# Helping Newcomer Students Succeed in Secondary Schools and Beyond

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**CAL**

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A Report to Carnegie Corporation of New York

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CENTER FOR APPLIED LINGUISTICS

Suggested citation: Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics.

# Contents

# Executive Summary

As a nation, we have started to make some progress in serving underperforming students in secondary schools through targeted interventions, such as small-school approaches and reforming "high school dropout factory" schools (Alliance for Excellent Education, 2011). Many of these interventions, however, have not focused specifically on English language learners (Advocates for Children of New York & Asian American Legal Defense and Education Fund, 2009). Yet, English language learners are the fastest growing student group in the preK–12 school population, and compared with their non-English-language-learner counterparts, they have struggled to succeed in school.

Adolescent students who are newly arrived immigrants and who need to learn English are among the most vulnerable subgroups of English language learners, especially those with gaps in their educational backgrounds. They are held to the same accountability standards as native English speakers while they are just beginning to develop their proficiency in academic English and are simultaneously studying core content areas. With their low levels of literacy in English, these adolescent newcomers are not prepared for secondary level texts and assignments. New to the country and the language, they face acculturation issues too, making engagement with their schools, peers, and teachers challenging. When one considers the likelihood of these students succeeding in traditional school settings, it is difficult to be optimistic.

However, a number of school districts around the United States have tried to address the challenges and pressures on these students by developing and implementing newcomer programs. We have defined these as *specialized academic environments that serve newly arrived, immigrant English language learners for a limited period of time* and have found through our research that the main goals of these programs are the following:

- Help students acquire beginning English skills
- Provide some instruction in core content areas

- Guide students' acculturation to the school system in the United States
- Develop or strengthen students' native language literacy skills

*Helping Newcomer Students Succeed in Secondary Schools and Beyond* has been written for educators and policy makers in order to focus attention on these newcomer adolescent English language learners at the middle and high school grades and to communicate promising practices for serving their educational and social needs. The report is based on a 3-year national research study, Exemplary Programs for Newcomer English Language Learners at the Secondary Level, conducted by the Center for Applied Linguistics on behalf of the Carnegie Corporation of New York. This research project consisted of a national survey of secondary school newcomer programs; compilation of program profiles into an online, searchable database; and case studies of 10 of these programs, selected for their exemplary practices.

The findings in this report will show that there is no one set model for a newcomer program. Middle and high school newcomer students exhibit a variety of characteristics and thus programs must be carefully designed to meet their needs. Besides newcomers' different native languages and countries of origin, the differences in their literacy skills and educational backgrounds prove to be the most important factors for a newcomer program's design. This report explains how the characteristics of newcomer students interact with program goals to determine an appropriate design for a newcomer program.

After students complete a newcomer program, they typically make the transition to their school's regular language support program that may have ESL or English language development and sheltered content or bilingual content classes. (Students in full, 4-year newcomer high schools are an exception.) The courses established in the newcomer program therefore should act as on-ramps to the broader educational program. For example, many programs in our

research study offer courses that focus on developing the students' basic English and academic literacy skills, acculturation to U.S. schooling, and fundamental subject area knowledge to prepare them for the regular school program.

Our case study investigation has revealed several aspects of newcomer programs that are working well, including the following:

- Flexible scheduling of courses and students
- Careful staffing plus targeted professional development
- Basic literacy development materials for adolescents and reading interventions adapted for English language learners
- Content area instruction to fill gaps in educational backgrounds
- Extended time for instruction and support (e.g., after school, Saturday, and summer programs)
- Connections with families and social services
- Diagnostics and monitoring of student data
- Transition measures to ease newcomers into the regular school programs or beyond high school

However, a number of policies and issues were also raised by many of the newcomer programs as potential inhibitors to student success, such as

- Family reunification and student experiences with trauma and posttraumatic stress disorder
- No Child Left Behind accountability measures
- Special education services
- High school graduation credits
- Postsecondary options

*Helping Newcomer Students Succeed in Secondary Schools and Beyond* addresses the successes, challenges, and day-to-day implementation of newcomer programs, drawing from information provided by the programs that participated in the national survey and those that served as case study sites. After describing the variety among newcomer students and their educational settings in Chapter 1, Chapter 2 presents an analysis of the student demographics, instructional and assessment practices, program design features, staffing, and transition measures as represented by the 63 programs in our database. Chapter 3 offers an inside look at the promising practices we found at the case study sites, which represent urban, suburban, and rural locations; ESL and bilingual language instruction; and three location types—programs within a school, separate-site programs, and whole-school programs. Chapter 4 highlights the connections between the newcomer programs, parents, and the broader community in which they are located. Chapter 5 examines student performance at the case study sites and recommends procedures to evaluate program success, and Chapter 6 highlights key policies and issues that have affected newcomer programs and makes recommendations for the future. Resources for educators interested in creating or refining a newcomer program are found throughout the chapters and appendices.

Adolescent newcomer students are at risk in our middle and high schools, and districts across the United States have been looking for better program models to serve them. This report shows how successful newcomer programs develop students' academic English literacy skills, provide access to the content courses that lead to college and career readiness, and guide students' acculturation to U.S. schools and their eventual participation in civic life and the global economy.

# 1 Newcomer English Language Learners and Specialized Programs That Serve Them

This report, *Helping Newcomer Students Succeed in Secondary Schools and Beyond,* has been written for educators and policy makers in order to focus attention on a subset of English language learners—those who are newcomers to schools in the United States at the middle and high school grades—and to communicate promising practices for serving their educational and social needs. The report is based on a 3-year national research study, Exemplary Programs for Newcomer English Language Learners at the Secondary Level, conducted by the Center for Applied Linguistics on behalf of the Carnegie Corporation of New York. This research project consisted of a national survey of secondary school newcomer programs and case studies of 10 of these programs, selected for their exemplary practices. The project goals were to

- Identify exemplary programs for newcomer English language learners in middle and high school,
- Better understand the multiple approaches that programs use to support students' academic achievement and strengthen their educational and economic opportunities and civic integration, and
- Disseminate findings on effective practices and policies.

The project used the following definition of a newcomer program: *A specialized academic environment that serves newly arrived, immigrant English language learners for a limited period of time.* We have found through the research that this definition varies by program, however, according to the newcomer student population and educational backgrounds, district resources, and educational policies. Newcomer courses, while part of a district's ESL or bilingual program, are typically different from the first level of ESL instruction, often known as ESL 1. They focus on developing basic English skills, initial academic literacy, and acculturation to U.S. schooling; they may introduce subject area knowledge as well. After students complete a newcomer program, they make the transition to their school's regular language support program that may have ESL, English language development, sheltered content, and/or bilingual education classes.

## Background

It is well known that English language learners are the fastest growing segment of the preK–12 student population. From 1998–1999 to 2008–2009, the English language learner preK–12 population grew 51% while total preK-12 enrollment, which includes English language learners, grew only 7.2%. In 2008–2009, over 5.3 million students (11%) out of a total enrollment of close to 49.5 million students were identified as English language learners (National Clearinghouse for English Language Acquisition [NCELA], 2011). The percentage is likely higher, perhaps doubled, when we consider English language learners who have exited language support programs but are still developing proficiency in academic English.

Compared with their non-English language learner counterparts, English language learners have struggled to succeed in school, particularly on content area achievement measures and in terms of high school graduation (Figures 1.1 and 1.2). On the National Assessment for Educational Progress Grade 8 exams for reading, English language learners perform poorly: 74% performed Below Basic, compared with only 22% of non-English language learners. The data are even more striking when you consider that only 3% of English language learners scored Proficient in reading and 0% scored Advanced, while 34% of non-English language learners were Proficient and 3% Advanced (National Center for Education Statistics, 2009b). The pattern for performance in Grade 8 mathematics was not much different: 72% of English language learners performed Below Basic compared with 25% of non-English language learners. Further, only 6% of English language learners performed at Proficient or Advanced levels while 43% of non-English language learners reached those higher levels (National Center for Education Statistics, 2009a).

Although we do not have national statistics on the graduation rate of English language learners, we know that African-American and Hispanic students graduate at lower rates than White and Asian American students do (Alliance for
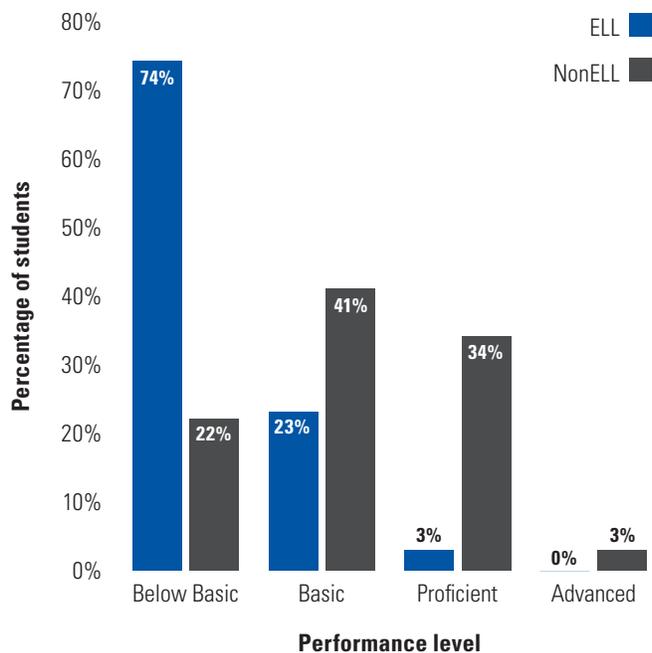
*Figure 1.1.* Performance on the Grade 8 National Assessment for Educational Progress 2009 reading exam.
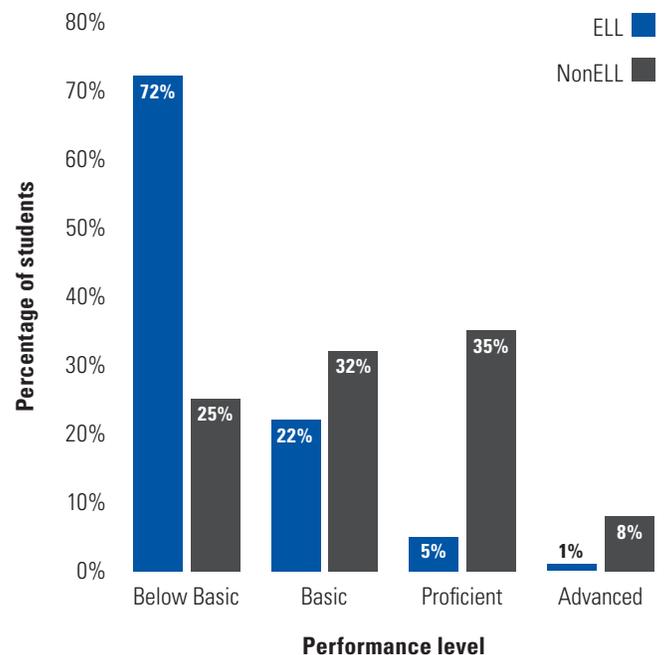


*Figure 1.2.* Performance on the Grade 8 National Assessment for Educational Progress 2009 mathematics exam.

Excellent Education, 2010). The graduation rate for English language learners in New York City is 40.3% as compared with 75.3% for non-English learners (New York State Education Department, 2011). For the 2004 cohort of ninth graders in New York City, 32.6% of English language learners dropped out by 2010, as compared to 16.9% of non-English learners (New York City Department of Education, 2011). A constellation of factors seem to play a role in why students do not graduate, including weak academic literacy skills, being underprepared for high school-level work and textbooks, and not being engaged in schooling (Alliance for Excellent Education, 2010).

## Newcomer English Language Learners

There is a wide range of English language learners in our schools. Among these diverse learners are those who are born in the United States, but do not speak much English until they enter prekindergarten, kindergarten, or Grade 1; those who are newly arrived immigrants and need ESL instruction and may enter at any grade level according to age and schooling background; and those who are long-term

English language learners and have been in language support programs for 6 years or more. According to data examined in 2004–2005, 56% of U.S. middle and high school English language learners were born in the United States, while 44% were foreign born (Capps et al., 2005).

Our research study focused on the newly arrived immigrant students at the middle and high school levels. These students need to learn English and catch up on subject area knowledge; academic literacy development is a particular problem. Not only do these newcomers have to master complex course content, usually with incomplete background knowledge and little understanding of the way that U.S. schools are structured and operate, but they have fewer years to master the English language than do students who enter at elementary grades. Research has shown us that English language learners need 4–7 years to reach the average academic performance of native English speakers (Collier, 1987; Hakuta, Butler, & Witt, 2000; Lindholm-Leary & Borsato, 2006; Thomas & Collier, 2002), so time is critical. In addition, the secondary level newcomers are enrolling at an age beyond which literacy instruction is usually provided to students and most teachers are not prepared to teach initial components of literacy, like phonics and fluency.

*Table 1.1.* Types of Newcomer Students

| | First language literacy | Grade level content knowledge | English literacy development (compared to other newcomers) |
|---|---|---|---|
| Literate (full schooling) | Yes | Yes | Faster |
| Literate (partial schooling) | Yes | No | Average |
| Students with interrupted formal education (SIFE) | No | No | Slower at first |

Note: Late entrant newcomers can fit any of the above categories.

When one considers the likelihood of these students succeeding in traditional school settings, it is difficult to be optimistic. It should be understood that adolescent newcomer English language learners are just beginning to develop their proficiency in academic English while simultaneously studying core content areas through English. Thus, these newcomers are performing double the work of native English speakers in the country's middle and high schools, and often without the benefit of academic literacy and grade-level schooling in their first language to draw from (Short & Fitzsimmons, 2007). By definition, they have low levels of literacy in English and thus are not prepared for secondary level texts and assignments, and it is hard for the high school newcomers to accrue many core credits for courses taken in their first year. New to the country and the language, all newcomers face acculturation issues, making engagement with their schools, peers, and teachers challenging.

Moreover, the newly arrived students are being held to the same accountability standards as their native English-speaking peers. They must participate in rigorous, standards-based curricula and high-stakes assessments before they master the language of instruction (Short & Boyson, 2004). Middle schoolers must take tests of mathematics the year they arrive and tests of reading after 1 year in U.S. schools. High schoolers must take tests of mathematics and reading at least once in Grades 9–12. This is the minimum assessment practice. Most middle schoolers also face science tests in Grades 7 or 8 and high schoolers must pass graduation tests in more subjects to receive a diploma.

The challenges and pressures are many and this is one reason that newcomer programs have been implemented in many school districts around the United States. We have found that the main goals of these programs are the following:

- Help students acquire beginning English skills
- Provide some instruction in core content areas
- Guide students' acculturation to the school system in the United States
- Develop or strengthen students' native language literacy skills

This report will show, however, that there is no one set model for a newcomer program, just like there is no one set description of a newcomer student. In fact, middle and high school newcomer students exhibit a variety of characteristics and thus programs must be carefully designed to meet their needs. Besides newcomers' different native languages and countries of origin, the differences in their literacy skills and educational backgrounds prove to be the most important factors for a newcomer program's design. Furthermore, some newly arrived students are immigrants and others are refugees. In our research, we found that programs served one or more of the following four categories of learners (Table 1.1):

a. *Literate, on-level newcomers:* Students with educational backgrounds who have literacy skills and academic schooling in their own language that align with their grade level.
b. *Literate, partially schooled newcomers:* Students with native language literacy skills and some academic schooling.

c. *Newcomer students with interrupted education:* Students with disrupted or weak educational backgrounds and below-grade-level or no literacy in their own native language.

d. *Late-entrant immigrant newcomers:* Students who enter after first quarter or semester.

Newcomer students in the International Schools come from more than 90 countries, and speak more than 52 languages. They are adolescents who are in transition to a new country, new culture, and new language. Our students are often used to school systems in other countries, with different customs and cultural norms. Some of our students were at grade level in the countries, and read and write their own languages well. Others have been out of school for months or years, a result of the political turmoil, wars, and upheavals that engulf large parts of the globe. A very small number may have never, or almost never, attended school.

—*Internationals Network for Public Schools*

Middle and high school students in the third group—those with disrupted or weak educational backgrounds and below-grade-level literacy in their own native language—are most at risk of educational failure because they have to learn English and overcome educational gaps in their knowledge base before studying the required content courses for high school graduation. Even though the first and second groups, the literate newcomers, benefit from native language literacy skills and fewer educational gaps, these two groups of adolescent newcomer students need time to learn academic English and become accustomed to school routines and expectations in the United States. The fourth group may consist of students from any of the first three categories. Programs designed to serve this particular group are usually shorter term and seek to teach basic English skills and acculturation to U.S. schooling quickly so students can enter the regular ESL program. It should also be noted that some newcomers, like other students, may have need of special education services or may merit participation in gifted and talented programs.

## The Educational Landscape

As a nation, we have started to make some progress in serving underperforming students in secondary schools through targeted interventions, such as small-school approaches and reforming "high school dropout factory" schools (Alliance for Excellent Education, 2011). Many of these interventions, however, have not focused specifically on English language learners (Advocates for Children of New York & Asian American Legal Defense and Education Fund, 2009). Yet, since the implementation of the No Child Left Behind Act (NCLB), in 2002, school districts have been held accountable for the achievement of English language learners, a designated subgroup for which data needed to be disaggregated and analyzed. This federal policy has put pressure on schools to improve services to English language learners in terms of instruction, curricula, teacher quality, and resources so they develop their English language skills and achieve academically.

The results have been mixed for newcomer programs. When we conducted the first national survey of newcomer programs from 1996 to 2001 (funded by the U.S. Department of Education for the Center for Research on Education, Diversity & Excellence), we found 115 programs operating at 196 sites in 29 states plus the District of Columbia (Boyson & Short, 2003). Seventy-five percent of the programs had opened in the 1990s, when the economy was stronger than present day and NCLB had not yet been enacted. When we began our new survey in 2008, we contacted the programs that had been part of our former database and found that many no longer existed. Separate-site programs,[1] for example, were particularly hard hit: These programs, which only served newcomers for 1 year or so, could not make adequate yearly progress (AYP) because their students were always at the lowest levels of English proficiency. Some states, such as California, Arizona, and Massachusetts, have limited the time English language learners can be in language support programs and, as a result, programs have closed. Budget constraints due to the economic downturn of 2008 was another reason for shuttering some programs.

NCLB has had some positive effects. For example, more attention has been paid to providing educational

opportunities to all English language learners and monitoring their progress. Some new English language proficiency tests (such as ACCESS for ELLs [WIDA Consortium, 2005–2011]) are better able to identify newcomer-level students and their academic language skills across various subject areas. Such diagnostic information allows programs to place students appropriately and target instruction effectively. Some states, such as New York, have allocated funding for grants to schools and districts for providing services to students with interrupted formal education (SIFE) (Advocates for Children of New York, 2010). While a number of the older newcomer programs closed in the past 10 years, we found that new ones were established—60% of the programs in our 2011 database began operation in the 2000s.

Still, the design and implementation of newcomer programs has not been without debate. Some educators have been concerned about the isolation of the newcomer students from the main student body and the small number of native-English-speaking role models they might interact with.[2] Sometimes the available funding limits the supports the students receive, resulting in their not having multiple science classes or after-school sports, for example. Other challenges include arranging the extra busing to a newcomer program and finding capable teachers of adolescent newcomers.

## The Research Study on Secondary School Newcomer Programs

For our research study of newcomer programs nationwide, we chose to focus on this subgroup of English language learners in secondary school, who are particularly vulnerable to academic failure, and the programs that specifically serve them, in order to uncover promising practices that could be shared with other school districts confronting similar challenges. In doing so, our study addressed the following research questions:

1. Which newcomer programs lead to academic success for students new to U.S. schools and new to the English language? What evidence of success do they have?

2. What pathways and transition strategies have been enacted at exemplary programs to support newcomer students moving from middle school to high school and from high school to a postsecondary option, such as employment or further academic studies?

3. What designs are in place to link the newcomer school programs with the social services agencies and how are the practices implemented?

4. What barriers restrict students' access to social services or postsecondary options?

In order to answer these questions, we undertook the following tasks:

- Conduct a national survey of middle and high school newcomer programs
- Develop and post online a searchable database with program profiles
- Select and visit 10 programs as case studies
- Analyze the data and disseminate findings

### National Survey of Middle and High School Newcomer Programs

We developed a survey to identify middle and high school newcomer programs and gather information about the program design, policies, student population, instructional and assessment practices, staffing, materials, funding sources, and evidence of effectiveness (Appendix A). Through various venues (e.g., Web postings, electronic lists, conference presentations), we invited programs across the United States to complete the survey from 2008 to 2009. This was not a random sampling but a targeted search for sites that would meet the research definition of a newcomer program. Those that were interested in participating in the survey were able to send the data to CAL via an online form, electronic Word file, hard copy, or phone interview. Follow-up phone calls and e-mails were made to clarify information. In a number of cases, the survey respondents did not have a newcomer program that matched the research definition and were not included in the study. In 2011, we used a similar process to ask programs to update their information.

Not all programs that matched the newcomer program definition agreed to participate in the survey, and others that

had participated in 2008 or 2009 did not provide information for the update. Their reasons reflect in part the nature of conducting research in schools in the current educational context. The most common reason for nonparticipation was lack of time. A number of programs explained they did not have time to complete the survey because of required tasks and paperwork associated with testing and other accountability measures. The second most common reason was that programs wished to avoid calling attention to the specialized services they offered newcomer students. Some program staff were concerned about budget cuts and others about anti-immigrant sentiment in their state or community. Finally, some programs closed down between the time of the survey and the update, from 2008–2009 to 2011.

## Database of Program Profiles

We designed an online, searchable database with profiles of the participating programs that met the research definition. The database, available at www.cal.org/newcomerdb, is a resource for educators, administrators, and policy makers interested in developing or refining a program. Profiles can be searched using several categories, such as program name, state, school level, language instructional model (ESL or bilingual), length of enrollment, home countries of the students, and more. The database became operational in early 2010 and we updated this database in 2011 for all the programs that submitted new information. Some programs, as noted, did not submit updates and so all online profiles indicate the year for which the information has been provided.

Appendix B lists the 63 programs in the 2011 database. Organized by state, the list shows the school level of the program (e.g., middle or high school) and the program site model (e.g., program within a school). These distinctions are explained in more detail in Chapter 2.

## Case Studies

Using the information gathered from the program survey, we identified potential sites for case studies. Several criteria were factored into the selection process, including the following:

- Years in operation: We sought to study only well-established programs (i.e., those with more than 4 years in operation)

- Evidence of student success: We sought programs that examined student performance and could show student growth over time
- Diversity: We sought a range of programs that reflected diversity in terms of language instructional model (ESL or bilingual), student demographics (single ethnic/language group or multiple language groups), location (urban, suburban, or rural; traditional or new immigration state), grade levels served (middle school, high school, or combined middle and high), and site location (program within a school, separate site, or whole school).

Unfortunately, several selected programs declined to participate in the case study process and one ceased to operate between the time of selection and the time scheduled for the visit. As a result, we then approached the next best candidates to fill the slots (e.g., if a suburban, bilingual, middle school program was unable to participate, we found another). A brief list of all programs participating in the case study portion of our research is provided in Table 1.2.

The case studies were conducted in the 2009–2010 and 2010–2011 school years. Case study investigation included interviews with key school personnel (e.g., principals, teachers, counselors, family liaisons, social workers), observations in classrooms and during after-school activities, and review of documents (e.g., lists of student native languages and countries of origins, course offerings and sample student schedules, student performance results, lists of partners and extracurricular activities). For some high school programs, we held focus groups with students. We also interviewed some service providers and partners, such as staff at refugee resettlement agencies and community organizations. Most of these activities occurred on site at each school. Some interviews (e.g., with community partners) occurred later by phone and some documents were reviewed after the visits. We produced individual case study reports for each program.

