outperform U.S. schools. As newcomers to the U.S., learners from every background need foundational English and content skills to master content goals as well as comprehend the language used in school.

Language skills
To understand ideas and content in English, ELLs need to learn the systems of the English language by mastering the following:

- Letters and their corresponding sounds (especially when different from native language);
- Punctuation, capitalization, and spelling;
- Word meanings, affixes, and morphemes; and
- Structures of phrases, sentences, paragraphs, and conversations.

While students may acquire some of these skills on their own, they also need to receive systematic, consistent instruction related to these areas. Teachers should, "Provide small group instruction that focuses on the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension)" (U.S. Department of Education, Institute of Education Sciences).

As students become more fluent, their growth should be tracked to determine if more intervention is needed to help gain language proficiency (IES, 2007).

Foundational content skills
Students with a limited or interrupted formal education (SLIFE) are students who are "over aged and under educated" compared with their U.S. peers. Although SLIFE often have extensive knowledge in areas related to life in their home country, they lack home

Classroom Example: Karen and Henri are newcomers. In their home countries, Karen was educated in an academically challenging school whereas Henri did not have access to formal schooling. A large academic gap between them was shown by a native language math and language arts basic skill test they completed on arrival. Their teacher realizes that Henri will need additional basic skills math and language arts instruction in addition to the newcomer ESL class that both students attend.

language literacy skills and grade level content knowledge. These students must gain beginning literacy skills, print awareness, and background concepts that are the foundations for content learning. The unique needs of SLIFE are often addressed through supplemental instruction that takes place in:

- Newcomer classes,
- Extended day/year programs,
- Differentiated center work, and
- Small group instruction.

(Short & Boyson, 2012)

Technology skills
Students are expected to learn in classrooms and complete assignments that are embedded with technology. ELLs must have the skills they need to access the technology platforms used in school. It is the responsibility of teachers to ensure that students have the abilities needed to use devices at school as well as access to necessary technologies outside school.

Classroom application questions:

- What skills, not mentioned above, might you need if you were learning academic content in a new language?
- At what levels have ELLs in your classes acquired the three skill categories (language, foundational content, and technology)?
- Of the three categories in this section, which one is the hardest for you to develop? Why?



Bilingual/ESL Professional Development Calendar

- <http://www.nj.gov/education/bilingual/pd/calendar.htm>
 - Highlights:
 - October: “New Bilingual/ESL/ELS Supervisor Session”
 - December: “ELL Superintendent Institute”
 - July: “Sheltered Instruction Training of Trainers”
- Other PD
 - NJTESOL/NJBE
 - June 1-3, 2016
 - WIDA Conference in Philadelphia
 - October 2016



http://www.nj.gov/education/bilingual/

Bilingual/ESL Education



Parent Information
[en español]



ACCESS 2.0 Launch



FABRIC - ELL
Professional Learning

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- 3/11/16 [Can Do Descriptors, Key Uses Edition](#)

[all updates »](#)



Bilingual/ESL Model Program Resource Centers

- **Atlantic City School District**
Atlantic City High School, ESL/Bilingual Newcomer Center
- **Clifton Public Schools, Clifton, New Jersey**
K-5 ESL Only and Bilingual Magnet Programs in Arabic and Spanish
6-8 High Intensity ESL with sheltered and POE Programs
- **Howell Township Public Schools**
K-5 ESL Program
6-8 Middle School ESL Program
- **Linden Public Schools**
Bilingual/English as a Second Language Model Program Designation:
K-12 ESL Program
- **New Brunswick Public Schools**
Placement Center



<http://www.nj.gov/education/bilingual/resources/>

Bilingual/ESL Education



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Resources

These links contain a variety of resources for ESL/Bilingual programs.

Family Engagement [-]

Parents of English language learners (ELLs) should be provided with opportunities to fully participate in school events and activities. The below resources will assist school personnel in engaging parents to make this possible.