## Data Analysis

We conducted two types of data analysis. First, we used the updated database to compare and analyze data across the surveyed programs to produce an

*Table 1.2.* Newcomer Case Study Sites

| Program name | City | State | Year established | Year visited | Years in operation[a] |
|---|---|---|---|---|---|
| **Programs within a school** | | | | | |
| Salina Intermediate Literacy Newcomer Center | Dearborn | MI | 2005 | Fall 2010 | 5 |
| ESL Teen Literacy Center (middle school) | Omaha | NE | 2000 | Spring 2010 | 10 |
| Port of Entry Program, Union City High School | Union City | NJ | 1999 | Spring 2010 | 11 |
| **Separate-site programs** | | | | | |
| The Newcomer Center, Township H.S. District 214 | Arlington Heights | IL | 2002 | Spring 2010 | 8 |
| ESL Teen Literacy Center (high school) | Omaha | NE | 2000 | Spring 2010 | 10 |
| Academy for New Americans, I.S. 235 | Long Island City | NY | 1996 | Winter 2011 | 15 |
| International Newcomer Academy | Fort Worth | TX | 1993 | Fall 2010 | 17 |
| Intensive English Program, Dayton Learning Center | Dayton | VA | 2000 | Spring 2010 | 10 |
| **Whole-school programs** | | | | | |
| High School of World Cultures | Bronx | NY | 1999 | Spring 2010 | 11 |
| The International High School at Lafayette | Brooklyn | NY | 2005 | Fall 2010 | 5 |
| Columbus Global Academy | Columbus | OH | 1999 | Spring 2010 | 11 |

[a] Years in operation is calculated as of the time of the site visit.

overall picture of these programs in the United States at present. Second, we examined our case study reports to compare the 10 programs and identify exemplary practices and strategic approaches that programs utilize to support student language and academic growth and their transitions to regular school programs or beyond high school. We also compared concerns across programs and looked for commonalities as well as solutions to problems that could be applied elsewhere. We examined the links between social service agencies and school programs for students and their families, including factors that facilitate or limit connections. We also determined trends in educational policies for this student population. This report is the culmination of this work.

## Helping Newcomer Students Succeed in Secondary Schools and Beyond

Many districts across the country have an increasing need to implement effective educational programs that serve language minority students who are recent arrivals

to the United States and who have no or low native language literacy, no English literacy, and/or interrupted educational backgrounds. Some recently published books and reports are now available to help programs that are just starting out (Custodio, 2011; DeCapua & Marshall, 2011; DeCapua, Smathers, & Tang, 2009; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). We hope to contribute to the effort through the publication of our research findings in this report.

This report details how newcomer programs develop students' academic English literacy skills, provide access to the content courses that lead to postsecondary opportunities, and guide students' acculturation to U.S. schools and civic participation. More specifically, Chapter 2 presents the national picture as represented by the programs in our database. Chapter 3 offers an inside look at the case studies and reveals

the promising practices we discovered through that investigation. Chapter 4 highlights the connections between the newcomer programs, parents, and the broader community in which they are located, drawing from both the database and the case studies. Chapter 5 examines student performance at the case study sites and ways to evaluate program success, and Chapter 6 revisits key policies and issues that have affected newcomer programs, acknowledges program accomplishments, and makes recommendations for the future.

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[1] A separate-site program is not part of a particular school, nor a whole school. Usually the newcomers who attend come from several zoned schools in the district. In the early years of the implementation of NCLB, these programs were sometimes treated as schools for accountability purposes.

[2] Partly in response to this, all programs inform parents of the option to place their children into the newcomer program during enrollment and obtain their permission for their children to attend.

# 2  Findings From the National Survey of Secondary Newcomer Programs

This chapter discusses the analyses we conducted from 2008 to 2011 on the data collected through the national survey of middle and high school programs. As noted in Chapter 1, the data were compiled into an online, searchable database and program profiles are available to interested educators and policy makers at www.cal.org/newcomerdb. Here we provide descriptive information about the 63 programs in the database in 2011 including their designs, course offerings, instructional and assessment practices, funding sources, community connections, and more. In our discussion here, we compare some of the data in the current newcomer study to our earlier study of newcomer programs for the Center for Research on Education, Diversity & Excellence (CREDE), completed in 2001 (Boyson & Short, 2003).

There are several things to keep in mind when considering the data analyses in this chapter. As noted in Chapter 1, the sample of programs was not random. We identified potential programs and invited them to participate in the survey. We also posted open invitations for programs we did not know about to participate. Not all programs that were in operation agreed to be part of the research study and not all that completed the survey met the research definition for inclusion. Most of the programs submitted their data in 2008–2009 but some were added to the database afterwards. We asked all programs to update their data in 2011, but some did not and some had closed. Based on our experience with the prior newcomer study and our current analyses, we believe the programs in the database are representative of all the middle and high school programs around the United States, but want to be clear that the database does not include all such programs.

The 2011 database, which we analyzed for this report, contains 63 programs for 10,899 secondary newcomer students in 24 states (see Table 2.1). This is just over half of the number of newcomer programs (115) that were listed in the 2000–2001 database (Boyson & Short, 2003). Thirty percent of the current programs are located in only two states, New York (10 programs, 16%) and Texas (9

programs, 14%). This result is not unexpected as New York and Texas are traditional immigration ports of entry. In the 2000–2001 database, these two states housed over 28% of the programs (Boyson & Short, 2003), a similar percentage.

Over the past decade, the list of states that have newcomer programs has changed. Thirteen of the states with newcomer programs in 2000—Alaska, Connecticut, Florida, Georgia, Maryland, Missouri, Nevada, New Mexico, Pennsylvania, Utah, Washington, Wisconsin, and the District of Columbia—did not have any programs (or chose not to participate) in 2011. Seven states—Arkansas, Kentucky, North Dakota, Rhode Island, South Carolina, Tennessee, and Wyoming—did not report newcomer programs in 2000–2001 but had programs in 2011. The interesting thing about this particular group of seven states is that, with the exception of Rhode Island, they represent what demographers now refer to as "new destination" states; immigrants might arrive in the United States at the traditional ports of entry but they settle in nontraditional states.

Table 2.1 shows the specific states that reported newcomer programs in 2011 and the school level of the programs. Almost half of the programs are high school sites and more than one quarter are middle school sites. One fifth of the programs serve a combination of middle and high school students in the same program. A few more have separate programs for middle school students and for high school students.

## Commonalities Among Newcomer Programs

Before we delve into the variability among the newcomer programs, it may be helpful to point out what they have in common. Most programs incorporate principles from the English as a second language (ESL), sheltered content instruction, and bilingual education research for curriculum, instruction, and assessment. Most newcomer classes employ strategies for

Table 2.1. States Reporting Newcomer Programs and Their School Levels

| States | Programs | Middle school site[a] | High school site[b] | Middle and high school site[c] | Both middle and high school sites[d] |
|---|---|---|---|---|---|
| Arkansas | 1 | | 1 | | |
| California | 5 | 2 | 2 | 1 | |
| Colorado | 1 | 1 | | | |
| Iowa | 1 | | | 1 | |
| Illinois | 2 | 1 | 1 | | |
| Kansas | 1 | | 1 | | |
| Kentucky | 1 | 1 | | | |
| Massachusetts | 2 | 1 | 1 | | |
| Michigan | 4 | 2 | 1 | 1 | |
| Minnesota | 1 | | 1 | | |
| Nebraska | 3 | 1 | 2 | | |
| New Jersey | 2 | | 1 | 1 | |
| New York | 10 | 1 | 8 | 1 | |
| North Carolina | 5 | 1 | 2 | 2 | |
| North Dakota | 1 | 1 | | | |
| Ohio | 1 | | | 1 | |
| Oklahoma | 1 | | 1 | | |
| Oregon | 3 | 2 | 1 | | |
| Rhode Island | 1 | | 1 | | |
| South Carolina | 1 | | 1 | | |
| Tennessee | 2 | | | 2 | |
| Texas | 9 | 3 | 1 | 1 | 4 |
| Virginia | 4 | 1 | 2 | 1 | |
| Wyoming | 1 | | 1 | | |
| **Totals** | **63** | **18 (29%)** | **29 (46%)** | **12 (19%)** | **4 (6%)** |
| **Number of students[e]** | **10,899** | **675 (6%)** | **7,999 (73%)** | **2,225 (20%)** | |

[a] Most middle school sites serve students in Grades 6–8 but a few serve Grades 7–8.

[b] Some of the high school sites have programs for Grades 9–12 while others focus on Grade 9 alone.

[c] Combined middle and high school programs have middle and high school students at the same location, although some courses may differ by school level.

[d] Programs with both middle and high school locations separate the student groups. In a few instances, the district program may be implemented differently at the different locations.

[e] Newcomer programs enroll students as they arrive throughout the school year. Students may also exit the program before the end of the school year. Consequently, the exact number of students enrolled at any given time may vary. The student numbers in this table and subsequent tables represent those provided by the programs and listed in the 2011 database.

improving adolescent literacy and for integrating language and content instruction. Teachers receive targeted professional development for working with newcomers and, to the extent possible, a student's course schedule is flexible. Many try to provide extra learning time and monitor student performance data. All programs aim to help students acclimate to school and their local environments and to connect students and families to outside services. How they enact these services and practices may vary, as this chapter will reveal.

*The safe atmosphere in which the students can learn and be comfortable is obvious upon the first visit.*

—*ELL Newcomer Center at Tates Creek Middle School, Lexington, Kentucky*

## Newcomer Students

### Program Definitions of Newcomer Students

According to the definitions provided by survey respondents, a newcomer student is generally one who is new to the English language, the United States, and our school system, and is within 1 year of arrival, although this time frame varies from less than 6 months in the United States in a small number of programs to less than 4 years in the United States in some of the 4-year newcomer high schools. Other defining characteristics include interrupted formal schooling, little to no native language literacy, age, and grade level.

### Program Entry Criteria

In all districts, it is important to identify newcomer students early in the school enrollment process. In approximately half of the programs that participated in our survey, this takes place at the district intake or registration center. Some parents and children find out about a local newcomer program through the media or by word of mouth through friends, former newcomer students, and family members. In many cases, enrollment of refugee newcomers is often facilitated by staff from the refugee resettlement agency. During registration, students and parents complete a home language survey. If they indicate that they speak a language other than English in the home, their English language ability is assessed. If it is determined that students have had no education or interrupted

formal schooling, an evaluation of their academic skills in the native language is conducted when possible.

A student's immigrant status as a recent arrival to the United States is the most common criterion for entrance into a newcomer program, as indicated by 89% of the programs. Seventy-three percent of participating programs also rely on the results of the English language proficiency assessment that students take at registration: A student who scores below a certain benchmark is given the option of entering the newcomer program. Thirteen percent of the programs only enroll students with limited English proficiency and interrupted formal schooling or academic performance that is at least 2 years below grade level. Programs also use referrals and recommendations by principals, teachers, or guidance counselors from the home school (i.e., the school that an English language learner would otherwise attend were he/she not enrolled in a newcomer program), and parents to determine placement into newcomer programs.

Once a student is considered eligible, letters are sent to parents in their own language, if possible, to inform them about the newcomer program. Students may enter the programs midterm or midyear and parents must give permission for their children to be enrolled.

### Program Exit Criteria

Most of the surveyed newcomer programs individualize instruction to meet the students' educational needs as they are best able given their resources, personnel, time, and course offerings. Many programs indicated that they primarily allow student readiness to determine when students should the transition out of the newcomer program. But the operational definition of *readiness* varies from site to site. For some, it occurs when students reach a certain score or proficiency level on a reading test or ESL assessment; for others, it is based on multiple factors, including teacher recommendations and evaluation of student acculturation levels and performance in class. For students with interrupted schooling, literacy and basic math tests are used to determine the grade level at which students are functioning at the time of exit.

A number of programs exit students when they have completed the full program, whether it is only 1 year long, 1 year plus

summer, or 4 years of high school. But even among similar program designs there is variability. One 1-year program may exit all students at the end of the school year, but another might allow students who make rapid progress to leave after the first semester. Other 1-year programs may allow students who arrive in the second semester to stay through the following school year or enroll them in a summer program.

The maximum length of stay across the programs ranges from 4 weeks in a summer-only program to one semester (this occurs only in a small number of programs) to eight semesters or more in full 4-year high schools. Most of the programs—even those identified as 1-year-only pro- grams—allow students to remain for three or four semes- ters if their prior lack of education warrants it.

## Newcomer Student Demographics

At the time of our analyses, 10,899 students were enrolled in the 63 newcomer programs in the database compared with slightly more than 14,500 served in the 115 pro- grams in the 2000 survey. In 2010–2011, high school- only sites served about 73% of the students. The students in the secondary newcomer programs ranged in age from 10 to 21 years. Middle-school-only sites served about 6% of the students, while programs that included both high school and middle school grades enrolled approximately 20% of the students. Eight of the programs reported serv- ing elementary school newcomers as well as those at the secondary level; however, the focus of this study and re- port is the middle-school- and high-school-age students.

The students in the participating secondary programs were reported as being from more than 90 countries and speaking more than 55 languages or dialects. The lan- guages that were most common across the programs were Spanish (in 90% of the programs), Arabic (38%), Man- darin (19%), French (17%), and Karen and Vietnamese (both 14%). A number of programs reported that they had refugee students, exclusively or in addition to im- migrants. Around 96% of the newcomer programs serve some students with interrupted formal education (known as SIFE); nearly one third of all the students enrolled across the programs had interrupted formal schooling. Over 90% of the students across programs qualified for the free/reduced lunch program.

### Newcomer Students' Country of Origin

The following 59 countries were identified across programs as being the top five represented by their respective newcomer populations:

- Albania
- Bangladesh
- Belarus
- Bhutan
- Bolivia
- Brazil
- Burundi
- Cameroon
- Cape Verde
- China
- Colombia
- Congo
- Costa Rica
- Cuba
- Democratic Republic of Congo
- Dominican Republic
- Ecuador
- El Salvador
- Ethiopia
- Gabon
- Gambia
- Germany
- Guatemala
- Haiti
- Honduras
- India
- Iran
- Iraq
- Jamaica
- Japan
- Korea
- Laos
- Lebanon
- Liberia
- Marshall Islands
- Mauritania
- Mexico
- Myanmar (Burma)
- Nepal
- Norway
- Pakistan
- Palestine
- Peru
- Poland
- Puerto Rico
- Russia
- Rwanda
- Senegal
- Somalia
- Sudan
- Tanzania
- Thailand
- Togo
- Uganda
- Ukraine
- Uzbekistan
- Venezuela
- Vietnam
- Yemen

## Type of Community

Of the 63 programs in the current newcomer database, 33 (52%) identified themselves as located in urban metropolitan areas, 21 (33%) in suburban areas, and 9 (14%) in rural communities. This is a change from the earlier survey when 76% of the programs were in urban metropolitan areas, 17% in suburbs, and 7% in rural communities. This trend mirrors the movement from traditional immigration states to nontraditional ones, with movement from urban to suburban settings.

way is by the entry criteria. For students to be placed in a newcomer program, they must score at a lower level on the English language assessment than the ESL 1 students. Another difference is related to the newcomer courses and scheduling. Newcomer students may have more periods of ESL, for example, than students in the regular ESL program. The newcomer courses have a stronger focus on literacy development and provide more explicit instruction in social uses of English. In some of these programs, the first ESL course that newcomers take is at a basic level, below a traditional ESL 1. A third distinction depends on the students' educational backgrounds. In some programs, students with limited formal schooling enter the newcomer program, while those with grade level schooling enter the regular ESL or bilingual program.

We found some additional variability in the surveyed programs. For some sites, the newcomer ESL course serves as ESL 1 in the district. When these students transition from the newcomer program into the regular ESL program, they may be placed in ESL 1 or 2, depending on their language assessment scores. For other sites (about 10% of all the programs surveyed), newcomers and ESL level 1 students are together in the same language classes because of lower enrollment, budget constraints, or other factors. Consequently, the teachers differentiate instruction for the newcomers and ESL 1 students, often with the help of an instructional assistant and by using different curricular materials.

## Newcomer Programs as Distinct from Regular ESL

Most newcomer programs enroll students for a limited period of time, for 1 to 2 years, and then transition the students to the regular language support program (ESL or bilingual). Fourteen percent of the newcomer programs in our survey, however, are full middle schools or high schools and as such offer all ESL levels and content courses typical of other schools in the district, but sometimes add a lower level of ESL and foundational content courses for preliterate students.

Newcomer programs differ from regular language support programs (i.e., ESL or bilingual) in a number of ways. One

## Newcomer Program Design Features

The sections that follow focus on the characteristics that distinguish the various secondary newcomer programs. Program design features are decisions programs make as they build their model and include program site model, language instruction model, length of daily program, length of program enrollment, grade levels served, class size, and funding sources.

### Program Site Model

The location of the newcomer program within the school district is one of the first issues that must be resolved when a program is in the early stages of development. For some

*Table 2.2.* Site Models and the Newcomer Student Population in 2011

| | Program | | Students | |
|---|---|---|---|---|
| | *n* | Percent | *n* | Percent |
| Program within a school | 38 | 60 | 2,679 | 25 |
| Separate site | 15 | 24 | 1,435 | 13 |
| Whole school | 10 | 16 | 6,785 | 62 |
| **Totals** | **63** | **100** | **10,899** | **100** |

programs, the location has changed over time, depending on the number of students served from year to year, where the students live in the community, and the availability of space, transportation, and other resources within the district. Within these communities, there are three basic site location options, as 1) a program within a school, 2) a separate site from the home school(s), and 3) a whole school in itself (this occurs primarily in 4-year high schools that specialize in serving newcomer students through to graduation). Table 2.2 shows the three site locations and the number of students served in each model.

### *Program within a school*
The most common site location, found in 38 of the 63 programs (60%), is the newcomer program within a larger school setting. Students in the program-within-a-school model receive a full day (76%), a half day (16%), or less than a half day (8%) of newcomer course instruction in their home school or designated attendance area school. In many programs the newcomer students have opportunities to interact with the mainstream students for part of the day in classes such as art and physical education or during organized activities. At least three of these programs serve students from home schools other than the one where the program is located. Upon exiting from the newcomer program, many of these students return to their own home schools while others remain at the school where the program is housed to continue their studies in regular language support programs, such as ESL or bilingual classes.

Although this is the most frequently employed site model, only about 25% of the students across the 63 programs are served in this type of program. This can partially be explained by the location itself, which limits the number of students that

can participate. Whole schools, which cover all grades of that school level, obviously can serve more students at a time.

### *Separate site*
The separate-site model, found in 15 programs (24%), is less common than the program-within-a-school model. In the separate-site model, districts or counties use a separate facility to house the newcomer program in order to serve a larger number of the area schools and pool limited resources more effectively. Of the separate-site programs participating in our survey, nine operate for the full day, including the three that serve the largest numbers of students for this model. The other six programs operate for less than a full day and transport the students to their home schools for the remainder of the time.

This model serves approximately 13% of all the newcomer students enrolled in the programs in our database but with wide variability in student body size, ranging from as few as 10 students in one program to as many as 425 students in the largest. Sixty percent of the separate-site programs are combination middle school and high school sites, serving two thirds of the separate-site students.

The length of enrollment is for 1 year in 53% of the separate-site programs. One is a 4-week summer-only program, and the remainder offer 1-year or more-than-1-year options, depending on the student's academic background and prior literacy development. One program (operated by a community organization, not the school district) offers 5 hours of after-school services year-round with some additional evening activities for newcomers and their families.

### *Whole school*
There are 10 whole-school programs in our database, comprising 16% of the programs overall. In this model, students enter the program, usually at the lowest grade of the school level, and remain at the site until a) promotion from middle to high school or b) graduation. Although they represent the smallest percentage of program locations, whole-school model programs serve the majority of the newcomer students (62%). Seven of these programs are full, 4-year high schools designed specifically for high-school-age newcomer students, generally from 14 to 21 years of age. One of the whole-school programs is a full middle school, and one houses both a middle school and a

## Which Programs Have the Most Newcomer English Language Learners?

| | | |
|---|---|---|
| Dallas English Language Institutes (TX) | Program within a school | 1,124 |
| Newcomers High School (NY) | Whole-school program | 930 |
| Columbus Global Academy (OH) | Whole-school program | 497 |
| International Newcomer Academy (TX) | Separate-site program | 425 |
| Multicultural High School (NY) | Whole-school program | 424 |
| Brooklyn International High School (NY) | Whole-school program | 410 |

high school. The final whole-school program profile in our database represents a network of high schools, namely the Internationals Network. This network profile describes 14 International High School sites, although three of these have their individual school profiles in the database and are therefore counted as part of the seven schools, mentioned above, that are full 4-year high schools. Two of the 14 are in California and the remaining 12 are located throughout the boroughs of New York City.

The 4-year high schools provide students with a quality education and incorporate career and college planning opportunities as well as all required courses for graduation in their design. Most offer internships and the opportunity to take Advanced Placement or college-level courses through partnerships with colleges in the communities. Students may remain in most of these programs for 5 or 6 years to graduate if they are unable to complete the graduation requirements in 4 years.

### Language Instructional Model

Newcomer programs select the type of language instructional model they will offer based on students' needs, the resources they can provide, and the type of program students will move into upon exiting the newcomer program. The bulk of the programs (89%) are ESL programs. Only 11% of programs are bilingual (i.e., students have some content classes offered in their native language and an ESL class) and all of these are Spanish-English. Interestingly, 32% of ESL programs offer native language classes too, where students study language arts and/or literacy in their native language. These programs report that native language literacy development is beneficial for students, particularly for those who have had interrupted formal education or who lack native language literacy skills. The extent to which bilingual

programs or native language classes in ESL programs may be offered depends on the native languages represented by the student body and the availability of instructional resources and personnel, such as bilingual teachers and paraprofessionals, who could provide the instruction.

A number of programs distinguish between literate and nonliterate students with appropriate instructional options for both groups. About one third of the programs focus primarily on literacy, and many of the students become literate for the first time in English rather than in their native language when resources for that language are not available in the district.

### Length of Daily Program

The length of the school day in the surveyed newcomer programs varies according to available resources and the students being served. Table 2.3 indicates the number and percentage of students served in the following categories: full day, more than half day, half day, less than half day, and after school.

Full-day schedules are implemented in 70% of the programs and serve 90% of the students across the sites. A few programs (6%) utilize a more-than-half-day schedule, meaning newcomer classes are offered in three of four block periods or five of seven periods. Eleven programs (17%) have a specialized half day of instruction for newcomers, whereas others (5%) offer one to two course periods, less than a half day. One program (2%) operates for 5 hours as an after-school program only.

A number of programs combine classes during the regular school day with after-school classes or with before- and after-school tutoring sessions. Saturday classes are also

Table 2.3. Length of Daily Program and Newcomer Student Population in 2011

| | Program | | Students | |
|---|---|---|---|---|
| | *n* | Percent | *n* | Percent |
| Full day | 44 | 70 | 9,825 | 90 |
| More than half day | 4 | 6 | 172 | 2 |
| Half day | 11 | 17 | 823 | 8 |
| Less than half day | 3 | 5 | 33 | < 0.1 |
| After school | 1 | 2 | 46 | < 0.1 |
| **Totals** | **63** | **100** | **10,899** | **100** |

Table 2.4. Length of Enrollment and Newcomer Student Population in 2011

| | Program | | Students | |
|---|---|---|---|---|
| | *n* | Percent | *n* | Percent |
| Less than 1 year | 3 | 5 | 69 | 1 |
| 1 year | 23 | 36 | 1,231 | 11 |
| 1-year and more-than-1-year options | 18 | 29 | 2,579 | 24 |
| More than 1 year | 19 | 30 | 7,020 | 64 |
| **Totals** | **63** | **100** | **10,899** | **100** |

available to students in some locations. Some schools offer a combination of these options that students can access according to their individual needs.

## Length of Program Enrollment

Programs that allow more than one option for length of enrollment generally determine this length on an individual student basis by considering when a student enters the program (e.g., at the beginning of the school year or midyear) and his or her educational background. Most programs set a maximum time that students may remain in the program, but students may exit earlier if they demonstrate the progress necessary for them to succeed in regular ESL or bilingual classes. Table 2.4 shows the average length of time that students remain in newcomer programs and the number and percentage of students served by the programs in each category.

Three of the programs offer services for less than 1 school year. Two of them are 1-semester programs and the third is a 4-week summer program. One school year is the maximum stay for 36% of the programs while 1-year or more-than-1-year options account for 59% of the programs. Some of the longer programs were designed especially to accommodate the students who lack formal schooling in their native language and need more time to close achievement gaps. Other longer programs represent the whole-school model programs.

The majority of the students (64%) are enrolled in more-than-1-year programs. An additional 24% of the students are enrolled in programs that offer 1-year or more-than-1-year options, depending on student needs, for a total of 88% of students who may remain in a newcomer program

for more than 1 year. Eleven percent of the students are enrolled in programs identified as 1-year programs and 1% of students are in programs that last less than 1 year.

## Grade Level Served

The grade levels served in each program vary according to the program design and students' needs. Middle school programs generally assign students to Grade 6, 7, or 8, but may offer curricula for one or more classes that draw from a combination of grades, such as Newcomer Science, which covers some life and physical science topics.

High school programs that are whole-school programs instruct students in Grades 9–12. Students are placed according to the number of credits they have. Although most newcomers have no credits upon entry, a few come with transcripts from their own countries and can receive credit for comparable courses. Some non-whole-school high school programs deliver a ninth-grade or pre-ninth-grade curricula to all the newcomers. In a number of programs, students are assigned to some content classes by grade level and to other classes by their language proficiency levels.

## Class Size

Newcomer programs often consider small class size a very important feature. This is especially true for the programs that serve preliterate students or those with low literacy levels in their native language. Forty-five percent of the programs reported that their average class size was fewer than 15 students. Forty percent have an average of 15 to 24 students. Only 9% of the programs had an average class size of 25 students or more. The largest average class size was 34 students, and this was in the largest 4-year

high school, which enrolls over 900 students. Only 3% of the students in this high school have interrupted formal schooling or low native language literacy, so the larger class size in this program may be less problematic.

### Funding Sources

The majority of the newcomer programs receive funds from more than one source. Of the programs participating in our survey, 91% utilize some federal funding (e.g., Title I, Title II, Title III, Emergency Immigrant funds), mostly in combination with funds from other sources. Only 3% of the programs receive federal funding alone, while 53% receive a combination of federal, state, and district funds. Eight percent reported funding from district and/or private sources only, and some of these programs serve large numbers of students.

## Instruction and Assessment

The courses that newcomer programs provide are generally specialized and distinct from the regular language support programs in the school or district. The program goals—to orient the new arrivals to the U.S. culture and school system and to help bridge the gap between the educational system in the students' native countries and U.S. schools—determine the kinds of courses that are offered. Newcomer instruction may include intensive English language learning and literacy development, reading interventions, native language learning, content area courses, study skills, cross-cultural orientation, career planning, and more. Table 2.5 shows courses that are offered across many of the programs.

### Languages of Instruction

English is primarily used for instruction in language and content courses. Some courses are taught in the students' native languages when enough students in a program speak the same language and teachers who also speak the language are available to provide instruction. Spanish is the most common language used for the bilingual content courses. Other languages include Arabic, Vietnamese, French, Swahili, and Burmese. Support in languages other than English is provided through

*Table 2.5.* Type of Instruction in Newcomer Programs in 2011

| Type of instruction | Number of programs | Percent |
|---|---|---|
| English language courses | 63 | 100 |
| Native language literacy | 16 | 25 |
| Content instruction | 61 | 97 |
|    via sheltered instruction | 42 | 67 |
|    via native language instruction | 2 | 3 |
|    via both sheltered and native language instruction | 17 | 27 |
| Cross-cultural/Orientation to the United States | 43 | 68 |
| Reading intervention | 35 | 56 |
| School study skills | 34 | 54 |
| Career/Vocational | 9 | 14 |

teachers and paraprofessional educators who speak the students' native languages.

Some programs offer a foreign language course to students as well, usually Spanish and/or French. A few programs offer Spanish language arts and literacy.

### English Language and Literacy Development

All 63 of the newcomer programs that responded to our survey provide intensive English language instruction for their students through ESL, English language development (ELD), or English language arts courses. Nearly half (46%) of the programs use only English in their instruction, 30% use English and Spanish, and 25% use English with native language support. Approximately 27% of the students across the 63 programs had a history of interrupted formal schooling. Although newcomer students at the secondary level are beyond the expected age for initial literacy development, a number of students may become literate for the first time, either in their native language or in English, during their stay in the newcomer program. In order to address the students' varying literacy needs, a wide range of strategies and techniques are employed by the instructors to

develop native language skills as far as possible along with English language literacy.

### Literacy practices

All of the programs in our survey acknowledged the need to develop students' academic literacy skills as soon as possible. The approach each program chooses to take depends on the native language literacy levels of its students. For example, all programs make sure the students know the Roman alphabet and phonemes of English, and they incorporate decoding and fluency instruction as part of their basic literacy curriculum. Perhaps the most important component of a literacy program for newcomer students is the building up of their vocabulary knowledge: Students need to learn classroom- and school-based words, general academic and subject-specific words, and word parts, such as prefixes and suffixes. Activities such as participating in word study, creating word walls in the classroom, practicing word attack skills, creating picture cards, and drafting personal dictionaries were all reported by programs as effective for intensive vocabulary development.

For students developing their literacy skills for the first time, instruction begins with the basics. First, students are introduced to the alphabet, including vowel sounds, letter-sound correspondence, phonemic awareness, phonics, and syllables. Books are introduced early in emergent literacy instruction to demonstrate book orientation and voice-print matching. Wordless picture books and picture walks are used to promote vocabulary, speaking, and writing. Depending on a student's native language, stage of literacy development, and the resources available, the initial literacy instruction may be provided one on one with the instructor for part of the day. Students coming into a program from different languages and backgrounds often need an individualized literacy plan. When possible, primary language literacy development and support is provided.

After students have acquired the basics, explicit comprehension strategy instruction and balanced literacy practices are implemented, most commonly by using guided reading groups and leveled readers. Surveyed programs reported using other techniques as well, such as choral reading, interactive read-alouds, echo reading, partner reading, reciprocal reading, and shared reading techniques to empower students to take control of their own learning. All the programs also promote reading instruction across the curriculum. Students develop expository reading skills in their content courses and engage in literature-based instruction and novel analysis in their language classes.

Teachers stress the importance of reading many books both inside and outside of school. As silent, independent reading is practiced more frequently in the classroom, students are encouraged to read books of personal interest; some programs have students take books home for pleasure reading or content reinforcement. Program instructors teach students to use the school library, and, in some programs, teachers help students apply for library cards at their local public library so that they may check out books on their own. Most programs promote reading in the native language as well as in English both at home or after school in book clubs.

Books must be rich in cultural detail in order to help students build a partnership with their new community so they have the ability to communicate in common and predictable contexts.

—*Secondary Newcomer Program, Carrollton-Farmers Branch, Texas*

Most literacy development/reading classrooms have smaller class sizes and are set up for small-group instruction with the teacher, work stations or learning centers, and collaborative student group work. The classrooms are equipped with age-appropriate literacy materials at a variety of levels that will give the newcomers an opportunity to learn grade-level content as they learn language and literacy skills. Teachers use both commercial products and teacher-made materials. Besides textbooks and leveled readers, teachers use flash cards, visuals (picture cards, photos, etc.), word walls, picture dictionaries (in English and the native language, where available), grammar and vocabulary practice books, audio books, and more. Teachers also incorporate authentic materials such as environmental print and newspaper and magazine articles in lessons. Technology is present in most classrooms and students learn to use interactive computer software, such as ELLIS and Rosetta Stone, for language practice. A number of teachers use technology tools (e.g., interactive whiteboards), to enhance their

## Learning Resources Used by Newcomer Programs

Below are examples of publications and programs used by the 63 programs for older, emergent readers and underschooled students:

**Language Learning and Reading Programs**
- *Champion of Ideas* (Ballard & Tighe)
- *Edge Fundamentals* (National Geographic School Publishing)
- *Inside the U.S.A.* (National Geographic School Publishing)
- *Keys to Learning* (Pearson Longman)
- *Reading Basics* (National Geographic School Publishing)
- *Reading Expeditions* (National Geographic School Publishing)
- *Reading Street* (Scott Foresman)
- *Shining Star* (Pearson Longman)
- *Soar to Success* (Houghton Mifflin Harcourt)

**Subject Area Textbooks**
- *ACCESS Math* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS Science* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS American History* (Great Source/Houghton Mifflin Harcourt)

**Intervention Materials**
- *FAST Math* (developed by Fairfax County, VA; available at www.ncela.gwu.edu/faqs/view/13)
- *Finish Line for ELLs:* English Proficiency Practice (Continental Press)
- *Grammar Sense* series (Oxford University Press)

- *Reading Navigator* (Jamestown, Glencoe McGraw-Hill)
- *RIGOR (Reading Instructional Goals for Older Readers)* (Benchmark Education)
- Algebra readiness materials (Teacher Created Materials Publishing)

**Readers**
- *Personal Stories* series (Linmore Press)
- *Scholastic* leveled readers (Scholastic)
- *Science Readers* (Teacher Created Materials Publishing)

**Online Learning**
- ALEKS (Assessment and Learning in Knowledge Spaces)
- Reading A-Z (leveled reader)

**Software Programs**
- *ELLIS* (Pearson)
- *Rosetta Stone* (online language learning software)
- *System 44* (Scholastic)

**Reference**
- *Oxford Picture Dictionary* (Oxford University Press)
- *Oxford Picture Dictionary in the Content Areas* (Oxford University Press)

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presentations in the classroom with visuals, graphics, audio files, video clips, and more.

As with reading instruction, writing instruction across programs begins with the basics, such as tactile letter formation and handwriting in print and cursive. These are especially important skills to work on with newcomers with interrupted formal education. All students receive instruction for spelling and mechanics (e.g., capitalization), sentence construction, and paragraph construction. Many programs try to advance students to the proficiency level at which they can respond, at least briefly, to writing prompts. Process writing activities emphasize prewriting tasks, such as generating charts, graphs, and thinking maps, and introduce the basics of editing. Programs explained that students participate in a variety of writing assignments across the curriculum, including journal writing, interactive writing, shared writing, language experience summaries, personal stories, script writing, e-mails, blogs, and recipes. They often create their compositions in the school's computer lab or in the regular

classroom using mobilized laptop computers as well as the traditional pen and paper.

None of the programs teaches reading and writing in isolation. In accordance with research-based practices (Cloud, Genesee, & Hamayan, 2009; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Ivey & Broaddus, 2007; Saunders & Goldenberg, 2010; Short & Fitzsimmons, 2007), teachers integrate reading, writing, speaking, and listening. Newcomer programs that participated in our survey reported that the following student activities, among others, were used in class to integrate the four language skills:

- Recite oral chants aloud; students compose and recite their own chants related to specific projects
- Write scripts and perform dramas and role-plays
- Converse with classmates for pair and group work that includes reading and writing tasks to analyze and discuss printed materials
- Collaborate on projects

- Listen to audio books on CD-ROMs or to podcasts and follow along with the accompanying text in English or a native language
- Conduct science experiments and present findings orally
- Debate solutions to a historical conflict or environmental problem

### *Reading intervention courses*

With a high percentage of programs serving at least some students with interrupted or no formal schooling before arriving in the United States, it is not surprising that over half of the programs (56%) provide reading intervention classes. High-interest, age-appropriate materials are necessary for secondary-level students who are experiencing literacy for the first time in any language. A number of literacy materials for both reading and writing are employed across the 63 surveyed programs along with other materials for developing listening and speaking skills and basic content knowledge (see "Learning Resources" box on page 19). In recent years, content area leveled readers have become available in print and online.

### Content Area Courses

Most of the programs (97%) that participated in our survey offer one or more courses in the content areas. Content course options depend primarily on the type of program, the length of the daily schedule, student need, and the availability of resources. Table 2.5 reveals that in 67% of programs, the content instruction is delivered through sheltered instruction in English. Programs mentioned that teachers use approaches such as the *Sheltered Instruction Observation Protocol* (*SIOP*) *Model* and *Quality Teaching for English Learners* (*QTEL*) to teach content to the newcomers. In effective sheltered instruction classes, students develop their English language skills while learning important grade level content through specialized strategies and techniques that make the lessons comprehensible (Echevarria, Vogt, & Short, 2008).

In 3% of programs content courses are provided only through native language instruction. However, 27% of programs deliver some content through sheltered instruction and the same or different content through native language instruction. Programs that provide both types of instruction generally provide native language instruction

to Spanish-speaking students and sheltered instruction to students from a wide range of other language backgrounds.

Whole-school programs that are middle schools or high schools offer all of the content courses that students need in order to complete grade level course requirements and/or graduation requirements. Other programs of shorter duration generally offer a limited number of content courses—specifically, those in which students with limited English proficiency are more likely to succeed. Mathematics is the most common content course, offered through sheltered instruction in 81% of the programs and through native language instruction in 19% of the programs. The other core content classes—science, social studies, and language arts—are offered in over 70% of the programs. One course option in 21% of the programs is language arts in the native language. Other courses include reading and writing, health, physical education, life and social skills, computers, art, foreign languages, and more.

### Cross-Cultural Orientation

Orienting students to the United States and its school system is an important role for the newcomer programs. DeCapua and Marshall (2011) state that a major shift is required for students without formal education and for those with interrupted formal schooling to think of "the printed word as resource and literacy as an essential skill—a requisite to success for them in their new formal educational setting" (p. 25). Acculturation is offered in all 63 programs participating in our survey, although it is accomplished in a number of ways. In 68% of the programs, students take a class specifically designed for this purpose. In other programs a service (e.g., workshop) is offered to the students and their families at the time of enrollment and periodically throughout the school year, providing opportunities to develop cultural literacy in the community. Field trips and clubs are other ways programs support cross-cultural orientation. Programs not only assist students' understanding of U.S. culture but place value on the students' cultures as well, building on the strengths the students bring from their native countries. In the newcomer programs, differences among students of diverse backgrounds are seen as an asset, and the students are encouraged to value their native languages and cultures.

## School Study Skills

Fifty-four percent of the programs we surveyed offer courses in school study skills to enhance the students' classroom participation. Because many students in newcomer programs come from cultures in which the customary educational practices differ widely from those in the United States, these courses provide students with tools that will help them make effective use of their time and resources in U.S. school setting. Volunteering to speak aloud, giving an opinion, collaborating with peers on a group project, developing critical thinking skills, participating in experiential learning, and assessing one's own work and that of one's peers are integral skills students need in order to become successful in their academic courses. Yet these skills are often new to students who come from educational backgrounds that emphasize rote learning and memorization of facts. Therefore, programs must take the time to teach these skills explicitly and provide practice in the classroom.

## Instructional Support

Some programs offer additional support systems to promote the students' language and content knowledge. Eighty-three percent of the programs surveyed offer tutoring or academic intervention services before school, after school, during the school day, and/or on Saturdays. Special education services are offered in 63% of the programs, and 22% of programs provide course options for gifted and talented students. In 33% of the newcomer programs surveyed, students have access to other services including college preparatory support, bilingual services, sports, summer school, and field trips. Forty-six percent of the programs noted that they utilize Title I funding for instructional support.

## Career Orientation

A number of programs provide work internships for students at the high school level to help them develop practical skills that may lead them toward career choices. In 14% of the programs that participated in our survey, students may take a course in career or vocational orientation to receive information about job opportunities. This training is important for students who are over-age for their grade (i.e., by 2 years or more) and may not have enough time to finish high school or for those who may not select to pursue postsecondary educational options. Career counseling is provided in 37% of programs.

## Credits for High School Courses

In all of the newcomer high schools, students receive credits toward graduation for the courses they take. Many of the students graduate from these schools after 4 years of study, but some of the programs allow students a 5th or 6th year to complete their graduation credits and pass mandated assessments, depending on the student's age. Taking into account the limited time that high school newcomers have to accumulate credits for graduation, most of the smaller programs that serve high school students have also implemented courses for which the students may receive graduation credits in the core content areas and elective credits. The courses that were listed most often as receiving core credit are math, social studies, science, English language arts, and ESL. Courses that most often receive elective credit are physical education, ESL, and math. Credit policies for ESL classes, however, vary by state. Some states, such as Virginia and Texas, will give English language arts (core) credit for certain levels of ESL if the curriculum is aligned to state English language arts standards. Others only give elective credit.

Over 70% of the programs that serve high school students also offer school or district credit recovery programs. These specialized plans help students acquire credits by taking exams, completing computer-based courses, or attending courses in extended-day, Saturday, and summer programs. Although many newcomer programs (or their schools or districts) offer credit recovery opportunities, a number of programs reported that newcomer students often do not participate because of their low-level English language skills.

## Student Assessment

The 63 programs that participated in our survey reported a variety of reasons for assessing the students: placement in the newcomer program, monitoring progress, determining achievement, meeting federal or state accountability requirements, and determining readiness for program exit. In the 2010–2011 academic year, over 80 standardized tests were used across the 63 programs to determine newcomer students' English language skills and achievement in the content areas. As a result of the No Child Left Behind Act, many states have developed their own standards-based tests to assess students' content knowledge and English language proficiency. Consequently, the newcomer programs rely less on commercially developed language tests than they did in the past.

Students are often required to take the state tests in the content areas before they have learned English. The high-stakes tests therefore are more often a test of their English knowledge than their content knowledge or skills (Menken, 2008). Middle school newcomer students generally take math tests the year they arrive and reading tests after just 1 year in the United States. Some have to take a science test as well. High school students generally have a little more time before they are required to take the tests. Unfortunately, although it is permissible under No Child Left Behind legislation, few states have developed native language tests to measure students' content area knowledge. Assessing newcomer students' content knowledge in English before they are proficient in that language is problematic for many programs because most of the standardized tests that states use have been designed for, and normalized on, native English speakers who have spent their educational careers in U.S. schools. Thus, not only are newcomers at a disadvantage but psychometricians point out that the tests are not valid and therefore are unlikely to accurately measure what students know and can do (Abedi, 2002). Some students may also take tests in their native language or linguistically accommodated tests. See the box on this page for an abbreviated list of assessments used by newcomer programs in 2010–2011 and http://www.cal.org/projects/newcomer.html for a full list of assessments.

Besides standardized assessments, the programs employ a large number of informal assessments to measure the students' ESL and content knowledge, such as teacher-made and textbook tests, journal writing, writing samples scored with rubrics, portfolios, projects, oral presentations, informal reading and writing tasks in native languages, oral interviews with teachers, grade-level math assessments, and more. Progress reports and class grades are used to make decisions about transitions between language proficiency levels and about exit from the newcomer program.

## Staffing and Professional Development

Newcomer program staffing most frequently consists of an administrator, teachers, and guidance counselors. The larger the student body, the greater the number of

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**Standardized Assessments Used by Newcomer Programs**

The list below shows the standardized assessments that were reported by the 63 newcomer programs for placement, progress monitoring, or exit from the program, in order of frequency.

- IDEA Oral Language Proficiency Tests (IPT; English and Spanish)
- ACCESS for ELLs
- WIDA-ACCESS Placement Test (W-APT)
- Woodcock-Muñoz Language Survey (English and Spanish), which includes an oral language proficiency test
- Language Assessment Scales (LAS) and LAS Links (English and Spanish)
- Texas English Language Proficiency Assessment of Skills (TELPAS), TELPAS released tests, and TELPAS Linguistically Accommodated Test (TELPAS LAT)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- Measures of Academic Progress (MAP)
- English Language Development Assessment (ELDA)
- New York State Regents (NYS Regents)
- Language Assessment Battery—Revised (LAB-R; English and Spanish)
- Texas Assessment of Knowledge and Skills (TAKS), Released TAKS, and TAKS Linguistically Accommodated Test (TAKS LAT)

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staff involved in meeting the students' diverse needs. In some smaller programs, a teacher acts as program administrator as well, and the students are served by the guidance counselors at the home school (if at a separate site program) or the counselors in the main school (if in a program within a school). Some programs employ paraprofessionals, especially when students in the program represent a wide range of native languages or have limited formal schooling. Other staff sometimes include parent liaisons and social workers. In 98% of the programs (all but one), at least one staff member in each program spoke one or more of the students' native languages. When available, bilingual staff who are familiar with the students' languages and cultures are preferred hires. They are an important resource and can play a special role in the lives of the students and their families.

### Administration

The administrators' role in the newcomer program is crucial to effective implementation and maintenance.

Administrators may be located in district offices, but more often they work at the newcomer school site and are involved in the daily lives of the students and teachers, offering their support in addition to completing their administrative tasks. Some administrators are also instructors for newcomer classes. They often provide guidance in designing schedules and help students with their individual program plans. About half of the programs that participated in our survey employ one or more full-time administrators, and about one third of the programs have one or more part-time administrators. Although some of the programs with fewer than 30 students employ administrators part-time, all the programs that do not have any administrator (about 14%) enrolled fewer than 30 students.

## Teaching Staff

Administrators in charge of newcomer programs carefully select their instructional personnel, recruiting teachers and paraprofessionals who are experienced in their area of expertise and who desire to work with newly arrived adolescents. Nearly 80% of the programs require ESL endorsement or certification of their teachers. Programs that offer content area courses for high school credit and graduation require teachers to be certified in the areas they teach. Other criteria programs listed for teachers include fluency in a language other than English, cross-cultural experiences, training in sheltered instruction methodologies for teaching content, and a strong foundation in second language acquisition.

Large programs, such as the 4-year high schools, hire as many as 67 full-time teachers. Many of the students' native languages are spoken among the teaching staff in these schools. The smallest programs have as few as one part-time teacher. Nearly half of the programs in our survey reported staffing two to five teachers, either full-time, part-time, or a combination of full-time and part-time. Resource teachers provide services in about 25% of the programs. Often, these services are related to special education services. Other positions noted include lead ESL teacher, reading specialist, music teacher, SIOP coach, and literacy coach.

## Paraprofessional Support

Bilingual paraprofessionals provide important instructional assistance in many newcomer programs. They often serve as role models for students who arrive in the United States with no formal education or with interrupted schooling. Using the students' native languages, they help to bridge the gap between the students' cultural backgrounds and the U.S. culture and school system. In 56% of the programs, between one and three paraprofessionals assist with the instruction, and in an additional 17% of programs, more than three paraprofessionals are employed. Across programs, some of the languages they speak in addition to English include Albanian, Arabic, Bengali, Cantonese, Filipino, French, German, Haitian Creole, Italian, Mandarin, Marshallese, Pashto, Portuguese, Romanian, Russian, Somali, Spanish, Swahili, Urdu, and Vietnamese.

## Guidance Counselors

Most of the programs involve guidance counselors in the newcomer students' adjustment to school life. Guidance counselors assist with the students' schedules and help students make the transition from the newcomer program to other language support programs. Counselors in 4-year newcomer high schools provide guidance in college and career planning for graduating students. About 25% of the newcomer programs in our survey have their own guidance counselors, but the majority of the programs rely on the regular school counselors to provide this service for the newcomer students as for other students. Students in smaller, full-day, separate-site programs, however, have more difficulty accessing guidance services.

## Parent Liaisons and Social Workers

Close to one half of the programs in our survey have a parent/family liaison position or social worker dedicated to serving the newcomer students and their families. The tasks these staff perform may vary, but their main purpose is to facilitate communication among the schools, the families, and social services providers available to newcomer families. Communication is accomplished by translating correspondence into the parents' languages, by acting as interpreters or bringing trained interpreters into conversations with parents when needed, and by contacting families to share information, including home visits. Parent liaisons and social workers assess families' basic needs and refer parents to the appropriate social services in the community.

Throughout the year, the social worker or parent liaison plans meetings and/or workshops aimed at helping parents make the transition to U.S. culture. When families arrive, the social worker may introduce parents to teachers, give them a tour of the campus, and provide them with the school calendar. At the meetings held during the school year, topics of interest to parents of adolescent children are presented, sometimes with guest speakers. Transportation may be an issue in some locations, and the programs often help parents attend meetings by providing them with transportation or with complimentary passes for public transportation. Programs typically hold special events throughout the year or around holidays to highlight aspects of the students' cultures and to showcase student performances.

### Professional Development

Providing program staff with appropriate, ongoing professional development is an important priority across the newcomer programs in our survey. Most of the programs have regular meetings, whether weekly, bimonthly, several times per semester, or several times per year for different types of professional development.

Some professional development is held within the newcomer program. That is, staff members may lead their own team meetings to develop curricula, draft assessments, or examine student data, or they may share instructional practices at faculty meetings. Sometimes district personnel provide workshops for the newcomer staff. Other professional development takes place outside of the program. Newcomer program staff may help train regular content teachers on issues regarding English language learners or they may attend state or national conferences or workshops. Some ongoing workshops are held for specific types of professional development. For example, slightly more than one fourth of the programs stated that their teachers had participated in training on the SIOP Model to learn strategies that integrate language learning with the content curricula.