- [A Parent Involvement Guide for Educators in ELL Programs](#)
- [Family Engagement: Authentic Partnerships for Increasing Achievement](#)
- [Immigrant Family and Community Engagement in the Schools](#)
- [WIDA Parent Webinars](#)

Information on Specific ELL Populations [+]

Parent Forms [+]

Program Resources [+]

Regional Resources [+]

Testing [+]



Parent Involvement Guide for ELLs

- Highlights 6 types of involvement
 - Parenting
 - Communicating
 - Volunteering
 - Learning at home
 - Decision making
 - Collaborating with community
- Tips for parental involvement
- School leadership
- Resources/articles/websites
- Examples of best practices



• <http://www.state.nj.us/education/bilingual/resources/Title3ParentInvolvement.pdf>



Family Engagement: Authentic Partnerships for Increasing Achievement

- Interviews and webinar about engaging and empowering ELLs and their families



Webinar - Family Engagement: Authentic Partnerships for Increasing Achievement

Use the link below to download and view the "Family Engagement: Authentic Partnerships for Increasing Achievement" webinar.
[Webinar Archive*](#)

Resource links:
[Webinar Slide Show](#)
[Learning to Roar](#)

Family Engagement: Authentic Partnerships for Increasing Achievement

On September 25, 2014, teacher, author, and parent advocate, Mary Cowhey, presented a webinar to help educators better understand how to partner with parents of ELLs. The webinar was made possible by a partnership between the Equity Assistance Center Region II and the New Jersey Department of Education.

Interviews with Josefina Rodriguez of Families with Power/Familias con Poder, Northampton, MA

These interview videos are referenced throughout the webinar. After viewing the two interviews with Josefina, please scroll down to download and view the webinar.



Webinar - Family Engagement: Authentic Partnerships for Increasing Achievement

Use the link below to download and view the "Family Engagement: Authentic Partnerships for Increasing Achievement" webinar.
[Webinar Archive*](#)



BRYCS Refugee and Immigrant Family and Community Engagement

- Videos of parents discussing their experience
- Synthesizes best practices for immigrant family engagement and PTA standards

Refugee and Immigrant Family and Community Engagement with the Schools

Laura Gardner
Education Technical Assistance Specialist
Bio | Contact

Chapter	Video	Search
1. Title	00:00	
2. Welcome	00:03	
3. Audience	00:14	
4. Goals of Training	00:24	
5. BRYCS Overview	00:33	
6. Goals	00:34	
7. Bank	00:41	
8. House Definition?	00:53	
9. Video Clip	00:53	
10. National Working S...	00:54	
11. Terminology	00:59	
12. Importance of Part...	01:09	
13. Goals	01:14	
14. Goals	01:24	
15. Stages of Program...	04:17	
16. STA Mandates	03:48	
17. PTA Standard 1	03:43	
18. Video Clip	03:51	
19. Representative In...	03:59	
20. PTA Mandates In...	03:48	
21. PTA Standard 1 Re...	03:48	
22. Job Posting Inve...	03:18	
23. PTA Standard 2	03:21	
24. Video Clip	03:29	

28 Minutes 22 Seconds Remaining

Refugee and Immigrant Family and Community Engagement with the Schools

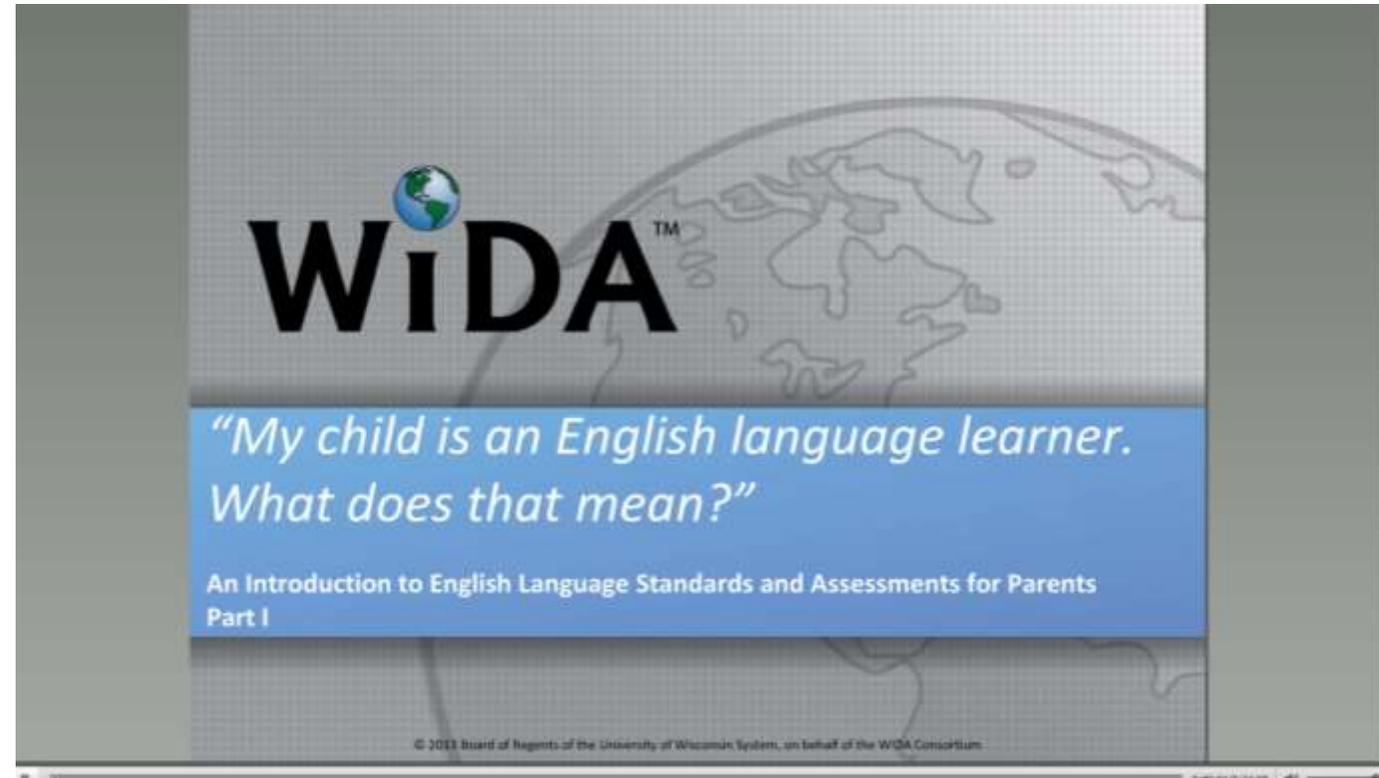
Bridging Refugee Youth & Children's Services (BRYCS)

This training is made possible by funding from the Office of Refugee Resettlement (ORR)/ICE/EOIR.



WIDA Parent Webinar Recordings

- In Spanish and English
- 3 Topics
 - What does it mean to be and ELL?
 - How is language development supported at school?
 - How do I know if my child is making progress?





<http://www.nj.gov/education/bilingual/resources/>

Bilingual/ESL Education



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- Family Engagement** [+]
- Information on Specific ELL Populations** [-]
 - [Early Childhood](#)
 - [ELLs with Special and Diverse Needs](#)
 - [Newcomers and SIFEs](#)
 - [Refugees](#)
 - [Adult ELL Programs](#)
 - [Unaccompanied Immigrant Children](#)
- Parent Forms** [+]
- Program Resources** [+]
- Regional Resources** [+]
- Testing** [+]



Highlights from “Newcomers and SIFES”

Bilingual/ESL Education



- State and Federal Policy
- ACCESS for ELLs
- ACCESS for ELLs 2.0
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Resources for Newcomers and Students with an Interrupted Formal Education (SIFEs)

Social/Family Resources

- [Welcoming and Orienting Newcomer Students to U.S. Schools](#)
- [Welcome Kit for New ELLs](#)
- [ELLs in Early Childhood Education: Recruiting Immigrant Families](#)
- [A Parent's Handbook to New Jersey Schools](#)
- [Immigrant Family and Community Engagement in the Schools](#)

Academic/Program Resources

- [Reading for High School ELLs](#)
- [WIDA SLIFE Newcomer Bulletin](#)
- [Teaching and Learning for SIFES and Refugee Backgrounds \(webinar\)](#)
- [How to Support ELL Students with Interrupted Formal Education \(article\)](#)
- [English Language Learner Instruction in Middle and High School \(webinar\)](#)
- [Helping Newcomer Students Succeed in Secondary Schools and Beyond \(article\)](#)
- [Establishing an Effective Newcomer Program \(article\)](#)
- [How to Serve Your New Arrivals \(webinar\)](#)
- [The Newcomer Program \(article\)](#)