A number of programs in our survey mentioned that they identify a professional development topic to focus on each year; others reported a wide variety of topics that are presented at professional development meetings. Many of these topics relate to instructional practices, such as differentiated instruction, vocabulary and literacy development, special education interventions, sheltered instruction, dual language instruction,

thematic units, co-teaching, learning strategies, and the use of technology. Assessment was another major focus; administering specific assessments, scoring, interpreting and analyzing results to inform teaching, and developing instruments for program evaluation were all named by surveyed programs as topics of professional development. Other topics address curriculum development, such as collaborative planning, team teaching, and infusing new standards. Remaining topics reported by several programs include mentoring new teachers, assessing the emotional and social well being of students, and making parent and community connections.

## Transition Measures

The largest number of newcomer students across all programs in our survey are in the 4-year high schools, and they generally stay until they graduate from the program. In some of these schools, however, ninth graders may elect to transfer to another high school at the end of 1 year in the program. Newcomer students not participating in whole-school models must make the transition from the newcomer program to another school program, usually one that will continue some type of language support. In more than 76% of newcomer programs, students transition into ESL programs; in 14% of the programs, students transition into mainstream classes, and in 3% students transition into bilingual programs.

The newcomer programs participating in our survey reported diverse efforts to make the students' exit from the newcomer program successful, including training all mainstream teachers on ESL methods, frequent monitoring and support of students, and holding meetings between the newcomer program staff and the receiving school staff to discuss the students' needs. For high school newcomers who transfer to another high school in a system like New York City, where there are many options, the students may first attend a high school fair to help them select a school that can best meet their needs and interests.

### Students in Home Schools

Most of the surveyed newcomer programs are within a school, and the school that houses them is the home school for the students. Some of the separate-site programs are

half-day programs and the students attend their home schools for the remainder of the day. In these cases, the transition process is generally gradual. Students who are in the home schools for at least part of the day may already take some of their classes with mainstream students. In some schools, the newcomer classes and the regular ESL or sheltered content classes are taught by some of the same teachers, who will then be familiar to the students when they make the transition out of the newcomer program. In some programs, teaching assistants are assigned to mainstream or sheltered classes in order to provide support to any former newcomer students enrolled in those classes. Transition teams that consist of newcomer teachers, regular ESL teachers, guidance counselors, and others maintain communication about the students to monitor their adjustment to the new program.

When students are excelling in the Language Academy (LA) classes and their English reaches a level of proficiency where the student may be successful in a sheltered [content] class, the student may be moved from the LA setting into a specific sheltered class, yet stay in the LA for the remainder of his/her classes.

—*Language Academy, Springdale Public Schools, Arkansas*

## Students Moving to Home Schools

Less than 15% of the newcomer programs that participated in our survey serve students who will transition to a school at a location different from that of the newcomer program. These are primarily the separate-site programs, although a few of the programs within a school that serve students from across the district also face this situation. For the students who must move to a new school, a formal process is generally in place to help them make the transition. Frequently, the newcomer staff arrange and accompany the newcomer students on a visit to the home school. During the visit, the students meet some of the staff, who provide orientation and conduct them on a tour of the school. Some programs give newcomer students the opportunity to shadow a former newcomer student for 1 day at the home school. When possible, guidance counselors enroll transferring newcomer students in classes with a former newcomer student who speaks the same

native language so that the new student may receive assistance in adjusting to the new school environment.

Guidance counselors in some of the home schools assist with the transition, providing the newcomer staff with the students' class schedules, locker assignments, bus schedules, and other important information. They may come to the newcomer program site before the transition and spend time with the individual students, providing assistance with the enrollment process and answering questions the students may have. Sometimes they meet with the students at the home school on their first day for similar reasons. In many programs, the staff involve the newcomer students' parents in the process; they might send information home or host a meeting at school, perhaps to help with a high school selection process.

## Students in Whole-School Programs

The main goal for whole-school newcomer programs is to provide all the instruction and support that students need to either complete middle school or graduate from high school. For those leaving the middle school program to attend high school, some of the transition strategies the staff use are similar to those listed above for students moving to home schools. For those graduating from high school, staff focus on the students' postsecondary options. High schoolers often receive career orientation and an introduction to the world of work through courses and internships that help them make the transition out of high school. Some programs offer college advising and SAT preparation, help with college and financial aid applications, or offer opportunities for students to take college courses before they complete high school. Newcomer programs also plan special events, such as college visits, college nights at the school, or presentations by newcomer graduates who return to the high school to share their postgraduation experiences with the high school seniors.

## Monitoring Exited Students

Just as most school districts monitor the performance of all their English language learners while they are receiving English language services and for up to 2 years after they have exited an ESL program, newcomer programs monitor the performance of their enrolled students as well as those who have exited to some extent using grades,

report cards, standardized test scores, attendance records, anecdotal teacher observations, and assessments of student classroom work. Some newcomer programs we surveyed reported that a number of former newcomer students still need extra learning time in order to catch up to their peers. To meet this need, most of the newcomer programs have implemented a summer session lasting from 1 to 6 weeks, and many home schools have before-school, after-school, and/or extended-day programs available to all students. Additionally, some schools offer Saturday academies for academic reinforcement or enrichment and teachers volunteer to tutor students during lunch. These are some of the most frequently offered services, but a wide range of other services that offer students extra learning time were also reported.

## Connecting Families and Social Capital Networks

Newcomer programs actively promote family involvement in school life and seek to support newcomer families as much as possible. They may arrange family events, invite parents to school meetings, or assist families in contacting social and health services. We report general findings from the surveyed programs in the database here and provide more details in Chapter 4.

### Educational Services for Newcomer Families

Many of the newcomer programs we surveyed try to connect parents with educational opportunities. For example, they may provide adult education classes on site or direct parents to classes in the district or community. Sixty percent of programs provide parents with orientation to U.S. culture (e.g., holidays, parenting expectations), and 22% offer orientation to U.S. schools (e.g., student schedules, handling absences, school lunch options). Native language literacy and family literacy classes are offered in 50% of the programs. Twenty-one percent of the programs offer adult ESL courses, 37% offer adult basic education, and 40% offer GED courses. Other assistance includes bilingual and translation services, family workshops and meetings, and young adult ESL classes for older newcomers.

### Social Services for Newcomer Families

A high priority in most of the programs we surveyed (90%) is to offer social services to the newcomer students and their families. Many do this through referrals to outside social agencies, including refugee resettlement agencies; some do so within the program itself. Some newcomer programs have a social worker on staff who helps facilitate communication between the families and the social agencies, and at least 60% of the programs in our survey connect families to health and counseling services. Some programs also offer health screening on site and assist parents with the paperwork for health insurance for children. To ensure that students are provided with basic necessities, programs connect families with food banks and clothing distribution centers and provide free and reduced-price school lunches and free school uniforms to qualifying students.

Other services that social service agencies provide to families are job referrals and job training, housing assistance and help for the homeless, assistance with utilities, family intervention and parenting classes, legal services, immigration services, preschool and day care programs, transportation, and training in financial management and in technology with access to computers. Some agencies offer services to students outside of school including youth academic services, recreational activities, youth dance and choir, summer programs, and college or postsecondary referrals.

### Making Families Aware of Social Services

The newcomer programs that offer social services to families have multiple ways of letting parents know about these services. The first connection is often made at the intake/registration center: While their children are being assessed, parents are informed about local services. If a family has refugee or asylee status, the refugee resettlement agency is the first point of contact, and local community organizations or churches may be in touch with the family even before they register their children for school.

At the program site, newcomer program staff, such as parent coordinators, teachers, nurses, social workers, and guidance counselors, tell students and their families about services available to them and make referrals. This is accomplished in a variety of ways, including holding orientation meetings, sharing information via parent-teacher

conferences and classroom presentations, and showing informational videos to newcomer families. Parents learn of services by word of mouth and from bilingual parent networks that are active in some programs. Other methods of notification reported by the surveyed programs include mailing letters to parents in English and the parents' native languages, providing monthly calendars marked with specific events, distributing multicultural brochures and fliers, placing notices in local newspapers, calling homes directly using the district automated calling systems, and broadcasting information through websites and other multimedia, such as district cable television and radio programs, sometimes in the students' native languages.

## Making Social Service Groups Aware of Newcomer Programs

About 63% of the surveyed newcomer programs have methods for letting social service groups know about their program. District intake/registration centers may contact agencies, but very often, a member of the newcomer program staff or the home school staff makes the agencies aware of the newcomers and their needs. This staff member is typically the parent coordinator, community liaison, or social worker, but teachers, paraprofessionals, and other staff may also inform social agencies of the program. At times, social services agencies visit the newcomer site to attend meetings of community partners. In addition to these direct contacts, newcomer programs use a variety of indirect means, including letters, phone calls, fliers, e-mails, and high school handbooks. Some programs reported that the district office may inform social services of the newcomer programs through direct contact, newsletters, or the district website.

Additionally, the refugee service organizations network with other social services and community agencies. In particular, if a new refugee group arrives that the schools and communities are not familiar with, such as the Iraqi and Kurdish refugees in the early 2000s, the resettlement agencies will mount a campaign for information dissemination on aspects of the refugee lives including their language and cultural backgrounds.

## Newcomer Program Partnerships

A general finding from our survey of 63 newcomer programs is that larger programs and those with refugee populations have the greatest number of community partnerships, although some of the smaller programs also have significant community connections. Among the programs overall, 11% listed more than five partnerships, 37% listed two to five partnerships, 25% listed one partnership, and 27% listed none or noted they are in the planning stages. A number of programs that do not have specific newcomer partnerships still benefit from partnerships that serve all of the students in the home school or the district where they are located.

A large variety of community organizations are partners with newcomer programs, such as libraries, local museums, county health departments, transit authorities, youth and family services, and sports clubs. These groups range from large businesses to private foundations to nonprofit organizations. A few examples are illustrative.

- The Nashville Pencil Foundation provides backpacks and school supplies, health and hygiene supplies, and volunteer tutors to the International Newcomer Academy in Nashville, Tennessee, and Kids Rock provided 20 guitars for students' music classes.
- The Carrollton, Texas, program and its nearby community formed a group called Cultural Ambassadors, consisting of parents and local residents who speak the students' native languages. When a new family moves into the community, an ambassador who speaks the language becomes the contact for a family, assisting with cultural orientation and other needs.
- In West Bloomfield, Missouri, local families formed an international family support group, the Lone Pine International Club. The club is community based, but the district informs new families of the club, and newcomer program teachers and students attend many of its functions.
- The Society of Hispanic Professionals volunteers at The ESL Academy in Raleigh, North Carolina, and helped develop an ESL club at one of the sites.
- African Community Center supports programs in and out of school, including parent classes at Merrill Middle School in Denver, Colorado. Lutheran Family Services supports newcomer families with housing and health services and the Jewish Family Services supports families by making social-emotional counseling available.

- The Emmaus Intervention Project represents a unique situation. It is a separate-site, after-school newcomer program run by an urban, multicultural community center. It serves recent immigrants and refugees from middle and high schools in the Albany, New York, district and provides English language instruction for students and parents, job search help, a food pantry and hot meals, clothing distribution, transportation, counseling, and spiritual care. It has partners too, such as the State University of New York at Albany, St. Rose College, the United States Committee on Immigrants and Refugees, the Troy Conference Board of Global Ministries, and the Retired Senior Volunteer Professionals group.

## Conclusion

Our database is representative of the specialized programs that educate adolescents who are newly arrived to the United States, but it is not comprehensive. We know that other programs exist, including those that for one reason or another chose not to participate in our research survey. Nonetheless, we can make some general observations about the newcomer students and the program models represented in our research.

All of the programs have academic and social goals for the newcomer students. To meet them, all programs provide some type of daily English as a second language instruction to the students and most also offer instruction in at least one content area. The program-within-a-school model, the most common site model, serves far fewer students nationwide than do the separate-site and whole-school programs. Most of the newcomer students are in whole-school program models, although that program type reflects only 16% of the programs. Most students are in full-day programs and may remain in the newcomer program for more than 1 school year. This gives them time to develop English skills and either catch up on the content curricula or study foundational courses they need before moving on to grade-level instruction. The majority of the newcomer students are native Spanish speakers in ESL programs. Nearly all of the programs serve some students who have low literacy or interrupted formal education in their native language, although as a group they constitute only about one third of the students overall.

The most striking finding in the review of the database is that programs are very diverse but flexible. Program administrators have designed and implemented their programs and hired staff with the specific needs of their newcomer students in mind. The programs offer a range of courses, provide extra learning time, plan for the transition process, and care for the families as well as the students through many creative partnerships with local community organizations and social service agencies.

# 3  A Look Inside the Case Study Programs

When a school district decides to create a newcomer program, it has to consider many details. First, each program must decide which students to serve and then set educational goals for them and build the program design to meet those goals. Chief among the program design decisions are whether it will use an ESL or bilingual instructional model, where to locate the program, which courses to offer, which staff to hire, how long students will remain in the program, and how they will transition out of the program.

As Chapter 2 revealed, the programs that participated in our survey are quite varied in their responses to these decisions areas and to many other factors that must be addressed before a newcomer program can open its doors. Furthermore, many programs evolve over time, improving their design in response to student performance and level of success upon their transition to a regular school program, university, or workplace.

This chapter focuses on those major decision areas through an exploration of 10 programs chosen for in-depth case study. As mentioned in Chapter 1, we selected these 10 case study sites because they are well established, have had success in meeting their programmatic goals, and represent a diversity of design features and locations. Their participation has allowed our research team a more detailed look at how various programs function, where their challenges lie, and where they have found success. Our intent is not to describe each program in turn (summary descriptions of each program can be found in Appendix C) but to share exemplary practices at the sites and their programmatic choices. Commonalities across programs and distinguishing characteristics are explained, as are state and local policies that affect the programs.

To make this chapter useful to programs in the planning stage or those considering modifications to existing programs, we have organized the discussion by topic (e.g., course scheduling, staffing), and within most topics programs are discussed in groups by their site model (i.e., program within a school, separate-site program, and whole-school program). In many cases the program site model has a significant effect on the topic, such as transition strategies when students exit the newcomer program; in others, it is less of a factor.

## The Newcomer Case Study Programs

As Table 3.1 shows, the programs we visited are in eight states. One is in a rural community, two are suburban, and the rest have urban/metropolitan locations. Two are middle school sites, four are high school sites, and three serve middle and high school students. The tenth site, the ESL Teen Literacy Centers, serves middle and high school students but through different program models as shown in the table. The middle school program operates at two sites and the high school program at one. At times, we discuss that program as one entity when the practices are the same across the sites and at other times we will consider the school levels separately.

Three case study sites are classified as programs within a school because they are housed in an established school with other programs and students attend them as their home school. In the middle school ESL Teen Literacy Centers, however, some of the students attend although they live in areas zoned for other middle schools (the district provides transportation for these learners). Five case study sites are considered separate-site programs, meaning they are relatively free-standing, not linked to a particular school, and either not offering the grades and curriculum of a whole school or not having the students stay long enough to complete all the grades in a school. Three of the case study sites are whole schools. Students typically enter at the lowest grade and stay in the school, which provides all the courses needed for promotion or graduation. In the particular case of the Columbus Global Academy, which has a middle school and a high school, students who

Table 3.1. Overview of Newcomer Case Study Programs

| School/Program | City and state | Type of community | School level | Grades served | Number students |
|---|---|---|---|---|---|
| **Programs within a school** | | | | | |
| Salina Intermediate, Literacy Newcomer Center | Dearborn, MI | Suburban | MS | 6–8 | 65 |
| ESL Teen Literacy Center (middle school) | Omaha, NE (two sites) | Urban | MS | 7–8 | 14 |
| Port of Entry | Union City, NJ | Urban | HS | 9 | 45 |
| **Separate-site programs** | | | | | |
| Newcomer Center, H.S. District 214 | Arlington Heights, IL | Suburban | HS | 9–12 | 40 |
| ESL Teen Literacy Center (high school) | Omaha, NE | Urban | HS | 9–12 | 35 |
| Academy for New Americans, IS 235 | Long Island City, NY | Urban | MS | 6–8 | 170 |
| International Newcomer Academy | Fort Worth, TX | Urban | MS & HS | 6–9 | 425 |
| Intensive English Program, Dayton Learning Center | Dayton, VA | Rural | MS & HS | 6–12 | 18 |
| **Whole-school programs** | | | | | |
| High School of World Cultures | Bronx, NY | Urban | HS | 9–12 | 300 |
| International High School at Lafayette | Brooklyn, NY | Urban | HS | 9–12 | 340 |
| Columbus Global Academy | Columbus, OH | Urban | MS & HS | 6–12 | 497 |

Note. ESL=English as a second language; HS=high school; MS=middle school
[a]Indicates the percentage of the student population within the program that have a background of interrupted formal education (SIFE).
[b]The most commonly spoken native language(s) among the newcomer student body.

complete the middle school usually go on to regular high schools in the Columbus district. Those who still need extra support may stay at Columbus Global Academy, which was given district approval to grant high school diplomas in the 2010–2011 school year.

The size of the student population ranges widely across these programs. The Intensive English Program at the Dayton Learning Center had 18 students in the 2010–2011 school year, while the Columbus Global Academy had 497. Not surprisingly, the whole-school programs, which include several grade levels, have the largest number of students. All of the programs accept new students during the school year, if space is available. Sometimes, the transient nature of the newly arrived families results in students moving away during the year as well.

All of the programs have some students with interrupted formal education (known as SIFE). One hundred percent of the students at the ESL Teen Literacy Centers have limited formal schooling and three other sites, Salina Intermediate, Port of Entry, and Columbus Global Academy, have 50% or more of their population with no or limited educational backgrounds. These students, as one might expect, are not ready for grade-level content courses.

The bilingual Port of Entry program at Union City High School and the dual language program at the High School of World Cultures enroll native Spanish speakers. The High School of World Cultures also has some English speakers who have participated in dual language programs prior to high school. Salina Intermediate's Literacy Newcomer Center serves only native Arabic speakers, and most of them are

| % SIFE[a] | Top languages[b] | Language instructional model | Length of day | Length of stay |
|---|---|---|---|---|
| | | | | |
| 70% | Arabic | ESL | Full day | 1–4 semesters |
| 100% | Somali, Nuer, Karen | ESL | Full day | 3–4 semesters |
| 50% | Spanish | Bilingual (Spanish) | Full day | 4 semesters |
| | | | | |
| 25% | Spanish, Polish, Gujatari | ESL | Full day | 2 semesters |
| 100% | Somali, Nuer, Karen | ESL | Full day (half day for students in transition) | 3–6 semesters |
| 10% | Spanish, Chinese, Bengali | ESL and Bilingual (Spanish) | Full day | 2–3 semesters |
| 23% | Spanish, Nepali, Swahili | ESL | Full day | 1–4 semesters |
| 20% | Spanish, Russian, Hindi | ESL | Half day | 2–4 semesters |
| | | | | |
| 40% | Spanish, French, Bengali | Dual language (English-Spanish) | Full day | 4–5 years |
| 15% | Spanish, Haitian Creole, Russian | ESL | Full day | 4–5 years |
| 60% | Somali, Spanish, Mai Mai | ESL | Full day | 2–5 years (HS may stay to graduate) |

from Yemen. The other programs have multilingual student populations. All have a large number of Spanish speakers, but Columbus Global Academy has more Somali speakers than any other language. The International Newcomer Academy, the ESL Teen Literacy Centers, and the Academy for New Americans have a sizeable number of speakers of less commonly taught languages, such as Nuer, Karen, Nepali, Swahili, and Bengali.

## Newcomer Students: Entry and Exit Criteria

All the case study programs began by defining the students they would serve, determining how long

students would remain in the program, and setting the criteria by which students would exit. These decisions are tied to the program goals, which range from accelerating English language development so students can partake of the regular ESL program (as at the Intensive English Program at the Dayton Learning Center) to granting a high school diploma (as at the International High School at Lafayette, the High School of World Cultures, and now the Columbus Global Academy). Table 3.2 shows the entry and exit criteria for the students.

In five cases, the programs specify that students have to have been in the United States for 1 year or less for entrance; others refer to new arrivals without a set time frame. Each of the 10 programs identifies newcomers as students who need to learn English and who score at the lowest level on

*Table 3.2.* Case Study Programs' Entry and Exit Criteria for Newcomer Students

| Program | Entry criteria | Exit criteria |
|---------|----------------|---------------|
| **Programs within a school** | | |
| Salina Intermediate Literacy Newcomer Center | English learners in the United States for less than 1 year, with zero or low English proficiency, and a score of 4 or 5 on the English Language Proficiency Assessment (ELPA) | Students are recommended for exit based on scores on state tests, teacher recommendation, and achievement of a Direct Reading Assessment (DRA) level of 12 or higher. There is a maximum of 2 years at the center. |
| ESL Teen Literacy Center (middle school) | New arrivals of middle school age who have interrupted or limited formal schooling | Students exit when they reach approximately a third-grade reading level in English. Some eighth graders may move to the high school ESL Teen Literacy Center. |
| Port of Entry | Individuals of high school age with little to no basic skills in their native language, interrupted or no education, below basic level scores in mathematics and native language proficiency, and limited to no English speaking skills | Students exit after passing all classes required of ninth-grade students, with teacher recommendation. |
| **Separate-site programs** | | |
| Newcomer Center, H.S. District 214 | Recent arrivals to the United States at a beginning level of English fluency and possible gaps in their formal education. Intake assessments include WIDA-ACCESS Placement Test (W-APT), a district reading test (Diagnostic On-Line Reading Assessment [DORA]), an oral interview (Student Oral Language Observation Matrix [SOLOM]), and writing sample. | Towards each semester's end, staff meet weekly to discuss student progress and evaluate candidates for transition, considering student work, participation, level of acculturation, social and academic language skills, and motivation to transition to the home school. Students generally stay for two semesters. |
| ESL Teen Literacy Center (high school) | New arrivals to the United States of high school age who have interrupted or limited formal schooling | Students exit when they reach approximately a third-grade reading level in English and master skills on the school's readiness checklist. |
| Academy for New Americans | An immigrant student from a non-English-speaking country with less than 1 year in the United States | Students exit with teacher recommendations upon the completion of 1 year of the program. Some students who arrive in the second semester may stay for the following school year. |
| International Newcomer Academy | An immigrant student in Grades 6–9, in the United States for up to 1 year, who does not speak English and has a score of A or B on English Oral Language Proficiency Test. After October 1, students are enrolled for noncredit to finish the semester until the new semester begins in January. | Most students exit after two semesters of instruction. Preliterate students can remain for four semesters. Students demonstrating accelerated language and content knowledge can exit after one semester with the Language Proficiency Assessment Committee's (LPAC) approval. |
| Intensive English Program, Dayton Learning Center | A non-English-speaking student who is new to the school system and scored in the nonfluent category on the IDEA Oral Language Proficiency Tests (IPT) or level 1 on the W-APT for middle school or levels 1–2 for high school | Teachers consider student performance in content classes at home schools and scores on assessments such as the Stanford Diagnostic Reading Test, IPT, and ACCESS for ELLs, plus mastery on a checklist of life skills, a personal interview, and a writing task. |

| Whole-school programs | | |
|---|---|---|
| High School of World Cultures | Non-English speakers and non-Spanish speakers in the United States for less than 1 year who want to learn Spanish and English. This school also accepts students who have been in the country longer; specifically, 1) students in junior high dual language programs; 2) immigrant students in public or private schools to continue English and Spanish; and 3) students in private or public school in eighth grade who are fluent in English and would like to learn Spanish. | The High School of World Cultures is a 4-year high school, so students need to meet New York State graduation requirements (i.e., amass 44 credits, pass 5 New York State Regent exams) to receive a diploma. |
| International High School at Lafayette | Students in the United States for 4 years or fewer who speak very little English. Some have had interrupted formal education. | This is a 4-year high school, so students need to meet New York State graduation requirements (i.e., amass 44 credits, pass 5 New York State Regent exams) to receive a diploma. They must also successfully present their graduation portfolio. |
| Columbus Global Academy | A student who scores at the beginning level on the placement test with less than 1 year in the United States | Most middle school students stay until the end of eighth grade. Staff meet with high school students at the end of 10th grade to see if they want to leave. In the past about 50% have left and 50% have stayed. This percentage may change now that the school can grant high school diplomas. |

an ESL proficiency assessment. Two, the ESL Teen Literacy Centers and Port of Entry, are specially designed for students with limited formal schooling. All the others accept these students too, and some, such as the International Newcomer Academy, the Academy for New Americans, and the International High School at Lafayette, offer such students different courses and/or a longer enrollment time.