Newcomer Secondary School Document

- Case studies
 - List of centers
 - Recommendations
 - Checklists
 - Etc.
-
- Can be applied to late elementary/middle school



Helping Newcomer
Students Succeed in
Secondary Schools
and Beyond

Deborah J. Short
Beverly A. Boyson

CAL



WIDA SLIFE Bulletin

- Description of SLIFEs
- Best practices
- Interviews
- Real-world examples
- Information from 2 NJ model programs

WIDA
FOCUS ON

SLIFE: Students with Limited or Interrupted Formal Education

In This Issue

Introduction	1
Who are SLIFE?	1-2
Teaching the Whole Student	2-3
Factors that Influence ELL Performance in School	4-5
Establishing the Starting Line	5-6
Instruction that Works within the Zone of Proximal Development	6-7
Q&A with Dr. Deborah Short	8-9
Programming Options and Approaches	9-10
Planning and Instructional Considerations for Supporting SLIFE	11
References and Additional Resources	12-14

Introduction

Consider Monica, who has enrolled in a suburban Chicago high school after she immigrated to the United States from rural Guatemala. Monica's local school in Guatemala only offered education for Kindergarten through Grade 2; the intermediate and secondary schools were located in a city that was over an hour away by bus. Therefore, like most other children in her community, she stayed home to help her family after she completed the second grade. The family immigrated to the United States when Monica was 14 years old, at which point she enrolled in the local school district as a freshman in high school.

Once she enrolled in high school, Monica's unique educational needs became apparent. While she did have basic literacy skills in her native language, her academic skills had never progressed much past the second grade level. It was the responsibility of her new school to help her acquire the language skills and content area knowledge necessary for success in an American high school, including becoming proficient in academic English.

This bulletin focuses on the needs of students like Monica, who have limited or interrupted formal education. Because the vast majority of students in this group are enrolled in Grades 6 through 12, we will focus on those grade levels. However, many of the tips and suggestions can be applied in lower grade levels as well. Throughout the bulletin we will explore academic and social-emotional factors that may affect this group of students, examine the benefits of building community partnerships, address how to assess student readiness levels, and offer a checklist of considerations for instructional planning.

Who Are Students with Limited or Interrupted Formal Education?

Students with Limited or Interrupted Formal Education (SLIFE) is an umbrella term used to describe a diverse subset of the English language learner population who share several unifying characteristics. SLIFE usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country. They have limited backgrounds in reading and writing in their native language(s) and are below grade level in most academic skills (Freeman & Freeman, 2002). Students who have these characteristics could be refugees, migrant students, or any student who experienced limited or interrupted access to school for a variety of reasons, such as poverty, isolated geographic locales, limited transportation options, societal expectations for school attendance, a need to enter the workforce and contribute to the family income, natural disasters, war, or civil strife.

Additionally, the number of years of compulsory education varies from country to country (Short & Boyson, 2004). For example, students from Mexico may believe that they have completed their education upon finishing "la secundaria," the equivalent of ninth grade in the U.S. Upon immigrating to the U.S., these students may be unaware of the expectation to continue their education until the age of 18. The recent wave of unaccompanied minors coming to the U.S. from Central America also generally fit into the SLIFE category. The violence and poverty that many of these young people experienced in their native countries have led to limited and interrupted educational opportunities. It is also important to note that the perception of the age of majority can vary from culture to culture. While in the U.S., a 16-year-old is considered a minor, a child of this age would be considered an adult with adult responsibilities in many other countries.

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Parent Handbook

- [A Parent's Handbook to New Jersey Schools](#)
- [*en español*](#)



**A GUIDE
TO YOUR
CHILDREN'S
SCHOOLS**



**A Parent's Handbook to
New Jersey Schools**



New Jersey Department of Education | Division of Student and Field Services | Office of Title I



Reading for High School ELLs

- Resource for high school teachers developing literacy for students entering the English language learning process