Two of the full high schools also enroll students beyond the newcomer or beginning level of English. These schools, the High School of World Cultures and the International High School at Lafayette, accept students who may have been in the United States for longer periods of time, up to 4 years in the case of the International High School at Lafayette, and who want to remain at the school for their entire high school career. Both schools benefit from two New York City school district policies: One policy has promoted the development of smaller, specialized high schools in the past 10 years, such as these sites; and the other allows students to choose their high school anywhere in the five boroughs and apply for enrollment. Most, but not all, students come from the same boroughs where the case study schools are located. As a result, students new to the United States or New York City might attend the High School of World Cultures or the International High School at

Lafayette with students who attended a wide variety of New York City middle schools but who are still not proficient in English. All students in these programs are nonnative speakers of English, but not all need be at the beginning level. In fact, the principals at both sites mentioned that having some students who know some English facilitates the learning process in the classes, particularly in the ninth grade. Furthermore, because students remain in the schools for all of their high school years, the upper class students have higher levels of English language proficiency. Newcomers therefore have language models among peers with more advanced English skills.

The presence of more advanced English speakers among the students in upper grades is a valuable feature of the Columbus Global Academy's design as well. While the program only accepts students at the beginning level for entry, they do allow students to remain for all of their middle or high school years. One interesting thing about the Columbus Global Academy is its evolution over the past decade. It started in 1999 at two separate sites, known as Welcome Centers, one for middle school students and the other for high school students. It grew to three separate sites (one middle and two high) in 2002. The high school sites combined and moved to a former school building in 2008.

Then in 2009 the middle school program joined to create the current Grades 6–12 program. Renamed "Columbus Global Academy," it was still considered a separate-site program because students were officially enrolled in their home schools. Then in the 2010–2011 school year, the program received "school" status from the district and was able to grant high school diplomas for students who chose to remain in the program for all of their high school years. As noted in Table 3.2, in the past about half the students went to home schools after tenth grade. The assistant principal anticipates that now more will opt to remain.

For the programs within a school and separate-site programs, the students are all beginners, and often, but not always, below the traditional first level of ESL (some newcomers have studied some English in their home countries). Enrollment for newcomer students is much shorter in these programs than at the whole-school programs. The separate-site programs educate the students for 1 year, with an exception at some locations for certain students such as those who enter with interrupted formal schooling, those who are preliterate, or those who arrive during the second semester of the school year. In these two types of programs, students may not have advanced English speakers among their classmates and so rely on the teachers and extracurricular activities that

might involve English-speaking students to provide language models. The programs within a school, however, have often structured the school day for some interaction with advanced or native English speakers through electives, lunch, and advisory periods.

While the enrollment of beginning learners of English is a commonality across the programs, there are some other distinctions among the student bodies. Some of the programs have a high percentage of refugee students. At the middle and high school ESL Teen Literacy Centers, close to 100% of the students are newly arrived refugees, as are 40% of the students at the International Newcomer Academy. As the director for the International Newcomer Academy explained, the academy's student body changes frequently. When there is trouble in the world, the staff know they will get a new group of students. Refugees are prevalent at the Columbus Global Academy too, constituting approximately 60% of the students body, although a large number of them arrive in Columbus as a result of secondary migration. That is, they settle first in another U.S. city but move to Columbus to join the growing refugee community there.

## Language Instructional Models

Along with identifying the students it will serve, every newcomer program must decide on its instructional approach. Will it design courses around an ESL model (which would likely include sheltered content instruction as well) or a bilingual model? For most of our case study programs, the student body and the district philosophy guided the decision of which language instructional model to use. Seven of the programs we visited for the case studies have an ESL design and six of them also offer sheltered content classes. These programs have, for the most part, multilingual student bodies and English becomes a common language for all. The Salina Intermediate program is an exception in that all of its students are Arabic speakers. Although the program has an ESL design and sheltered courses are offered, Arabic is widely used in newcomer content classrooms for explanation and clarification. As the teachers explained to us, many of the students have a strong oral language

tradition and have attended schools in their home countries that rely on teacher lecture and student memorization. As a result, these students have strong listening comprehension skills in their native language. Particularly in the first quarter of the year, the newcomer teachers build from this, explaining new content topics in Arabic but then incorporating hands-on activities, vocabulary, and reading and writing tasks in English.

The programs that opt for a bilingual model have students who speak the same language and have bilingual teachers and other resources available. The Port of Entry program staff knew they would be preparing students to transition to the existing bilingual program at Union City High School. Given that the Port of Entry served Spanish-speaking students with low literacy and interrupted education, it fit with the overall district plan to create a bilingual Port of Entry program.

The High School of World Cultures evolved over time into the dual language high school it is today. In 1996, it was a separate-site newcomer program where students remained for 1 to 2 years before transferring to another New York City high school. Given a directive at the district level, the High School of World Cultures became a full, 4-year high school in 1999. Over time, the staff and students decided to promote full bilingualism among the students and redesigned the school as a dual language high school in 2008.

The Academy for New Americans, incorporates both ESL and bilingual instruction to accommodate the needs and interests of the students. The Spanish-speaking students receive math, science, and social studies instruction through Spanish, and the non-Spanish-speaking students receive that content area instruction through English. All students have 10 periods of ESL per week scheduled by their proficiency levels, not their native language.

## Course Scheduling

The programs we examined for the case studies had specific educational goals for their students. They identified what they wanted the students to have learned by the time they left the program and worked backwards to develop courses

that would lead students to those goals, given the amount of time they would remain in the program. At first glance this process seems straightforward, but a hallmark of the programs we visited was their flexibility. Many of the programs have revised their initial course offerings over time to better accommodate the educational and literacy backgrounds of the students who enter and to better prepare them for courses they will take once they transition out of the newcomer setting. In some cases, students' backgrounds have necessitated changes in course offerings, such as when older, preliterate learners from Mexico became more common at the International Newcomer Academy or when Eastern European and Asian students who were nearly on grade level entered the Newcomer Center in District 214.

### Programs Within a School

The programs within a school that we studied offered full-day course loads for the newcomers, with ESL, math, social studies, and science as the main classes. However, students often have access to other resources in the school building, which allows those who are more advanced in a certain subject to take one or two classes outside the newcomer program. In general, programs within a school are designed to provide newcomer students with opportunities to interact with native English speakers or students in the ESL or bilingual programs during electives, at lunch, and where available, in after-school clubs or sports.

The Salina Intermediate Literacy Newcomer Center uses a partial block schedule for sixth- through eighth-grade newcomers. In the year we visited, three full-time teachers were part of the newcomer program and additional staff supported the students in other courses. The sixth graders were together in one cohort and the seventh and eighth graders in another. Students had one literacy block with an ESL/social studies content focus and another literacy block with a math and science focus, on alternating days. These blocks lasted approximately 90 minutes and the teachers used the SIOP Model (Echevarria, Vogt, & Short, 2008) as their instructional approach for integrating ESL with the content areas (see Appendix D for the district SIOP lesson plan template). To round out the school day students also had a computer class that integrated reading language arts for one 45-minute period and physical education or an elective, also for one period. Because the principal analyzes

student performance throughout the year, he creates an intervention plan for each student and assigns those who need more literacy support a reading intervention course as an elective. That class includes small-group instruction and individualized computer-based learning. In some cases, the newcomers were mixed with non-newcomer students who needed reading support as well.

The middle school ESL Teen Literacy Centers operate with self-contained classes for the seventh- and eighth-grade newcomers. One of the middle schools has two teachers: one teaches math and science, the other social studies and ESL. The other middle school site has one teacher, who teaches most of the core subjects and ESL. The teachers use a sheltered instruction approach for the content classes. The program includes a block (two periods) for reading/English language arts, a block for science, one period for social studies, one period for mathematics, and two periods for electives and physical education; students have a tutoring/resource class in their schedules as well. A few newcomers who enter the program in seventh grade are able to take some regular school courses in eighth grade if their English skills and content knowledge level have progressed enough.

The Port of Entry course schedule includes the core subjects taught in Spanish along with an ESL class. Designed for students with interrupted education, the classes build the subject area background knowledge and also cover the ninth-grade curriculum. For that reason, a number of the students stay for 2 years in this program. The newcomers have two periods of ESL daily and one period each for math, science, and social studies in Spanish. They also have one period of Spanish language arts, which further develops their native language skills and, as the program director explained, helps them transfer literacy knowledge learned in their first language to the literacy skills they need in English. Port of Entry students also take health class and electives, such as Technology/Career Exploration and Junior ROTC (Reserve Officers' Training Corps).

## Separate-Site Programs

The separate-site programs enroll students for a limited period of time, usually 1 year, and design their master schedule around the needs of the students. To the extent possible, courses are offered to facilitate the students' eventual transition to the home school by improving the students' social and academic English skills, filling in content area gaps, and developing their study skills.

The Intensive English Program at the Dayton Learning Center has the least complicated schedule. Students attend the ESL block for 2 hours and are in their home schools the remainder of the day. In the 2009–2010 school year, one class of high school students and one class of seventh- and eighth-grade middle school students attended the program in the morning. Another class, sixth-grade middle school students, attended in the afternoon. While at the home school, high school newcomers have a double block for math (usually Algebra 1, part 1) and one block for an elective, such as Keyboarding first semester and Computer Applications second semester. Only a few have physical education because that course includes a health component which requires a higher level of literacy than most newcomers have at that point in time. Middle school students have math, physical education, and electives. All middle and high school newcomers also have an ESL Resource period at their home schools to help them with their mainstream coursework.

All of the classes at the Intensive English Program of the Dayton Learning Center initially focus on conversational English and beginning reading. However, as the students make progress during the year, their teachers present content-based ESL lessons so students learn the vocabulary and language of math, social studies, and science. Middle school students remain in the Intensive English Program for 1 year or less, depending on their progress and whether new arrivals need spots in the program, which is designed to serve only 10 students at a time. Most high school students remain for the full year, although those with limited formal schooling may remain for up to 2 years. The instruction in the high school class that we observed was differentiated by student proficiency level and educational background. Students worked in learning stations and also had technology support for English language development through Rosetta Stone (which is supplied free of charge to the district). The middle school classes included some whole-class instruction and some differentiated reading instruction by level.

The full-day high school ESL Teen Literacy Center program is geared to students with interrupted education and the courses focus on basic literacy and numeracy. The courses have subject area names, like math and social studies, but the curricula offer basic skills to build foundational knowledge for the students. The students, like in the Dayton Intensive English Program, rotate among learning stations for part of the day. Their classes are English language arts, mathematics, reading workshop, physical education, art/music, and vocational support/career exploration. They also have one period for science and social studies wherein the subject alternates by quarter. The more advanced students who are making the transition to a mainstream high school would have literacy class in the morning at the ESL Teen Literacy Center and take math and other classes at the high school in the afternoon.

Some programs, such as the Newcomer Center in Township H.S. District 214, offer courses that mirror what students would get in high school but are adjusted to their proficiency levels. At this site, students have two periods of ESL, two periods of math (different levels according to student ability), one period of social science, and one period of physical education. The seventh period of their schedule is a reading tutorial: Spanish-speaking students have a Spanish reading class; non-Spanish-speaking students have an English reading class. Science is the only core subject that is not available. Students typically remain for 1 year or 1 year plus a summer program.

There are two types of newcomer students served at the International Newcomer Academy, literate and preliterate English language learners, as well as two school levels, middle and high school, comprising four different groups of students. Each group participates in a separately designed program targeting its educational needs. Classes for preliterate learners (known as PELL) are held in the morning and focus on math and literacy skill development. These students are then paired with the literate English language learners for their afternoon classes. Middle school preliterate students have Basic ESL, ESL/Reading, and Basic Math or Math (pre-algebra) each day, plus Basic Science and Basic Social Studies on alternate days. They also have physical education or art. Middle school students with some educational background and literacy skills have

## Literacy Instruction Through Learning Stations at the High School ESL Teen Literacy Center

Staff at the high school ESL Teen Literacy Center found that traditional instructional practices, such as teacher explanation and whole-class group practice, did not meet the literacy needs of their students who have no or very limited formal education. A former kindergarten teacher, Ms. Glasrud, was hired to develop a learning center approach. As a result, teachers now identify gaps in the students' educational backgrounds and select corresponding topics for instruction from Omaha Public Schools' K–5 curriculum. They introduce new concepts through small-group guided reading time, and the students practice or apply this new knowledge at learning stations. Two paraprofessionals support the students along with the teachers. One group works with the teacher and the remaining students are divided among the stations where task cards tell or show the students what they need to do. A paraprofessional guides the students in the tasks at some stations (e.g., phonics). The tasks at the learning stations differ according to the degree of the students' English proficiency level. Students with little to no oral ability in English are placed in the Level A group, and students with some oral ability in English are placed in Level B.

**Sample Schedule**

| 8:30 a.m.– | Level A: | Guided Reading Time and Literacy Stations |
| 9:30 a.m. | Level B: | Spelling, Phonics, and Reading Coach Stations |
| 9:30 a.m.– | Level A: | Phonics and Writing stations |
| 10:30 a.m. | Level B: | Math and Science/Social Studies Centers |
| 10:30 a.m.– | Level A: | Math and Science/Social Studies Centers |
| 11:30 a.m. | Level B: | Guided Reading Time and Literacy Stations |

ESL, ESL/Reading, Pre-algebra, Science, Social Studies, and Physical Education or Art. The high school courses for the students with educational backgrounds follow a ninth-grade curriculum and include ESL, ESL/Reading, World Geography, Algebra I (two periods per day), and ESL Science. The high school schedules for the preliterate English language learners include Introduction to ESL, Introduction to Reading, Basic Math, Problem Solving, PELL ESL, and Keyboarding.

Because the International Newcomer Academy is the sole site for Beginning ESL in the district, it is important to strengthen the students' language skills while at the site. Preliterate students may stay in the program for 2 years.

When the students exit the program, they are enrolled in the Intermediate ESL class at the Language Center (as the ESL program in Fort Worth is known) in their new school. The middle school students have sheltered content courses in addition to the ESL courses in the Language Center, just as the high school students do at their schools as they follow the tenth-grade curriculum.

The Academy for New Americans program has a sophisticated master schedule that allows for two language instruction tracks, ESL and bilingual. This program has been in operation for 15 years, and the schedule has evolved over the years to offer flexibility that meets the needs of the immigrant students. Some of these students are on grade level in their home countries, some have studied English before, and others are students with interrupted formal education; therefore, the course options need to accommodate the different educational and literacy levels of the newcomers.

Students receive all core content courses appropriate for their grade, but each grade level has multiple sections, organized by proficiency and language of content instruction. In 2010–2011, eighth grade had four sections: 801 for more advanced ESL, 802 for more advanced bilingual, 803 for less advanced bilingual, and 804 for less advanced ESL; seventh grade had three sections: 701 ESL, 702 more advanced bilingual, and 703 less advanced bilingual; and sixth grade had two sections: 601 ESL and 602 bilingual. The students in each section follow the same schedule for all grade-level classes except for ESL, at which time the students regroup by English proficiency. This means that all sections in one grade must have ESL at the same time; and in the ESL classes, Spanish speakers have class with non-Spanish speakers. Content instruction is delivered in English (sheltered instruction) or Spanish (bilingual).

Figures 3.1 and 3.2 (pp. 40–41) show the master schedules from the first semester of the 2010–2011 school year at the Academy for New Americans. Students have two periods of ESL each day plus additional language lab (or language arts for eighth graders) two or three periods per week. They receive 90 minutes of ESL instruction daily; 75 minutes of mathematics in Spanish with 15 minutes of mathematics vocabulary development in English or 90 minutes of mathematics using ESL methodology; 45 minutes of science;

and 45 minutes of social studies. Additionally, all students attend computer literacy and physical education classes. Two different levels of math are offered in both the Spanish and the ESL tracks. At the end of each day, students have a 30-minute study hall/tutorial, usually with their homeroom teachers. This extended period is due to an agreement between the New York City teacher union and the New York City Department of Education that increased the number of contact hours between teachers and students.

The master schedule at the Academy for New Americans, while quite complicated, is designed with the needs of the sections in mind, as well as the needs of the human resources (i.e., teachers). In a relatively small program such as this one, which staffs just 14 teachers, not all students across sections and grades have the same number of course periods per week. The decision to offer one course or another is based in part on the state testing program that requires eighth graders to take high-stakes tests in mathematics and science, and those in the United States for more than 1 year to take language arts as well.

An additional class for students with interrupted formal education (SIFE) has been provided in recent years with funding from a New York City education grant. These funds have typically been disbursed by the second quarter of the school year and have allowed the Academy for New Americans to pull these students from their cohort group (the less advanced ESL sections in each grade) and provide three periods of intensive English and content background building classes each day.

## Whole-School Programs

The whole-school programs have had to plan a pathway of courses for their students who enter and remain throughout all of the middle or high school years. The high school programs, in particular, have had to ensure that all the courses required for graduation are offered and be mindful of the state tests mandated for a diploma.

The High School of World Cultures is the only dual language program among our case sites. It introduced the dual language model in 2008 with ninth graders and has added one grade per year. The 300 students at this school are expected to develop proficiency in both English and Spanish

as a result of instruction and prepare for high school graduation. One method that the High School of World Cultures uses for ensuring bilingualism is switching the language of instruction for the core content classes each year. So, for example, ninth graders take two periods of English language arts/ESL and one period each of ESL Writing, social studies, math, and computers, all in English. They have one period each of math, science, and Spanish language arts in Spanish. In 10th grade, courses and languages switch: Students take language arts, social studies and an elective in Spanish as well as language arts, science, math in English. The switch occurs again in 11th grade, and then again in 12th. The 12th graders also have an elective course geared to college readiness, whose teacher helps with college visits, applications, scholarship opportunities, and the like.

Because the students remain at the school for 4 years, their proficiency in both languages grows. The High School of World Cultures offers four levels of English, ESL 1–4, and uses sheltered instruction methods, such as the SIOP Model, in the content classes. Furthermore, in New York, students may take a translated version of four of the five Regents exams (mandated graduation tests) in one of five languages, Spanish being one. The students thus have the option to take some of the mathematics, science, and history exams in Spanish or English. The English Regents, however, must be taken in English.

Like the High School of World Cultures, the International High School at Lafayette must offer all courses required for graduation in New York State. Unlike the High School of World Cultures, however, the International High School at Lafayette is part of a broader consortium of similar schools, the Internationals Network. These schools share a teaching and learning philosophy that includes integrated language and content instruction and student internships.

In the 2010–2011 school year, the International High School at Lafayette had 330 students placed on four teams. The teams are designed to promote interdisciplinary, collaborative work. Two of the teams are made up of a mix of 9th and 10th graders, and the students are subdivided into four cohort classes. Each team has approximately five teachers (math, science, social studies, language arts, arts). Students remain on the same team for both 9th and 10th grades. A third

team has 11th graders subdivided into two cohorts. The final team has 12th graders and they are divided into three cohort classes with a smaller class size and flex schedule to help them prepare to take the New York Regents Exams.

All students take math, English/ESL, social studies, science, drama or art, and physical education in lengthened periods (60+ minutes). The classes are organized heterogeneously so that students with varied English proficiencies are in classes together, English is the lingua franca, and teachers integrate language instruction into all the content areas. As noted, students in Grades 9 and 10 are placed together on teams so the ninth graders may be socialized by peers (i.e., the tenth graders) who have more experience at the school, and they may in turn act as the peer mentors and language models for the new ninth graders the following year. In order to do this successfully, the staff of the International High School at Lafayette have designed a 2-year curriculum for each subject based on the state standards for the 9th and 10th grades so that students do not repeat topics. The classes are also based on experiential learning and projects that enhance interdisciplinary study.

The Internationals approach requires 11th-grade students to work as interns, but the work is linked to their academics and helps them with career research, social language skills, self-confidence, and more. Teachers identify and develop relationships at the internship sites, which for students of this program are in Brooklyn and Manhattan, and the students must earn the positions by creating resumes and preparing for and conducting interviews. The internships take place during school hours—for 4 days, the students attend classes for the first two periods in the morning and the rest of the day is devoted to the internship. The internship takes place over a period of 12 weeks with a total of 144 hours. They write a blog entry every day and at the end of the internship they complete a written project or research paper.

The teachers on the 11th- and 12th-grade teams help prepare students for the Regents Exams with a literacy- and project-based approach. Some students who have failed to pass any of the Regents Exams are scheduled into targeted intervention (elective) courses 2 days per week, in which instruction focuses on teaching comprehension skills, writing skills, and thinking skills.

Class: <u>Section 801: More advanced ESL (8th grade)</u>

Student's name: _____

| Time periods | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Period One<br>8:00 a.m.–8:45 a.m. | Computer Literacy<br>Room 416 | Computer Literacy<br>Room 413 | Math<br>Room 451 | Math<br>Room 451 | Math<br>Room 451 |
| Period Two<br>8:47 a.m.–9:32 a.m. | Science<br>Room 402 | Science<br>Room 402 | Math<br>Room 451 | Math<br>Room 451 | Math<br>Room 451 |
| Period Three<br>9:34 a.m.–10:19 a.m. | Social Studies<br>Room 438 | Social Studies<br>Room 444 | Science<br>Room 402 | Science<br>Room 402 | Science<br>Room 402 |
| Period Four<br>10:21 a.m.–11:06 a.m. | Language Arts<br>Room 438 | Language Arts<br>Room 438 | Social Studies<br>Room 444 | Social Studies<br>Room 444 | Social Studies<br>Room 444 |
| Period Five<br>11:08 a.m.–11:53 a.m. | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 |
| Period Six<br>11:55 a.m.–12:40 p.m. | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 | E.S.L.<br>Room 438 |
| Period Seven<br>12:42 p.m.–1:27 p.m. | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| Period Eight<br>1:30 p.m.–2:15 p.m. | Gym | Gym | Math Lab<br>Room 451 | Math Lab<br>Room 451 | Math Lab<br>Room 451 |
| Extended Period | | | | | |

*Figure 3.1.* Academy for New Americans Class Schedule for Eighth-Grade ESL Program

Given a growing number of students with interrupted formal education, the International High School at Lafayette added specialized language courses for them. In these classes, the students are introduced to basic English skills. The classes are also project based, in keeping with the Internationals approach, but have specialized curricula to improve the students' beginning English language skills.

The Columbus Global Academy is the case study site with the largest student population (497) and serves the most grade levels. The master schedule offers a wide range of courses to meet the different educational backgrounds, abilities, and proficiency levels of the students and the full complement of courses to complete middle school or high school. The ESL program for students includes a component for native language support. The program was previously known as the Welcome Center and was a separate-site program, housed in several different buildings over time. Most recently, there were two middle school sites, and one high school, but now Grades 6–12 are located in one building.

Students' schedules are first determined by their English proficiency and reading levels. They are considered beginner (Level C), intermediate (Level B), or advanced (Level A). Middle school newcomers are in self-contained classes and typically have a double period each of ESL and math, a single period each of science and social studies, and a single period of unified arts, which is an elective. Eighth graders at Level A, however, follow the eighth-grade core curriculum. Some eighth graders with advanced skills can earn high school credits for Health, PC Applications, Spanish, Physical Education, Algebra, and/or Physical Science.