Literacy Success for English Language Learners in High School



New Jersey Department of Education



Dr. Gilda Del Risco
Kean University of New Jersey
December 14, 2004



Highlights from Refugees Section

Bilingual/ESL Education



State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau

Resources

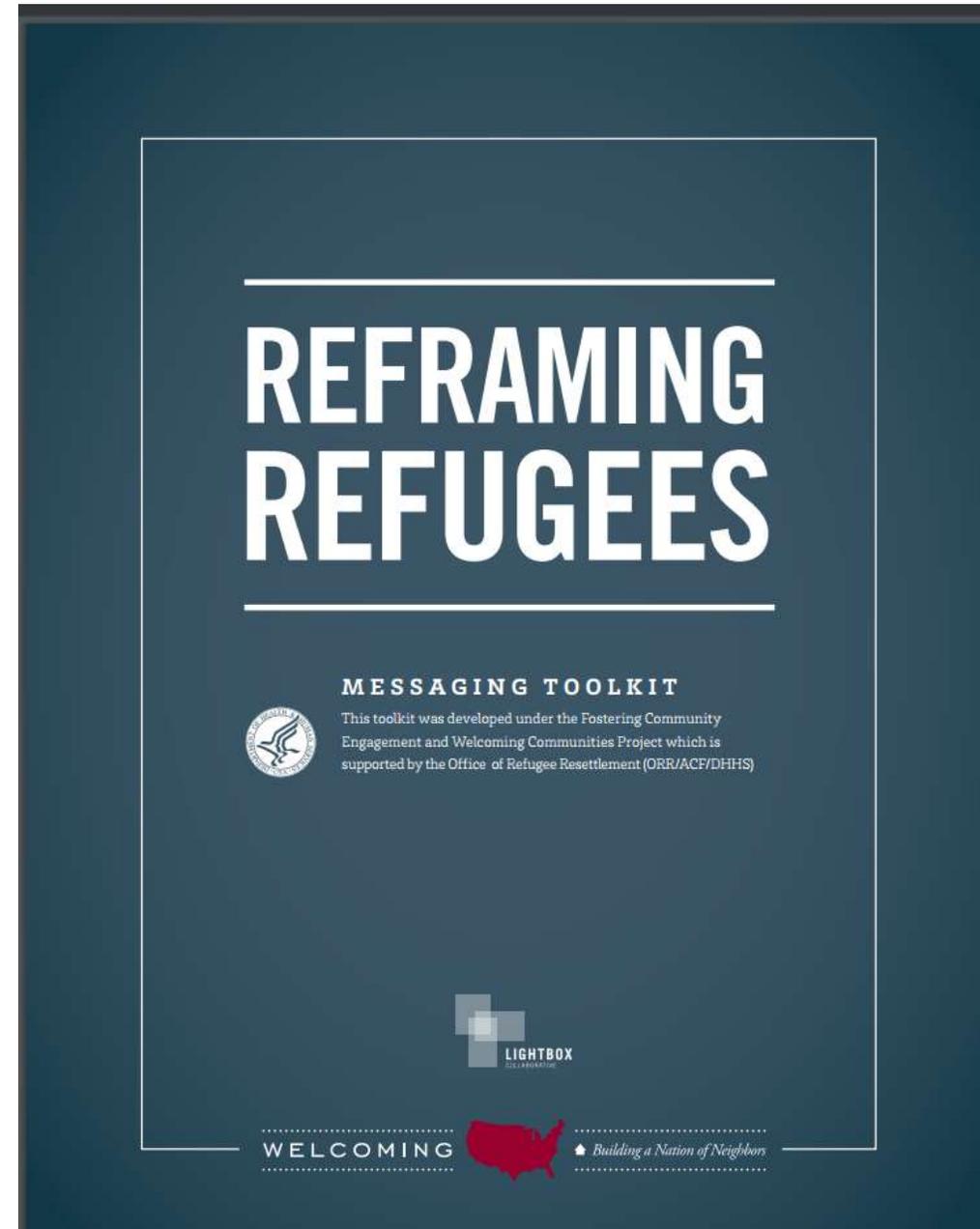
Refugees

- [Reframing Refugees Toolkit](#)
- [The Refugee Experience](#)
- [Refugee Reports](#)
- [Refugee Backgrounds](#)
- [Resources for Refugee Students](#)



Reframing Refugees

- Tips for advocating for refugee families





Refugee Orientation Backgrounders

Home » [Learning About Refugees](#) » [Refugee Backgrounders](#)

- About Refugees
- Arrival Statistics
- Refugee Populations
- Refugee Backgrounders
- Videos for Learning About Refugees

Refugee Backgrounders

The Cultural Orientation Resource Center has produced numerous publications providing key information about various refugee populations. These Refugee Backgrounders and Culture Profiles include a population’s history, culture, religion, language, education, and resettlement needs, and brief demographic information.