Class: Section 702: More advanced bilingual (7th grade)

Student's name: _____

| Time periods | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Period One<br>8:00 a.m.–8:45 a.m. | E.S.L.<br>Room 446 | E.S.L.<br>Room 446 | E.S.L.<br>Room 446 | E.S.L.<br>Room 446 | E.S.L.<br>Room 446 |
| Period Two<br>8:47 a.m.–9:32 a.m. | E.S.L.<br>Room 446 | E.S.L.<br>Room 446 | Math<br>Room 416 | Math<br>Room 416 | Math<br>Room 416 |
| Period Three<br>9:34 a.m.–10:19 a.m. | Math<br>Room 416 | Math<br>Room 416 | E.S.L.<br>Room 446 | E.S.L.<br>Room 446 | E.S.L.<br>Room 446 |
| Period Four<br>10:21 a.m.–11:06 a.m. | Language Arts<br>Room 446 | Language Arts<br>Room 446 | Social Studies<br>Room 444 | Social Studies<br>Room 444 | Social Studies<br>Room 444 |
| Period Five<br>11:08 a.m.–11:53 a.m. | Science<br>Room 402 | Science<br>Room 402 | Math<br>Room 416 | Math<br>Room 416 | Math<br>Room 416 |
| Period Six<br>11:55 a.m.–12:40 p.m. | Gym | Gym | Science<br>Room 402 | Science<br>Room 402 | Science<br>Room 402 |
| Period Seven<br>12:42 p.m.–1:27 p.m. | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| Period Eight<br>1:30 p.m.–2:15 p.m. | Social Studies<br>Room 444 | Social Studies<br>Room 444 | Computer Literacy<br>Room 438 | Computer Literacy<br>Room 438 | Computer Literacy<br>Room 438 |
| Extended Period | | | | | |

*Figure 3.2.* Academy for New Americans Class Schedule for Seventh-Grade Bilingual Program

High school newcomers are scheduled by language proficiency and credits earned. For the high school students with interrupted or no education and who are over-age for their grade level, such as many of the Somali refugees, Columbus Global Academy has created a specialized pathway to help them reach graduation and encourage them to stay in school (see Figure 3.3, p. 43). The program offers a pre-ninth-grade level with a special curriculum for the students to acquire basic skills, such as arithmetic, the English alphabet, social and academic vocabulary, initial reading skills, and the like. Some students stay in the pre-ninth grade for 2 years.[1] They would then enter the appropriate courses for their 9th- and 10th-grade years, including a double period of ESL and single periods of math, science, and social studies. These students would take required 11th-grade courses in the fall semester of the next year (e.g., ESL 11, Chemistry) and 12th-grade courses in the spring semester of that same school year (e.g., ESL 12,

Government). In this manner, many of the students could move through high school in 5 years. High school students with more literacy skills or who test out of ESL (i.e., pass the Ohio Test of English Language Acquisition) take grade-level classes delivered through sheltered instruction.

In order to graduate, students must pass all the required courses, pass five tests in the Ohio graduation assessment program (state mandate), and complete 120 hours of career preparation (i.e., internships; district mandate). Students begin taking the tests in 10th grade and the program staff provide extra tutoring. If they fail, they may retake the tests several more times. Students generally start interning or doing community service in 10th grade and add hours each year. The career preparation need not take place at the same location each year. Furthermore, students can usually have time credited if they have part-time jobs.

The mission of the Internationals Network is to provide quality education for recently arrived immigrant students by developing and sustaining small, public high schools based on a particular approach. The International Network's educational model promotes the teaching of interdisciplinary academic content in learner-centered environments where students with various English language proficiency levels and a variety of native languages interact. Classes at the high schools in the Internationals Network are designed so students learn collaboratively in small groups with students of other cultures and languages, building on the knowledge and strengths they bring to the classrooms. Classrooms are organized around academic projects that foster active student use of and growth in English language skills. This pedagogical approach, called the Internationals Approach, is based upon five major tenets:

1. *Heterogeneity and collaboration:* Heterogeneous and collaborative learning structures that build on the strengths of every individual member of the school community to optimize learning

2. *Experiential learning:* Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society

3. *Language and content integration:* Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study

4. *Localized autonomy and responsibility:* Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential

5. *One learning model for all:* All learners, faculty and students, experiencing the same learning model maximizes their ability to support each other

International high schools work to form close-knit, supportive communities for students who may feel displaced after moving from another country and who are unfamiliar with American language and culture. Students are continually encouraged to celebrate their cultural and linguistic individuality.

International schools have a required internship program through which students work somewhere as an intern, in a way that is linked to their academics. During or after the internship, students compile a written project or research paper. The internship opportunity helps students with career research.

As of the 2010–2011 school year, 14 international high schools had been opened. Twelve were in New York City in all boroughs except Staten Island and two were in northern California, in Oakland and San Francisco.

## Extended Learning Time

All of the programs we visited acknowledged that most newcomer students need time beyond the regular school day to learn English and the content subjects. This is especially important for high school newcomers who have relatively few years to develop academic English proficiency, take all the courses required for graduation, and pass mandated high school exams. To the extent that the programs have the resources, they have established after-school programs, Saturday school and summer school opportunities, and other options that extend the learning time. At some sites, particularly programs within a school, the newcomer students can join regular ESL or mainstream students in after-school learning activities. For example, Port of Entry students can be part of the Union City High School Hispanic student mentoring program, and the students at the high school ESL Teen Literacy Center are encouraged to join the district ESL Saturday school.

In recent years, budget constraints unfortunately have eliminated separate newcomer summer school classes, as at the Intensive English Program at the Dayton Learning Center, or cut staffing or instructional time at some programs, but in those cases, the newcomer students are often encouraged to attend other district options, such as regular ESL summer school. Transportation is also a limiting factor for some of the programs, particularly separate-site programs. District busing schedules are complicated, and when newcomer students who attend the program live all over the district, a single bus for after-school activities can rarely suffice. In some cases, newcomer students take a regular bus to their home schools in the morning, and then get on another bus to be transported to the newcomer center. At the end of the school day, the reverse happens. However, it can be problematic if a student stays after school and thus cannot catch the bus back to the home school at the end of the day.
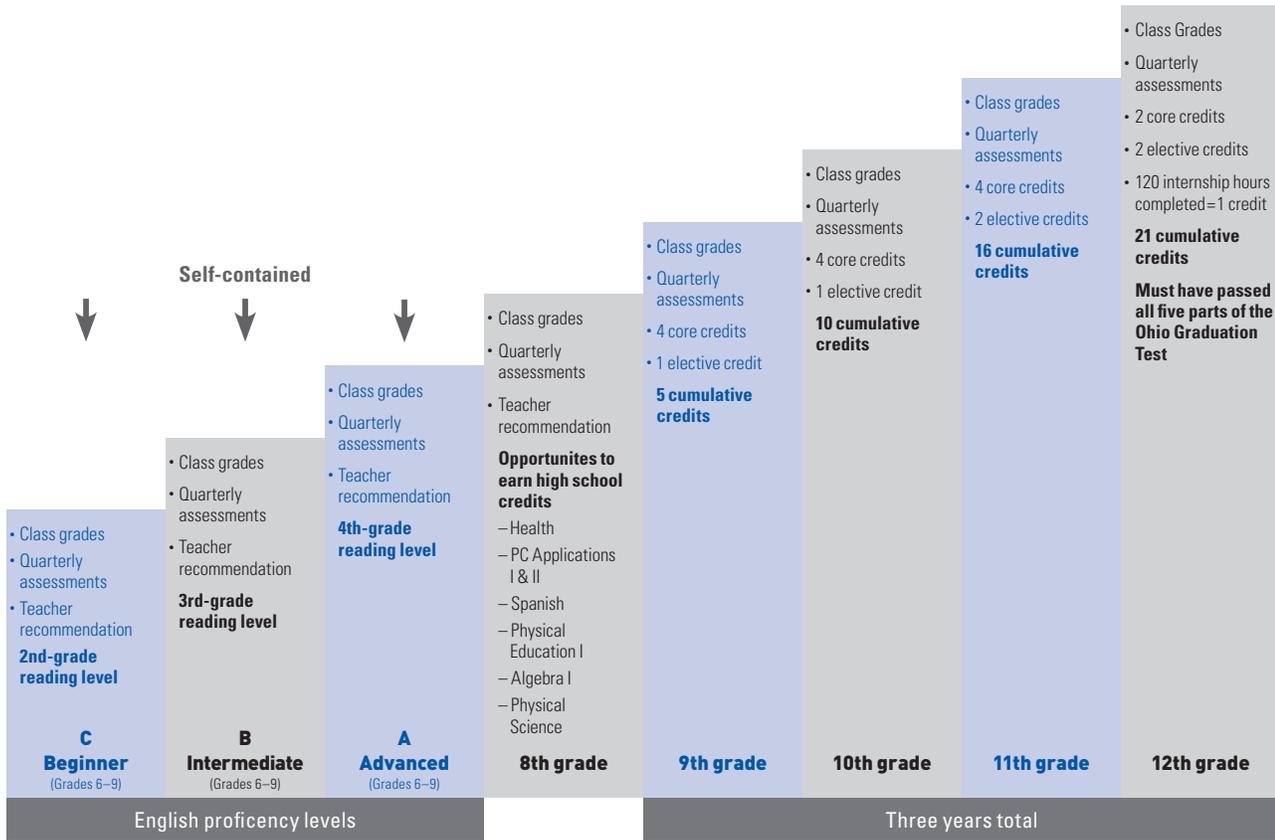
*Figure 3.3.* Columbus Global Academy's steps to graduation.

Source. Courtesy of Kerri Gonzalez.

Programs in locations where students use public transportation to and from school, such as in New York City, have more flexibility. Students can catch the subway to school and arrive early to take advantage of before-school tutoring, for example, or stay late for after-school courses. Public transportation facilitates Saturday school and summer school attendance as well.

Read "Extended Learning Time at the High School of World Cultures" on page 44 to learn about the wide range of extended learning opportunities available to newcomer students at that particular school.

When all the students live within walking distance, as is the case with the Salina Intermediate Literacy Newcomer Center, extended learning options are also more feasible. One teacher and one paraprofessional regularly stay after school to help students with homework. The school sponsors an after-school program in the community center, which is attached to the school, where students have access to computers for homework support and high school students come several days per week for tutoring. A summer school program is offered 4 hours per day, 8:30 a.m. to 12:30 p.m., for 6 weeks.

A number of programs use grant funds to support extended learning time. Some of these funds finance transportation and teacher time, as in the case of the Explorers Club, which is funded through a New York State Department of Education SIFE grant, at the International High School at Lafayette for new-to-the-school students and those with interrupted schooling. In this club, several teachers accompany 10–15 students on Saturday field trips, which are aligned to a teacher-developed activity booklets. Students receive free Metro cards for three trips per day: from their home to the group's meeting point, on to the field trip location, and finally back home. Several programs, such as the Academy for New Americans, Salina, and the International Newcomer Academy, received the federally funded 21st Century Learning Center grants to set up academic enrichment programs. The program at the Academy for New Americans, in fact, has grants from multiple sources: federal, state, and local. These support after-school tutoring and classes in art, drama, language development, math, and sports, as well as a Saturday School. Most of the students participate in one of these programs at least 2 days per week.

## Extended Learning Time at the High School of World Cultures

The High School of World Cultures has created extensive opportunities for students to extend their learning time beyond the regular school day. The school provides students with the following services: PM School, Saturday Academy, vacation institutes, summer school, tutoring, clubs, and sports. The principal and teachers examine student performance on benchmark exams and quarterly grades to recommend students attend some of these programs. Students may also choose to attend on their own.

### PM School
PM School is offered for 2 hours after school, Monday through Thursday. One class meets Monday and Wednesday; another, Tuesday and Thursday. Students may take one or two classes. The aim is to give the students every opportunity to develop their English skills and earn the required credits to graduate and attain a diploma. Types of classes include 1) courses needed for graduation that some students have failed and must retake; 2) Regents exam preparation classes (which may be held during the few weeks leading up to the exam administration); 3) SIFE classes (for students with interrupted formal education) held 2 days per week: one day focuses on writing and listening, the other day on Rosetta Stone, a computerized language learning program; and 4) classes to clarify information for dual language students (i.e., information that they might not have understood during the regular day). Students in PM school receive a snack, similar to a bag lunch. New York State SIFE grants help fund the PM program for students with interrupted formal education. The Charles Haven Foundation helps funds the PM program for dual language students.

### Saturday Academy
The year-round Saturday Academy is for students who need preparation for the New York State Regents exams. Four teachers work at the academy, which lasts from 8:00 a.m. to 12:30 p.m.

### Vacation Institutes
The school offers courses during winter and spring breaks. For example, over the winter break, students may enroll in classes where they review and study strategies for the Regents exams they will take in January. It is run as a tutorial and is usually held for 4 days from 9 a.m. to 12 p.m.

### Summer School
A 6-week summer school is held from the beginning of July through mid-August. A variety of courses are offered, such as credit recovery courses (for students who have failed a course) and Regents preparation. Juniors and seniors who are preparing for college are very strongly encouraged, but not required, to attend. Students receive lunch while in summer school. The teaching staff changes throughout the summer.

### Tutoring
There are two shifts for the teachers at this school: Some work periods 1–8 and others work periods 2–9. This schedule opens up time for tutoring students before and after school. Students and teachers arrange to meet.

### Clubs
Several clubs are available to students. One is the social studies club that meets every Friday to plan community service efforts. There is also a dual language club and a culture club.

### Sports
As a small school, the High School of World Cultures would find it difficult to field sports teams alone. However, because it is based at the James Monroe Campus, which houses other small schools as well, students from the High School of World Cultures can join campus-wide teams as long as they have at least a 65% grade point average. Some students go to PM School for 45 minutes, then go to sports practice and complete additional PM work at home.

## Staffing

The success of the newcomer programs is not just in the program design and course offerings. It is in the staff as well. In most of the case study sites, the principals were able to choose their staff and usually included a teacher committee in the application review and interview process. Staff may include principals, teachers, paraprofessionals, guidance counselors, parent coordinators/liaisons, social workers, and school nurses. Some of the larger programs, like the Columbus Global Academy, have all of these.

Not surprisingly, the number of teachers in the newcomer programs is proportional to the number of students. Of the 10 case study sites, the Intensive English Program at Dayton has the smallest staff with one full-time and one part-time teacher. There were also part-time tutors (like teaching assistants) and a family liaison but budget cuts eliminated those positions. The Columbus Global Academy has the most teachers, more than 40, plus other staff as described above. In some programs within a school, staff work part-time in the newcomer program, as at the middle school ESL Teen Literacy Centers, and part-time in the

regular general education or ESL program. Programs reported this as an effective use of personnel resources.

When asked about the characteristics desired in newcomer teachers, the administrators listed the following qualifications:

- Collaborative and hard-working
- Has lived abroad and is sensitive to and interested in other cultures
- Has studied or speaks a second language
- Can integrate language and content learning
- Has an ESL or bilingual endorsement or certification

Most of the case study sites had many experienced teachers on staff. At the Academy for New Americans, for example, 13 of the 14 teachers have taught for more than 10 years; three teachers (along with the principal and two school aides) have been with the school since it opened 15 years earlier. The International High School at Lafayette was a contrast: of their 21 teachers, only one had 10 years of teaching experience; most had less than 5 years' experience, and half were first-year teachers upon hiring.

Seven of the case study programs also have one or two teaching assistants or paraprofessionals to support the teachers and newcomer students in class. These individuals usually speak at least one of the students' native languages and have experience as teachers (some in their home countries) or are teachers in training. The International High School at Lafayette and the Columbus Global Academy have a special education teaching assistant, which is unusual among the programs. The International Newcomer Academy has six assistants across the middle and high school levels. The situation at the Columbus Global Academy is more remarkable: the program has 30 bilingual assistants and, surprisingly, an administrative staff member explained, "Finding these staff has not been difficult; they come to the school." These bilingual assistants are matched carefully with teachers in the self-contained classrooms with the students at the lowest proficiency levels. There are generally two assistants per self-contained classroom, and some have strengths in different subject areas or bring social skills in their relationships with students of various cultural backgrounds.

Administrators also look for variety among staff in terms of the languages they speak. Having a multilingual, multicultural staff is considered a plus by all. Many of the principals and teachers rely on the parent coordinators and social workers to make connections among the students, parents, and community (see Chapter 4 for a detailed description of these connections). The larger programs (Academy for New Americans, High School of World Cultures, International High School at Lafayette, International Newcomer Academy) have designated guidance counselors to help the students too. Columbus Global Academy has a graduation coach who helps keep the students on track to graduation, monitors the courses they have taken and need to take as well as the high school state tests they have passed, and helps place and record their hours for career preparation.

One issue raised by some of the smaller programs was replacing staff. Finding the right individuals to work with adolescent newcomers can be challenging. In the Port of Entry program, for example, the teacher who had taught science moved away and the administration could not find a replacement for several years. As a result, the students did not have science as part of their ninth-grade curriculum.

## Transitions

Effective newcomer programs consider the transition process for students during the initial design stage of the program. They want the transition to be as seamless as possible to reduce student anxiety about leaving the program, but more importantly to ensure that the academic and social-emotional support many of the students need continues. A number of factors play a role in whether the academic path for the students is smooth or rocky, including whether students go to a new school or remain in the same one. The following list shows the key questions that programs consider as they plan for student transitions:

- How will students acclimate to the new environment (building, students, staff, transportation)?
- Does the transition site have appropriate courses for the former newcomer students?

- Are the staff at the new site prepared to teach former newcomer students, particularly those with interrupted educational backgrounds?
- What pathway and multi-year schedule is planned for the students to make it through high school and graduate?
- What credits do students carry with them upon leaving the newcomer program?
- What options are available for older learners (e.g., students age 17 years or older with no or few ninth-grade credits)?
- What support is available at the new high school site for the students to prepare for postsecondary opportunities?

## Programs Within a School

Transitions are fairly straightforward and relatively easy for students in programs within a school, as at Port of Entry, Salina Intermediate, and the middle school ESL Teen Literacy Center programs. Students are familiar with the building and have usually already interacted with the mainstream students in the cafeteria, after school, in gym or elective courses. They may ride the bus with other students or walk. Often, some of the teachers in the newcomer programs also teach in the regular program. That is, the newcomer ESL teacher may also teach ESL 1 or the newcomer pre-algebra teacher may teach sheltered algebra. Thus, when the students move to the next level class they are often already comfortable with the teachers' instructional practices. In the case of the Salina Intermediate Literacy Newcomer Center, even if the students do have any of the same teachers, they usually have several teachers who also teach using the SIOP Model approach and so they are accustomed to lesson routines and expectations. Another way Salina Intermediate eases the transition is to creatively utilize bilingual resource teachers who are provided by the district. Two such teachers work on site in classrooms; for some periods they push in to help teachers differentiate instruction, and for other periods they teach transitional classes, such as sheltered social studies, language arts, and science.

As noted in Chapter 2, a few programs in our database are programs within a school structurally but also enroll some newcomer students from other attendance area schools who then have to transition back to their zoned school. These students, while needing to get to know the home school staff and students, will have had opportunities in the newcomer program to interact with non-newcomer students in some of the ways described above.

The transition process for eighth graders is similar across the program models because most move on to a new environment in a high school, like all eighth graders in a district. At Omaha's middle school ESL Teen Literacy Center, teachers assess the eighth graders' readiness. Those who are not ready to exit into the ESL program at the high school may go on to the high school ESL Teen Literacy Center for 1 more year of newcomer support. A different situation happens at Salina Intermediate. There, most of the eighth-grade newcomers attend one high school that is at the other end of the district. This means they take a bus to school for the first time, and at a considerable distance. In the spring, the high school bilingual teachers come to meet the eighth-grade students, but these teachers have not had much professional development to work with newcomers and the high school does not have a dedicated counselor for this group of students. As a result, the principal of Salina Intermediate works with the high school guidance department to hand schedule all the eighth-grade newcomers.

## Separate-Site Programs

Students at half-day, separate-site programs, such as the Intensive English Program at Dayton Learning Center, face a transition process similar to that of the students enrolled at programs within a school. Half of the day they are in their regular school and the other half at the newcomer program. Once the transition takes place (based on student test scores, teacher recommendation, and for high school students, mastering key life and study skills [see Appendix E]), little changes structurally, except that students stay at the regular school all day. Of course, eighth-grade newcomers will transition to a high school just like all the eighth graders, newcomer or not.

For full-day, separate-site programs, transitions are much more complicated, particularly if the students might move on to a number of different schools. For example, the high school ESL Teen Literacy Center generally sends students to one of four high schools. Newcomer Center of District 214 sends students to four of the six district high schools (i.e., those with ESL programs). International Newcomer Academy sends students to one of the nine high schools and three middle schools in Fort Worth with Language Centers.

Academy for New Americans could potentially send its eighth graders to any high school in New York because the city allows student choice through an application process. Even the sixth and seventh graders might attend more than five middle schools in the Long Island City/Queens area. The Columbus Global Academy, up until the 2010–2011 school year, typically sent 50% of its high school students to many of the other high schools in the city.

The case study sites approach the transition process in different ways. The staff at the high school ESL Teen Literacy Center do not have much interaction with the staff at the high schools the students will attend and rely on the ESL teachers to acclimate the students to the schools. However, the program does build in a transition period for students. Students who reach the highest newcomer ESL level (C) and have met the readiness criteria (see Appendix F) may remain at the center for the morning and go to their new high school for the afternoon. During the transition period, the staff members at the newcomer program and the receiving high schools coordinate to set student schedules. For example, they may schedule literacy classes at the newcomer site and math and physical education at the new high school.

The Academy for New Americans and the International Newcomer Academy primarily rely on in-house staff to prepare students for the move to another school. At Academy for New Americans, the guidance counselor meets with each class to discuss expectations. With sixth and seventh graders, he talks about their zoned schools, other middle schools with dual language programs, and charter school options in the city. An administrator from IS 145 (a school in the same area that a large number of Academy for New Americans students will attend) comes to newcomer program to speak to the sixth and seventh graders about the bilingual/ESL academy and other academies in that school.

The Academy for New Americans guidance counselor devotes significant time to helping eighth graders with the high school selection and application process. He holds several group meetings for parents about the high school open enrollment process, gives presentations in all the eighth-grade classes for high school and career exploration, and sends information letters home. He also gives students practice applications (which he reviews and returns with

## Strategies to Ease the Transition from the Newcomer Program to the Regular Program

- Take field trips to the new school to help students become accustomed to the physical layout and meet some staff

- Have newcomers shadow students, particularly former newcomer students, in the new school for 1 or 2 days

- Schedule students for half day at the newcomer program and half day at the high school for one semester or 1 year

- Hand schedule the newcomer students into their courses

- Offer targeted professional development for the receiving teachers, particularly if students have significant educational gaps

- Hold meetings between the staffs of the two schools in advance of the transition in order to share academic and other relevant information about the students

- Ensure feedback and communication between newcomer staff and receiving staff, sharing ideas for instructional practices and monitoring former newcomer students' progress
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feedback) and takes eighth graders to several of the open houses held by high schools and encourages them to attend other open houses at specific high schools of interest. Some parents set up one-on-one meetings with him.

The administration and teachers at the International Newcomer Academy are actively involved in helping the students make the transition into the middle and high school Language Centers. It begins when the high-school-age students enroll and the guidance counselors develop Academic Learning Plans, 4- or 5-year pathways to graduation that list courses the students would take each year. The actual transition is somewhat complicated by the fact that only nine high schools and three middle schools have Language Centers, yet not all students live in the attendance areas of those sites. Staff must therefore determine which center is appropriate, given each student's address. The International Newcomer Academy principal works with the principals of the receiving schools and the counselors to plan trips to the schools for visits before the students transfer. In addition, because the lead teachers at the Language Center of the receiving schools meet with the International Newcomer Academy lead teachers monthly, they are able to share information about specific students, including the Academic Learning Plans.

When International Newcomer Academy students transfer, they are provided with a folder that includes their transcript, Academic Learning Plan, report card, information from the receiving school, and the rules of the receiving school. The lead teacher of the language center receives the students' reports. If students are fluent in Spanish, they may receive foreign language credit in Spanish. Students who are 17 or older may be eligible for Success High School, an alternative program for students who are older than most students at their grade level. These students may opt to attend Success because of its special sensitivity to the needs of older learners and its accelerated credit program.

Over the years, the Newcomer Center in District 214 has carefully designed a process that smoothes the transition for its students. Currently, four Newcomer Center 214 teachers are designated as liaison to one of the four high schools with ESL programs in the district. Throughout the school year, the Newcomer Center 214 staff make an effort to connect the newcomers with their home schools through school dances, athletic events, sports, and clubs at their home schools. Meetings with parents are also scheduled as needed to discuss the new schools. As the end of a semester approaches, the following steps are taken:

1. Newcomer staff meet weekly to discuss student progress and evaluate potential candidates for transition. They consider the students' performance, work product, class participation, level of acculturation, social and academic language development, and motivation while at newcomer program and collect feedback from all of the teachers.

2. All transitioning students visit their home schools with the newcomer staff liaison and are given a tour by home school personnel. They meet the teaching staff for English language learners. Some students may shadow a former newcomer student for 1 day.

3. The Newcomer Center staff prepare student transition profiles (see Figure 3.4) for those students that are ready for transition. These profiles include math and ESL placement recommendations.

4. A transition conference call is set up with the guidance counselor and lead ESL teacher at each of the four high school campuses to discuss social, academic, and

other needs of each transitioning Newcomer Center student. The profiles are sent to the receiving schools.

5. During the conference calls, newcomer staff try to give the counselor and ESL teacher at the receiving school a strong sense of the students with candid discussions of their strengths, weaknesses, interests, and concerns. They discuss the credits students will receive for the courses taken at the Newcomer Center and the course schedule students will get at the high school, including electives. They discuss possible clubs, sports, or groups the students might be encouraged to join.

6. Also during these calls, the staff of the receiving high school discuss the progress of former Newcomer Center students, especially those who transitioned the prior semester or those who are graduating. The Newcomer Center has planned a more extensive monitoring process that will provide the newcomer staff electronic copies of exited students' progress and grade reports.

7. Prior to the start of the semester, the receiving high school's ESL counselors give the Newcomer Center staff the transitioning students' schedules, locker assignments, and bus information to share in advance with the students.

## Whole-School Programs

The transition situation at the whole-school programs takes a different focus. The goal in these programs is to transition the students via graduation either to college, a technical or trade school, or a job. Ensuring graduation is the prime goal. Supporting the students' choices after graduation is the second goal.

Most of the high school programs among our case study sites (including the separate-site and programs within a school) enroll students in the ninth grade. Exceptions occur if students have come with transcripts from their home countries with courses that can be given enough credits to qualify for 10th-grade status. Some students even enter with enough credits to begin in 11th grade, and the principals consider these situations on a case-by-case basis. In most instances, however, the principals will encourage the student to enter as a 10th grader in order to have more time to develop academic English and prepare for the rigorous standards in content areas. Because

**Sanjah Puri**
ID 55443   DOB 9/3/1994
Start Date 10/28/2009

|                     | **Pre**   | **Post** |
|---------------------|-----------|----------|
| **Writing:**        | 10        | 12       |
| **Dora/Lexile:**    | below 250 | 275      |
| **Currently in Math:** | 462/63 |          |
| **Continue in Math:**  | 464/65 |          |

**Academic:**
High reading comprehension skills but weaker in writing
Does not speak in class unless prompted
Had prior schooling in India

**Social:**
Respects teachers and classmates
Was homesick the first semester

**Other:**
Lives with mother, father, and two siblings; father was in U.S. for 3 years before rest of family came
Enjoys the computer
Played cricket, might try baseball

*Figure 3.4.* Sample student transition profile from the Newcomer Center of District 214.

Note. The student name is a pseudonym and some information has been modified to protect the student's privacy.

in many of the newcomer programs, the students will be the first in their families to attend college, this extra time helps students and families become more knowledgeable of the expectations and challenges of college enrollment.

Some key postsecondary transition strategies at the high schools include the following:

*College*

- Guidance counselor or other staff take students on college field trips, usually a community college and a 4-year institution.
- Students participate in College Now program in which they take a college course each semester and receive college credit.
- Seniors take one elective course focused on college preparation. The teacher works with students on identifying potential colleges, writing and submitting college applications, writing and submitting financial aid packages, weighing options once accepted, and the like. The elective teacher or the guidance counselor may spend a class period or two discussing expected behaviors at college and study skills tips.
- Former graduates return and speak to seniors.

*Workplace*

- The newcomer program or home school sponsors internships. Students work part-time and attend school part-time. At school they have support for getting the internship, debrief on the work situation each week, and may have an academic task, such as a writing project or an oral presentation at the end of the internship time.
- An elective or ESL class helps students write resumes, complete job applications, and practice for interviews.

- The newcomer program helps older students transfer to an alternative career academy in the district or associated with the district. For example, some Dayton intensive English students go to the Massanutten Technical Center.

Some programs expressed the concern that former students who begin their studies at the college or university do not always find the support system to help guide them through the course selection, time management, and the like. The emotional support may also be lacking. Several of the newcomer high school teachers explained that they have heard of a number of graduates who dropped out of college in the first year due to the lack of academic and emotional support. To address this concern, staff at the High School of World Cultures offer college advising to assist students with the transition to college life and the real world.

## Conclusion

Many of the programs we visited have evolved over time. We selected programs that had been in operation for 4–5 years—enough time to become established in the district and have a stable funding source. The changes that the case study programs underwent were primarily geared toward improvement—ways to make the newcomer program better for the students and the delivery of instruction more effective. Certain aspects of the program changes mirror other changes in schools across the United States, such as the increased use of technology in the classroom.

These programs have experienced significant success in meeting their academic and social goals for the newcomer students. Smaller, shorter term programs had more modest goals than the full high schools but all were monitoring their students and reevaluating their program designs as needed. Many factors come into play in order for a newcomer program to function well, but dedicated staff and a desire to meet the students' needs are two of the more critically important.

### College Now at the International High School at Lafayette

College Now is a free program in which the 17 City University of New York colleges partner with various New York City public high schools to offer students academic courses for credit (up to 14 college credits may be earned by qualifying students before high school graduation), campus tours, and scholarship opportunities in order to prepare high school students for the upcoming college years. The textbooks and classes are free to the students. At the International High School at Lafayette, the program meets before school and was in its 4th year of operation at the time of our site visit. The International High School staff teach the courses as adjunct faculty of Kingsborough Community College. Typically two or three different courses are offered in one semester with 20–30 students per class. The procedure is as follows:

- Students express interest in participating in 10th, 11th, or 12th grade. They gather teacher recommendations and a portfolio of work. Five spots are offered to top 10th graders for the spring semester, and the remaining spots are for juniors and seniors, for fall and spring semesters.

- After selecting the students who will participate, teachers determine which class is best for each student who can take one course per semester. First they assign students to either a basic writing course (noncredit) or the Student Development course (two credits).

- During the following years they can take other courses each semester, although those who took Basic Writing need to take Student Development next.

- Only those who start in 10th grade can obtain the maximum 14 credits by the end of the senior year (two credits for Student Development and then three credits each for four more courses).

- Students give presentations about their College Now experiences during school.

- Two to three 11th graders from the College Now pool are selected to conduct research and work on the Intel Science Competition. This requires two courses. Not all the students who start this specialization complete the competition.

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[1] During the 2011–2012 school year, the district asked the Columbus Global Academy to reduce the newcomer students' time in the pre-ninth-grade program to one year.

# 4 Connections Among Newcomer Programs, Families, and Community and Social Institutions

We found that the newcomer programs we visited and many of those in our database have a comprehensive view of educating newcomer children. Their actions go above and beyond providing appropriate instruction in class to caring for the students and their families and making connections to the community and social institutions. The community in which a newcomer program is located often plays an important role in providing services for both the programs and the students and their families.

This chapter highlights the strategies and connections that newcomer programs use to bring the families and particularly the parents into the educational community of the school and to help them access the services that are available in their neighborhoods and cities. We add to the general information provided in Chapter 2 about the 63 surveyed programs' parental outreach and community partnerships with some specific examples from those programs and more details from our case study subjects. Overall, we found that programs have formed close partnerships with community organizations, city and county social service agencies, local hospitals and other health care institutions, and more. Many programs have grants from private foundations and support from large and small businesses to provide extracurricular activities. Moreover, programs have hired staff, such as parent liaisons and social workers, to specifically address the needs of the newcomer students and their families.

## Connecting With Newcomer Parents

Calls for parents to be involved in the education of their children have been prevalent in U.S. schools for more than a decade. Most of the efforts have assumed that the parents are products of U.S. schools themselves and know how the system works. But that assumption does not hold true for the parents of newcomer students. Some may have studied in schools and universities in their home countries, some may have an elementary school education only, and some may never have had any schooling. Few, if any, know about secondary schools in the United States. Telling parents to get involved is not a simple matter; showing them what school is like and how to get involved are critical first steps in reaching a parents-as-partners goal.

The newcomer programs that participated in our survey report a wide number of strategies that they employ to engage parents. As we noted in Chapter 2, one third have a parent/family liaison and/or a social worker on staff. More than half provide orientation to the United States and/or conduct parental outreach through translated school newsletters, bilingual PTA meetings, and special school events. The programs hire bilingual staff who can communicate with parents; in some of the larger school districts, programs can tap into an interpreter/translator pool for face-to-face or telephone conferencing. Many newcomer programs offer opportunities to parents to further their own education through adult ESL classes, computer classes, GED classes, and so on.

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The Parent Liaison is the 911 for families.

*—Columbus Global Academy parent liaison*

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Many of our case study sites have staff who work directly with parents, alternatively called parent liaison, family coordinator, and the like. Others have social workers who connect with students and families in lieu of or in addition to the parent liaison. In some cases, the guidance counselor takes on the responsibilities for connecting the parents to the school and to social services. The larger programs, like the Columbus Global Academy and the International High School at Lafayette, have access to all three types of specialists (counselor, parent liaison, and social worker) as well as additional district personnel, such as school psychologists. The parent liaisons and

## Effective Strategies Used by Case Study Programs for Newcomer Parent Involvement

- Hire a parent/family liaison
- Offer on-site adult ESL classes
- Conduct an orientation day
- Prepare a translated packet of key information
- Show a video about the school
- Conduct parent walk-throughs of classrooms
- Hold bilingual parent meetings and other special events
- Invite guest speakers of interest (e.g., firefighter, nurse, public librarian, immigration specialist) to parent workshops and PTA meetings
- Publish and translate parent newsletters
- Train a cadre of parent volunteers who would welcome new families, help in school, and provide other forms of orientation to the school and community

social workers are not always full-time employees and may serve the entire school, not just the newcomer program. Table 4.1 lists some of the responsibilities of parent/family liaisons and social workers. Clearly some of the functions overlap, and in sites where both positions exist, the staff members and administrators establish the division of responsibilities.

The programs also realize that logistics must be considered for parental involvement as well. A number of programs hold some meetings during the day and others at night to accommodate different work schedules that parents might have. For example, the principal at Salina Intermediate holds monthly principal-parent forums in the morning hours but also leads four nighttime meetings each year. The parent coordinator at the High School of World Cultures will send home materials in the native language and is available to talk with parents by phone if they cannot attend one of the parent workshops held by the school. Transportation to a program site can also be a problem. The programs in New York City are able to provide complimentary subway and bus passes to parents so they can attend functions at the school. The school nurses at Columbus Global Academy will sometimes disseminate information to parents through the local cable public access channel.

## Teach Parents About Their Children's School

When asked what type of information newcomer parents need in order to learn about the program, school, and school system, our case study sites offered many suggestions. The topics range from school or district policies to the students' daily school life to expectations for parental involvement. According to our study, newcomer programs recommend parents receive information about the following:

- Course schedules (child will have more than one teacher and more than one classroom)
- Physical layout of the school
- Homework
- Attendance policy (mandatory, phone call and note when child is sick)
- Discipline policy
- Immunization policy
- Dress code, winter clothing, physical education uniforms
- Cafeteria options
- Subsidized lunch applications
- Transportation to school
- Back to School Night
- Progress reports, report cards
- Parent-teacher conferences
- After-school clubs and sports
- Special education services
- Summer school
- The role of guidance counselors and other nonteaching staff

In most cases, the newcomer programs spend time explaining to parents how schooling in the United States differs from schooling in their own countries, discussing topics such as co-ed classes, collaborative group projects, testing, graduation requirements, and more. Potential cultural misunderstandings, such as the role of guidance counselors and social workers, the offering of special education services, and expectations for student behavior are addressed explicitly. (See "Addressing Cross-Cultural Differences" on page 54 for a process at Columbus Global Academy.)

All of the programs try to make the parents feel comfortable coming to or contacting the school. The parent

| Responsibilities of parent/family liaisons | Responsibilities of social workers |
|---|---|
| • Act as school contact for family (e.g., interpret cross-cultural information, assess family needs, explain school policies)<br>• Assist with registration<br>• Conduct home visits<br>• Interpret at parent-teacher conferences, school meetings, and other school events<br>• Translate school communications, including newsletters<br>• Conduct parent workshops; invite guest speakers<br>• Connect families with adult education services<br>• Lead adult ESL classes<br>• Connect families with social services<br>• Connect families with health services<br>• Maintain a clothing closet with donated coats and other clothing families might need<br>• Work with staff to establish student support groups<br>• Present workshops to staff on cultural differences and parent communication | • Connect families with social services (e.g., housing, jobs, food assistance)<br>• Connect families with health and mental health services and child health insurance<br>• Conduct home visits<br>• Assess students for health and mental health needs<br>• Lead student support groups (e.g., family reunification, depression, conflict resolution, pregnancy prevention, young mothers)<br>• Provide one-on-one counseling for students<br>• Provide family counseling<br>• Liaise with refugee resettlement groups<br>• Liaise with migrant education program<br>• Liaise with homeless shelters where some newcomer families live |

liaison, principal, and other staff let parents know which staff members speak their native language and explain how they can reach their children's teachers. Holding special events like a family Thanksgiving night or an international dance night allows parents to come to school and enjoy themselves in a no-pressure situation. For example, the teachers at the International Newcomer Academy invite parents to family nights at the school and take the opportunity to share the students' progress reports. The parent group is divided in two, and while one group listens to a guest speaker (such as a health service provider), the other meets with the teachers and discusses their children's performance at school. The home-school liaison/social worker at the Intensive English Program at the Dayton Learning Center facilitated newcomer families' participation in their No Child Offline program by taking computers that schools no longer used into the newcomer family homes, providing free dial-up internet service, and showing parents how to access information online about the school district and to monitor their children's grades. The principal of the Salina program takes parents on walk-throughs. He pointed out that many of his students' parents had never been inside an American school and did not know what a classroom looked like. Rather than a simple tour of the building, he takes parents into their children's classes for 5 to 10 minutes so they can get a sense of what the

teachers and students do. Even if they do not speak the language, they see the interaction and participation of their children, student work on the walls, and the learning resources available.

Teachers report that they can better explain how parents can be advocates for their children's learning—from monitoring homework time (even if the parents can not assist with tasks) to encouraging reading every night in the native language or English—once the parents have a better understanding of what school is like.

The Language Development Resource Teacher fills the role of family liaison, taking away the language barrier for parents of Spanish-speaking students. Her goal is to empower parents not just resolve problems.

—*Newcomer Center, Pasadena Unifed School District, California*

Some of the programs have succeeded in bringing parents into the school as volunteers. At the Academy for New Americans, for example, some parents who attend the adult ESL classes three mornings per week become volunteer buddies for new parents who arrive during the school year. The principal at Salina has built trust with parents through a monthly principal-parent forum, and he has encouraged

some parents to participate in the School Improvement Plan process. Parents also participate on school leadership teams at the International High School at Lafayette.

## Teach Parents About School Transitions

Parents may become comfortable with the newcomer pro-gram but feel some anxiety about moving to a new school when their children's time at the program ends. In some cases, as mentioned in Chapter 3, the students remain at the school, such as in programs within a school or whole-school programs, so this transition process occurs relatively smoothly. But when students move from full-day, separate

site programs to their home school or from eighth grade to a new high school, it can lead to apprehension for the parents as well as their children. At some of our case study sites, such as the Academy for New Americans, guidance counselors help ease such concerns by meeting with the parents of eighth graders to explain the transition process and help with high school selection.

Postsecondary options for high school newcomers is another area in which parents can become more informed and involved. Parents are concerned about their children getting into college or getting jobs, and some have questions about immigration status. At the High School of World Cultures, the principal meets with each student and parent in their first year at the school to explain what it takes to gradu-ate from high school and what it takes to go on to college. Teachers and counselors at several of our case study sites meet with parents of 11th- or 12th-graders to discuss college and the financial aid application processes. Sometimes, par-ents and the parent liaison meet one-on-one, typically at the school, to discuss goals for their children or ask questions such as "What would college life be like for my daughter?"

## Teach Parents About Opportunities for Themselves

A few of our case study sites offer adult ESL classes within the building that may be taught by program staff or district personnel. For example, at Salina and the Academy for New Americans, the adult ESL classes are held in the mornings so that parents may drop their children off at school and stay for class. At the Salina Intermediate Literacy New-comer Center, the principal is sensitive to cultural norms, particularly for recently arrived families from Yemen, where men and women are often separated in public. Therefore, during our visit in the fall of the 2010–2011 school year, two adult ESL classes were held exclusively for women and another class was for men. Computer labs are also some-times made available to the parents during certain times of the day. At the International High School at Lafayette, some teachers teach English classes for the parents after school from 5:00 p.m. to 7:00 p.m., twice a week.

Other programs direct parents to adult education servic-es within the school district. For example, the staff at the Intensive English Program encourage parents to enroll in Skyline Literacy, a nonprofit, community-based adult

education program in which tutors help parents learn conversational, reading, and writing skills in English. At Newcomer Center 214, the staff visit all the families of newcomer students and assess their needs. As appropriate, they refer families to the home-school liaison who also conducts a home visit and connects families to services such as food stamps, clothing, and education (e.g., adult ESL, Spanish GED). She follows up with each family minimally once per month and informs Newcomers Center 214 staff of pertinent information. Based on her experience, she recommends the following topics for parents to learn about:

- Family budgeting
- Setting educational and personal goals for themselves and their children
- Using critical thinking skills for child rearing in the United States
- Self-assessing job skills and interests
- Entrepreneurship

## Linking Programs, Homes, and Community Resources

Newcomer programs access the social capital of their communities for two main reasons. The first is to enhance the educational opportunities for the students and sometimes their teachers. This may involve bringing guest instructors to the school for several lessons or units, particularly for art and theater which tend to be underfunded subjects, or for operating extracurricular clubs. In the cases of the high schools, establishing partnerships with local colleges and universities or job sites are also a common means of achieving this goal. The second reason is to link families to social services. By helping the families become acclimated to the United States and helping them meet the basic needs for food, clothing, housing, and jobs, the programs realize that their students will be better able to learn and more successful in school. We also found among our case study sites that other community links are utilized, even if they are not called a partnership per se. For example, some organizations provide special guest speakers for newcomer program events. Others are on call for health and mental health services. City and county social service agencies are frequent referrals.

Partnerships are formed in a variety of ways. Sometimes an administrator or teacher makes a personal connection with an agency. Sometimes community groups contact the schools and offer their services. In the case of refugee resettlement agencies, such as Catholic Charities at the International Newcomer Academy in Fort Worth, and ethnic organizations, such as the Arab Community Center for Economic and Social Services in Dearborn and the Southern Sudan Community Association in Omaha, the newcomer families may have already been welcomed by the group before the children enroll in the schools. In some cases, the main partner—such as Community Education in District 214 working with Newcomer Center 214—is a group with a strong interest and capability in working with schools and families in the district and offers a broad array of educational and social services.

Our case study programs have developed a wide range of partnerships. We describe some representative ones in the sections below and also present key partners and their activities in Table 4.2.

### Partnerships With an Educational Focus

The most prevalent type of connection in the newcomer programs is with institutions of higher learning and with other educational organizations. These partnerships typically supplement the regular academic offerings in the program. In Chapter 3, we described the College Now program available at the International High School at Lafayette. Also at this school is a Network for Teaching Entrepreneurship (NFTE) program that teaches entrepreneurship by having students create small businesses. One of the school's teachers is trained by the NFTE organization and teaches a class for 8–10 weeks. Every student receives $20, and student pairs pool their money to operate their own business. NFTE holds local competitions. Another good example comes from the International Newcomer Academy, which partners with providers of supplemental educational services that recruit students for tutoring. When parents agree to receive services, the school provides computers for the tutoring at the school.

Arts organizations are frequent partners with schools in New York City. Theater Moves, for example, sponsors a teacher in residence once a week for 12 weeks at

*Table 4.2.* Examples of Partnerships With Newcomer Case Study Programs

| School/Program | Key community partner(s) | Partnership activities |
|---|---|---|
| **Programs within a school** | | |
| Salina Intermediate Literacy Newcomer Center | Arab Community Center for Economic and Social Services (ACCESS) | Provides social services for families, including immigration assistance, job referrals, food and shelter, health services, ESL education opportunities, parenting support, and youth academic services. Runs after-school and summer programs. |
| ESL Teen Literacy Center (middle school) | Southern Sudan Community Association | Welcomes refugee families and helps enroll their children in school. Provides some training to teachers about refugee groups. |
| Port of Entry | North Hudson Community Action Corporation | Operates a pediatric clinic, which opened in 2011, in the Union City High School for the newcomer program, the home school, and the community. |
| **Separate-site programs** | | |
| Newcomer Center, H.S. District 214 | District 214 Community Education Program | Offers adult education, English classes for adults, GED courses, Spanish GED courses, and citizenship classes. Helps with family matters, such as low-cost health care and access to food pantries. |
| | Outward Bound | Enrolls some newcomer students in its summer adventure program. |
| ESL Teen Literacy Center (high school) | Southern Sudan Community Association | Welcomes refugee families and helps enroll their children in school. Provides some training to teachers about refugee groups. |
| Academy for New Americans, IS 235 | City Lore | Integrates art into the social studies classroom by sponsoring a visiting artist. Students visit museums, create art work, connect to historical periods, and write in journals. |
| | Queens Theater in the Park | Two actors/artists work with about 20–25 seventh and eighth graders on Saturday afternoons, March through June, to write and perform a play at a park in Queens. Five city schools participate each year, and each school designs its own play. |
| International Newcomer Academy | Catholic Charities | Offers interpretation and translation services at school site. Provides orientation about the school system (e.g., attendance, busing, cafeteria options) to parents in their native languages at the apartment complexes where the families live. Arranges student access to paid and volunteer tutors; some work in schools, some in homes. Presents workshops to staff on cultural orientation and new refugee populations, including why and how they came, trauma issues, educational backgrounds, and more. Networks with two other refugee service groups in area. |
| | Family Counseling Center | With guidance counselor referral, provides counseling services to address cases related to posttraumatic stress disorder and other more complex student and family needs. |

| Intensive English, Dayton Learning Center | Rosetta Stone | Provides free subscriptions to Rosetta Stone software because the program was initially developed in a town nearby. |
|---|---|---|
| | Skyline Literacy | Tutors parents to learn English, reading, and writing. |
| **Whole-school programs** | | |
| High School of World Cultures | Hunter College | Offers professional development to teachers to improve math and science instruction and trains students who excel to be paid math/science tutors. |
| | Charles Haven Foundation | Helps fund the after-school program (known as PM School) for dual language students. |
| International High School at Lafayette | The Guidance Center of Brooklyn | Provides social workers to the program 3 days per week, mostly to address mental health issues for students and their families. They screen all students routinely using a survey. They make sure students are signed up for insurance if needed. Social workers meet with four to five students each day they are on-site. |
| | New York Cares | One of the science teachers runs a service learning club with NY Cares. Students do monthly coat drives, for example. |
| | French Embassy | Provides native language support in French heritage language for Francophone students. Supports teachers with project-based learning in their French classes, runs art and music contests, and hosts a summer program. Took students on a trip to Montreal in Summer 2010 and found travel grants. |
| Columbus Global Academy | Federal Bureau of Investigation (FBI) | Runs a junior FBI program for students. |
| | Ohio State University eye clinic and LensCrafters | OSU medical students conduct vision check-ups for students, and LensCrafters gives free eyeglasses once per year. |
| | St. Vincent's Hospital and Rosemount Center | Offer mental health services and counseling for students and families. |

the International High School at Lafayette to teach the students in the drama class on one of the 9th- and 10th-grade teams to write and perform skits. The Manhattan New Music Project complements the projects of the visual arts teacher at the International High School for the other 9th- and 10th-grade team. Queens Theater in the Park funds two actors/artists to work with five middle schools, including the Academy for New Americans. Students work on Saturday afternoons for about 4 months, writing and rehearsing a play and building the sets. The program culminates with a student performance in The Queens Theater in the Park with parent and community audiences.

The case study newcomer programs also have partnerships that benefit the newcomer teachers. For example, through a National Science Foundation grant, Hunter College helps students develop math and science skills by providing professional development to their teachers. Some teachers at the High School of World Cultures (and also New World High School teachers, another program in our database, but not the subject of a case study) attend workshops in classroom organization techniques, delivery of instruction, item and data analysis, and developing interventions. Students at both schools who have done well on the content area New York State Regents Exams may become paid peer tutors at their

schools, receiving Hunter College training on effective tutoring strategies.

## Partnerships With a Social Service and Health Focus

Many of the partnerships aimed at helping students and families center around health and social services. Newcomer programs link up with hospitals, clinics, counseling centers, job centers, food banks, housing assistance groups, and more. Having a community clinic in the school helps the Columbus Global Academy identify student health needs and connect them to local services. For example, if indicated from the nurse's exam, students who are enrolling in Columbus Global Academy receive vouchers for free chest X-rays at Children's Hospital to check for tuberculosis. A mobile dental clinic comes to the school twice a year as well. Medical students at the Ohio State University eye clinic perform eye exams once a year and Lenscrafters provides free eyeglasses to those in need. Local hospitals and agencies, such as St. Vincent's and Rosemount respectively, provide mental heath counseling.