See below for a list of the publications available, with the most recent publications appearing first. Refer to [this page](#) for a full list of the publications without descriptions or images.

To search for a publication on a particular refugee population, you may like to use the [Resource Library tab](#), which allows you to refine your search by several categories.

SHARE



View [COR Center videos](#) to learn about selected refugee populations



[Refugees from Syria, November 2014](#)

Information about refugees from Syria, addressing Syria’s modern history, government, economy, and other systems, the different Syrian populations, common beliefs and customs, conditions in first-asylum countries, and implications for resettlement. This document does not currently include demographic information about the Syrian refugees in the U.S. Refugee Admissions pipeline; that information will follow as more Syrian refugees undergo processing. (PDF, 1.3 MB)



[Refugees from the Democratic Republic of the Congo, March 2013 \(Data updated January 2014\)](#)



Cultural Orientation Research Center

- Refugees resources about specific populations
 - [Bhutanese](#)
 - [Burma](#)
 - [Congolese](#)
 - [Darfuri](#)
 - [Iraq](#)
 - [Syrians](#)
 - [Iraqi Kurds](#)
 - [Cubans](#)
 - [Afghans](#)
 - [Additional](#)



Highlights from Unaccompanied Immigrant Children Section

Bilingual/ESL Education



State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau

Resources

Unaccompanied Immigrant Children

Unaccompanied immigrant children who enter the United States have unique needs. The resources on this page provide information that will enable school districts to better understand and equip this population of students.

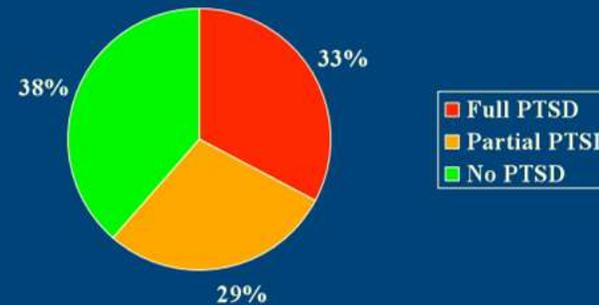
- [Central American Children and Migration](#)
- [Dear Colleague letter from May 8, 2014](#)
- [How to Help: Unaccompanied Children in the U.S.](#)
- [Immigrant Families: Strategies for School Support](#)
- [Immigration and Schools: Undocumented and Unaccompanied Homeless Youth](#)
- [Traumatized Immigrant Youth in School](#)
- [Unaccompanied Children and Public Health](#)
- [Unaccompanied Children and the Immigration System](#)
- [Unaccompanied Immigrant Children FAQ](#)
- [Unaccompanied Minors: Guidance and Resources](#)
- [USDE Educational Services for Immigrants and Recent Arrivals Resource Page](#)



Traumatized Immigrant Youth in School

- Gives information about trauma that youth may experience prior to enrolling

Posttraumatic Stress Disorder (PTSD)



- Nearly 2/3 of youth reported significant PTSD symptoms, and 1/3 screened positive for Full PTSD



No Childhood Here

- Helps practitioners better understand the journey of their students and their reasons for immigrating





Unaccompanied Children and Public Health Document

- Helps health professionals and community members get answers to their questions about unaccompanied children and public health



Closing

- ... the more radical the person is, the more fully he or she enters into reality so that, knowing it better, he or she can better transform it. This individual is not afraid to confront, to listen, to see the world unveiled. This person is not afraid to meet the people or to enter into dialogue with them. This person does not consider himself or herself the proprietor of history or of all people, or the liberator of the oppressed; but he or she does commit himself or herself, within history, to fight at their side.
 - Paulo Freire from *The Pedagogy of the Oppressed*



Closing

- You are more than an educator. You are an agent of social change.
- How can you continue to seek reality to fight next to a group of children and adults that are often oppressed?



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<http://www.nj.gov/education/bilingual/>

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