## Partnerships With Refugee Resettlement Agencies

Refugee resettlement organizations, religious groups, and community ethnic organizations are active in 27% of the programs in our database, offering services for the area refugees and immigrants (see box on this page). These groups assist newcomers with food and clothes, housing, orientation to the United States culture, and health needs, including counseling and caring for their social and emotional well-being in and out of school. Some also offer tutoring services for students and parents.

Staff at the International Newcomer Academy pointed out benefits they experience as a result of the partnership with the refugee resettlement agencies. They report that the partnership accomplishes the following:

- Provides a conduit for incoming families to learn about schools the children will attend
- Provides information on refugee children through U.S. Catholic Conference of Bishops
- Has access to a statewide database and contact with the families

### Refugee Resettlement, Religious, and Ethnic Organizations That Help Newcomer Families

The organizations listed below were most frequently identified by programs that participated in our survey as helping the newcomer families. Note some of the local affiliates may have a slightly different name depending on the region. For example, Lutheran Immigration and Refugee Services is known as Lutheran Family Services in some locations.

- Arab Community Center for Economic and Social Services
- Church World Service
- United States Conference of Catholic Bishops/Catholic Charities
- Episcopal Migration Ministries
- Hebrew Immigrant Aid Society
- International Rescue Committee
- Immigration and Refugee Services of America
- Kentucky Refugee Ministry
- Kurdish Human Rights Watch
- Lutheran Immigration and Refugee Services
- Southern Sudan Community Association
- United Methodist Family Services
- U.S. Committee for Refugees and Immigrants
- World Relief

- Helps students adjust to U.S. schools
- Helps with tutoring of preliterate English language learners
- Provides ongoing communication with school instructional staff and assists in connecting staff with refugee community
- Assists with family employment
- Through case managers who are from the refugees' cultures, serves as a complete reference to help newcomer families know what their benefits are and adjust to United States
- Directs education services workshops (e.g., how to teach English to refugees)

## Conclusion

Programs that participated in our survey and in our case studies have found many creative ways to serve newcomers and their families. The connections begin at the program level, where staff help parents understand the U.S.

school system and their local community and seek to help families meet basic needs through relationships with social service agencies. The program staff welcome parents to the schools, show them how to get involved with their children's education, and encourage them to take advantage of educational opportunities for themselves.

The relationships with outside agencies assist in both the educational and social realms. The partnership activities supplement what can be offered through the school itself, fill gaps in knowledge or cross-cultural understanding, and provide expertise not necessarily available within the program or school system. Programs and families benefit from the networks that are tapped and many of the community-based organizations are able to fulfill their missions. What is more unique among newcomer programs than among most schools is the emphasis on helping the whole child and his or her family. Recognizing the pressing needs of these new arrivals and finding services for them serve to orient the students and their families to their new lives and allow the students to focus on school matters once basic needs are met.

# 5 Monitoring Programs for Success

All educational programs, whether they are designed for a specific group of students, such as newcomer English language learners or gifted and talented children, or for the general student population, should measure their effectiveness in meeting academic and other goals. That is the purpose of a program evaluation. Most programs can be improved; therefore, it is important to conduct regular program evaluations whereby the data collected can be examined and affect positive changes to curricula, course options, or myriad other areas. In the current educational climate, district superintendents, school board members, and the public want to know that their tax dollars are being well spent. When hard budget decisions must be made if finances become tight, having proof that a program works can only strengthen its position.

In this chapter, we describe the type of program evaluation activities reported by the 63 programs in our database. We also provide an overview of program evaluations that have taken place at five of the case study sites, sharing how their effective use of data has helped them maintain and improve their programs. Finally, we offer suggestions for setting up a data system that can collect information about the newcomer students and their teachers and sample analyses that might be conducted using the data.

## Program Evaluation in the Newcomer Database

When we conducted our first survey of newcomer programs from 1996–2000, we had hoped to find strong evidence of success. Instead we found that most newcomer programs were not being evaluated in significant ways. We asked questions such as "How do you know the program is working?" and "How do you know the newcomer program is better than an alternative, such as placing students into the regular ESL program?" and most programs had no definitive answer because they did not investigate how students who exited their program performed in school after they had made the transition. Those that did some examination primarily mentioned having pre- and post-test results of an ESL proficiency test to show that students had improved their language skills while in the newcomer program, but little other student assessment took place. Teachers held meetings and attended retreats to talk about improving program design, but the conversations, as reported to us, tended to be unsystematic. Mostly we received anecdotal comments from teachers and administrators about the benefits of the program.

As we began this new survey, we sought more concrete results measuring the success of the programs. The accountability measures of the No Child Left Behind Act had been in place for more than 5 years and we hoped programs were collecting and analyzing data. Overall, however, we found mixed results. No Child Left Behind, as we mentioned in Chapter 1, led to the closing of some programs because newcomer students could not make proficiency benchmarks on tests written in English, the language they were just beginning to learn. New computer systems that have been installed to collate and track student data are rarely designed to tag newcomer students separately from ESL students so that their performance in school could be monitored over many years in and out of the newcomer, ESL/bilingual, and mainstream programs. Even in programs where data were being collected, time and funding for in-depth and longitudinal analyses were difficult to obtain.

Nine of the 63 programs (14%) in the newcomer database stated that they had not conducted any program evaluations. Two of the nine programs had been in operation for only 1–2 years and stated they were planning to have evaluations in the future. Another 14% of programs conduct only informal evaluations during which the newcomer program staff or the ESL staff, which includes the newcomer teachers, discuss the effectiveness of curricula, classroom materials, assessments, and other aspects of the newcomer program.

Twenty percent of programs listed a combination of informal and formal measures that they use to evaluate their programs, including teacher and/or student surveys, classroom observations, teacher evaluations, teacher recommendations, and staff retreats to discuss program issues. Most of these programs examine student performance through informal assessments, such as student progress reports, portfolios, exit interviews, classroom assessments, and end-of-course and benchmark exams, as well as through some formal assessments, such as state-mandated tests. Some programs monitor students' social and cultural adjustment and consider how well the program is helping them in those areas. Some programs compare the newcomer students' test scores with those of the regular English language learner population and mainstream students in the district.

The remaining 51% of programs reported using formal measures to evaluate their programs, such as student test scores, grades, attendance, course completion, dropout rates, graduation rates, and college acceptance rates. The last three items were factors in high school program reviews. A number of programs stated that they monitor exited students for a time, while they are still English language learners (or up to 2 years beyond exit from ESL), and a few programs pointed out that their districts use specific instruments for formal program evaluations, some on a yearly basis.

Very few programs indicated that they track the performance of exited students who move on to a number of different schools, middle school students who go on to high school, or any of their students if the program has high levels of student mobility (e.g., 25% or more newcomers leave the school system within a year or two). By far, the biggest obstacle to rigorous, long-term evaluations was time and money.

## Program Evaluations at Case Study Sites

Some of the programs that conduct evaluation in a more formal way were among our case study subjects. In this section we briefly describe some of the formal and formative evaluations that have occurred. We consider our three case study sites in New York City first because the New York City Department of Education provides data collection and analysis services to the programs. The subsequent two examples, the International Newcomer Academy and the Salina Intermediate Literacy Newcomer Center, show how programs have conducted in-house evaluations.

### Case Study Programs in New York City

The two whole-school, high school programs in New York City, the International High School at Lafayette and the High School of World Cultures, have several factors in their favor when it comes to program evaluation:

1.  For the most part, newcomer students enter their programs as 9th graders and remain through 12th grade. As a result, it is relatively easy to keep track of their progress.
2.  The New York City district accountability system collects and stores a large amount of data about each student in each school and research analysts for the city's Department of Education examine and report on the data. This system-wide support offers yearly feedback to schools on their performance via School Progress Reports. Included in the analyses are consideration of state test scores, course completion rates, and other measures. For high schools, this includes the Regents exams, graduation rates, types of courses completed, and types of diplomas students receive. The school environment is also measured with attendance rates and results of a school survey that is given to parents, teachers, and students to rate academic expectations, school safety, communication, and engagement.
3.  When the New York City district accountability system issues yearly school progress cards and rates a school on several indicators (i.e., student progress, student performance, and school environment), it also describes the results in terms of peer schools. In other words, a given school is compared with other schools with similar student demographics as well as compared with the entire district. These matched peer comparisons more fairly represent how the school is performing and carry more weight in determining the school's score. This is not a perfect situation and the newcomer program is not conducting an evaluation based on its own criteria for success, but the progress cards offer one means for examining program performance.

4. The New York City system also conducts regular Quality Reviews (i.e., program evaluations) that it shares with the school. Schools are on a 4-year cycle, unless they have persistent low achievement. These reviews rate a school's performance on five quality indicators related to a) gathering and using data, b) planning and setting goals, c) aligning instructional strategies to the goals, d) aligning capacity to the goals, and e) monitoring and revising school plans and practices.

5. Although the New York City Department of Education is required to report on how a high school is meeting federal benchmarks, such as reporting the 4-year graduation cohort, the city also reports on high schools' 5-year and 6-year graduation rates for state accountability. A 5- or 6-year graduation plan is more reasonable for high schools with high numbers of newcomer students.

### High School of World Cultures

In terms of the NYC system's performance and accountability process, the High School of World Cultures was rated an "A" school on the 2009–2010 School Progress Report, the highest rating. It has received an "A" rating for the past 2 years (2008–2009 and 2009–2010; results are not yet available for 2010–2011), moving up from a B rating the 2 years before. On its last Quality Review (which was completed in 2008), the High School of World Cultures received a "Well Developed" rating for each of the five quality indicators listed above. "Well Developed" was the second highest rating at that time; "Outstanding" was the highest. The 4-year graduation rate for this school was 79% in the 2009–2010 academic year. This was higher than the New York City high school average of 65% and the city average for English language learners of 46%. The attendance rate at the High School for World Cultures was 92%, compared with the New York City high school daily average of 87% in 2009–2010.

Within the school, the staff evaluate the program formatively. The principal hired a computer programmer to design software that met the school's data collection and analysis needs. With teacher input, a grading policy was established and collected in the software (e.g., grades, classroom test scores, homework, courses for graduation,

Regents exam scores, attendance). The software has color coding to indicate if students are passing or failing and both teachers and students have access to these data. The computer program also provides suggestions for interventions regarding attendance issues and instruction. The administrators and teachers regularly review the data and make adjustments in their instruction to reach higher standards. In fact, noticing that students were failing and had low graduation rates in the past led to the creation of the current dual language program that began in 2008. Twice each year, the teachers and administrators discuss the strengths and weaknesses of the program at weekend retreats. They also use interim assessment data to evaluate the program's progress, monitor student performance, and plan for the upcoming year. They identify students at risk for not being promoted a grade or for not graduating on time and target them for summer school.

Children first. No excuses. High expectations.

*—High School of World Cultures' motto*

### International High School at Lafayette

The International High School at Lafayette was rated an "A" school on the 2008–2009 School Progress Report but was rated a "C" school on the 2009–2010 School Progress Report. That rating reflects a low score on the student performance indicator that measures the school's success in graduating students. As a relatively new school, the International High School does not have a 6-year graduation rate as other more established schools do. Although it had a 46% 4-year graduation rate (matching the city's rate for English language learners), it had an 86% 5-year graduation rate. The low 4-year rate can be explained in large part by setbacks the school faced in securing a permanent location. When the school opened in 2005, it was not in the expected location near Kingsborough Community College. Instead, for 3 years it was in the Canarsie neighborhood, which is not an immigrant community and so the school struggled with student recruitment and retainment. On its last Quality Review (completed in 2009), this school received an overall rating of "Well Developed." Four of the five quality indicators were rated "Well Developed;" the fifth, planning and setting goals,

was "Proficient," the next best rating. The report praised the school's team structure and teacher collaboration as well as its high attendance rate. (Note that in 2009, the Quality Review reports dropped "Outstanding" as a rating, making "Well Developed" the highest rating, and revised the third indicator from "aligning instructional strategies to the goals" to "developing coherent and instructional organizational strategies.") The school attendance rate was 90% in 2009–2010, which was above the city's high school average rate.

The teaming approach at the International High School at Lafayette facilitates formative evaluations of the program. Students participate in English and math benchmark assessments three times per year and the principal and teachers on the teams examine student performance each marking period. They prepare a Scholarship Report noting the number of students who are passing and failing each course, and the teachers adjust instruction as indicated. The school holds a Portfolio Day each year when all seniors orally present the work they have been selecting for their portfolios since ninth grade. This process is not only a requirement for graduation but it also allows the teachers to monitor the students' developing academic language proficiency and content knowledge. Teachers are observed by the principals during classroom walk-throughs and more formal evaluations. Peers also observe one another from time to time. After each observation, teachers receive quality feedback on their instructional practices.

### *Academy for New Americans*

Even though the Academy for New Americans is not a whole-school program, the factors in the numbered list provided earlier (all but factor 1) still apply: for New York City accountability purposes, this school is measured like other middle schools. The major distinction is that students do not remain in the program for all 3 years of middle school—the majority exit after 1 school year. This factor affects the school's ability to monitor student progress after they have made the transition. However, within the program, evaluations regularly take place.

In terms of New York City's performance and accountability process, Academy for New Americans is rated an "A" school on the School Progress Report. It has

received an A rating for the past 3 years (2007–2008, 2008–2009, and 2009–2010).[1] The program has kept its top rating despite New York City's raised benchmark for middle schools during the 2009–2010 school year. On its last Quality Review (which was completed in 2008), it received a "Well Developed" overall rating and as the rating for each of the five quality indicators listed above. The Quality Review report noted that the students' performance on math and science are better than those of other middle schools with similar English language learner populations. The school attendance rate is over 97%, higher than New York City's combined elementary and middle school average of 93%.

Because most of the students are at the school for 1 year only, the school evaluates student performance primarily within the program. They use a wide variety of data to monitor student progress and adjust instruction, including pre- and post-language assessments, benchmark assessments in mathematics and English language arts three times a year and in ESL twice a year, report cards, and monthly skills assessments. They look at results of state tests and adjust instruction and course curricula as needed in subsequent years. The principal also conducts teacher evaluations through classroom observations and gives feedback regarding instructional practices and professional development opportunities.

## Case Study Programs in Other States
### *International Newcomer Academy*

Most of the other case study sites have less district-wide support for program evaluation than the New York City programs do. For example, Fort Worth Independent School District has an extensive database system that stores background information, assessment data, and program information for all students with limited English proficiency, including the newcomers at the International Newcomer Academy, and allows for monitoring of these students. Although the data could be disaggregated and examined in various ways, little analysis of newcomer student performance is done. At present, the Fort Worth Independent School District Accountability and Data Quality Office prepares an annual evaluation of the bilingual/ESL program. The International Newcomer Academy is part of that, but an evaluation of the program alone has not taken place. Because all of the students who test into

ESL 1 are served at the International Newcomer Academy, it would be possible to examine their academic success over time if resources were made available to do so. Further, the performance of the preliterate English language learners could be compared with that of the regular ESL 1 students.

Within the International Newcomer Academy program, however, the staff regularly examine the students' performance and their own instructional practices. The newcomer students are exempted from many of the state tests, so more informal measures are considered. Teachers set program goals and benchmarks for the students (e.g., 70% of the high school literate English language learners will meet two-thirds of the science objectives) and checks that the benchmarks are met on curriculum-based assessments. If needed, teachers plan instructional interventions. In the past, the program had a separate literacy class for all preliterate English language learners, but otherwise all newcomers were mixed for content classes. The in-program evaluation process led the staff to develop the current structure of four groups (middle and high school preliterate English language learners and middle and high school literate English language learners) and their specialized course schedules.

Some International Newcomer Academy staff also participate in classroom "learning walks." Several classes are identified for the walks and a specific focus is set, such as observing "accountable talk, cooperative learning, and clear expectations." Selected program staff and representatives of the district bilingual/ESL program conduct the walks, usually spending 10–15 minutes in each classroom, and an extensive debrief is held with the observed teachers afterwards. A subsequent planning meeting focuses on the findings from these walks in order to recommend professional development follow-up.

Finally, the International Newcomer Academy also tracks attendance data, and in 2009–2010, the program had a 95% attendance rate for high school and 97% rate for middle school.

### Salina Intermediate Literacy Newcomer Center

Salina Intermediate Literacy Newcomer Center has evaluated its program within the full school's evaluation process, which is conducted by the principal. He regularly analyzes student data (including state test scores, benchmark assessments, English language proficiency scores, reading and writing scores) and identifies students who are not making expected progress, including newcomers. The principal speaks with students individually about their grades and helps them set learning goals. He then develops an intervention plan with teacher input for each of these students and sets aside an intervention period in their daily schedules. For many students, the intervention period is partly spent in the computer lab using SuccessMaker, a computer program that supplements the students' regular math and reading instruction and tracks their individual progress. Some students have small-group or one-to-one reading instruction with a teacher during this period as well. In 2009–2010 for the first time, the school made adequate yearly progress (AYP) in mathematics and English language arts using the safe harbor calculation (which means the school reduced by 10% the number of students who did not reach the proficient level). The Salina students have an attendance rate of more than 90%, which is a higher average than the district overall.

Another way that Salina adjusts all programs at its school is through the School Improvement Plan process. Each year, all schools in the district write a school improvement plan to present to the superintendent and the cabinet members. At Salina, the teachers and parents give input for the plan through a committee. One positive change has been the inclusion of an advanced math (Algebra) course for eighth graders (it was previously the only middle school in the district that did not offer advanced math). Once the school improvement plan has been approved at the district level, all teachers and students read and sign it. The principal credits this process with a school-wide focus on achieving high goals for all students in the school, including those in the newcomer center.

## How to Evaluate Newcomer Programs

In order for newcomer programs to have evidence of their effectiveness in meeting student learning goals and to have data that can be used to refine and improve their program, we strongly recommend a systematic program evaluation each year or two. Such a process would examine formal

and informal assessment measures, looking at student and teacher performance, course offerings, entry and exit criteria, and so forth. Such an evaluation would be similar to a typical program evaluation but with a focus on the newcomer students' achievement over the long term—in and after exiting the program—along with their acculturation to the U.S. school system.

The steps to establishing a useful evaluation process include a) setting up a data system that can capture the relevant information needed for later analysis; b) recording baseline data about the students' educational background, native language literacy skills, English language proficiency, and content knowledge if available; and c) recording information about the students' performance and attendance while in the newcomer program and after exit, including information about graduation or drop out status. The goal is to set up a database to track information about the newcomer students longitudinally so analyses can be done after they have spent time in the newcomer program and in the regular school programs.

### Set Up the Data System and Record Baseline Data

The following recommendations will help programs set up a data system to collect and analyze information about their students' performance. New categories may need to be added to an existing database. Baseline information about the students needs to be recorded when they enter the program.

- Create a code for newcomer students. Tag all newcomer student records upon entry into the program in order to track their progress later. In other words, create an additional code in the district data system that will show which students are or were in the newcomer program. The code must be permanent so programs will be able to find their former students once they have exited the newcomer program.

- Create a code to distinguish between preliterate students or students with interrupted formal education and other newcomer students. This should be a separate category in the database or linked to the newcomer student tag.

- Record each student's date of entry into the program. Add categories to record their dates of exit from the newcomer program and from the language support

(e.g., ESL) program. Some future analyses may want to look at how long it took students to move through the newcomer or language support programs or compare the progress of various newcomer groups (e.g., those with interrupted formal education and those without native language literacy skills).

- Record the initial language proficiency scores of all newcomers, based on whichever assessment is used. One important goal of all newcomer programs is improving the students' English language skills. Having the initial assessment recorded provides the baseline for future comparison. In many cases, this initial assessment will occur during intake and registration.

- Include a category to record the number of years that the newcomer has attended U.S. schools. For most students this number is likely to be zero, but some newcomer families may have been in the United States before and left for several years. Some of the children may have been in U.S. schools for a year or two, perhaps during the elementary grades. These students with a partial U.S. education may exhibit some different patterns in terms of adjustment, literacy development, and academic achievement.

- Include a category to record the number of years that the newcomer has had in schools outside of the United States. We know from our surveys and interviews that, in general, teachers see a distinction between newcomer students who have had no years of schooling, some years of partial schooling, and grade-level equivalent years of schooling. In analyzing the data on the effectiveness of the program, it may be helpful to disaggregate data by the educational backgrounds of the students. Those with literacy skills may make faster progress in school than those without, for example.

- Create categories to record other educational information available, such as initial mathematics scores or native language literacy levels, that may be part of the intake/registration process. Because districts measure student performance using a wide range of tools and across several subjects, any assessments besides ESL proficiency that are given during registration should be recorded as baseline information for future analyses.

- Be sure to tag all students who qualify for the newcomer program even if they do not attend. Some districts have newcomer students who do not attend the newcomer program for some reason (e.g., the parents do not choose the option, the program is full). It is useful to tag these students in order to later compare them with those who have studied in the newcomer program. Therefore, the initial language proficiency scores and entry dates of those students are needed too. It may turn out that these non-newcomer-program students all start at higher ESL proficiency levels and stronger educational backgrounds. Having this information at hand will allow the analyses to be more robust.

- Identify the type of performance data that your superintendent, school board, or outside funder would welcome in order to make budget decisions. As the data collection system is set up, it is important to get feedback from the decision makers as to what they would consider valuable data. If decisions will be made about sustaining the program, having such data and analyses already prepared can smooth the budget process.

- Add a category to record student participation in extended learning opportunities, if the program plans any. If the newcomer program intends to offer after-school courses or Saturday school, for example, it is important to keep track of student participation in these learning opportunities. More time spent studying academic English and content is associated with deeper learning and may speed up the language acquisition process. In future analyses, it may be worthwhile to compare newcomers who participated in extended learning time with those who have not.

## Collect Data While Students Are in Newcomer Program and After Exit

The following items are additional types of data to collect and store in the student accountability system while students are in the newcomer program and after they exit. Most of these will be collected automatically as part of the regular assessment process in the district. Provided there is a tag on the newcomer students, the data should be relatively easy to retrieve when analyses take place. One suggestion is not to eliminate students from the database who move to another district or who drop out. Sometimes the families move back, as staff at Salina Intermediate Literacy Newcomer Center informed us. Also an analysis that examines which students remain in school and which drop out might be worthwhile in the future. Some of the data below may not apply to current newcomer students (e.g., middle school newcomers will not have a graduation item) but would be valuable for examination over the long term.

- Yearly English language proficiency scores
- High-stakes achievement test scores, such as reading, math, science, end-of-course tests, and high school exit exams
- Date of exit for the newcomer program and separate date of exit from ESL/language support services
- Attendance while in the newcomer program as well as in the program into which the student transitioned afterwards (because student absenteeism is correlated with student achievement, it is important to know if newcomer students have a high number of absences)
- Course completion (particularly for core courses required for high school graduation)
- Grade point average
- Grade retention (if any)
- Disciplinary actions (e.g., suspensions, if any)
- Special education status (if appropriate)
- Graduation status, including the number of years in high school before graduation and whether high school exit exams affect the graduation eligibility
- Dropout status
- Additional learning time that students took advantage of, such as summer school or Saturday school
- If in a bilingual program, data from second language proficiency tests and achievement tests taken in a second language (e.g., a New York State Regents exam taken in Spanish or Mandarin)
- College acceptance rates
- Postsecondary information (e.g., whether the students enrolled in a 2-year or 4-year college or a technical school or directly entered the workforce)
- Teacher certification or endorsements in ESL/bilingual areas and content areas
- Teacher observation results
- Additional data requested by the superintendent or school board

## Analyze Data

The following list, while not exhaustive, reflects the types of analyses that might be undertaken by the newcomer program or the school district. While the newcomer students are receiving ESL services, they might be compared with other English language learners who have not been in the newcomer program. Once the former newcomers stop receiving ESL services, their performance might be compared with all students, as suits the design (e.g., by grade level, within a subject). Some data might be examined in conjunction with outside researchers, such as professors at local universities or private research institutions.

Determine the length of time it takes the students to move up each proficiency level and to exit English language learner support. This type of analysis can be done within the newcomer student body and with comparison students. Among newcomers, determine how it long it takes them to move up each level. Disaggregate data by preliterate/underschooled and literate/schooled newcomers. Comparing newcomer students' progress with non-newcomer English language learners can also be done, waiting for the newcomer and non-newcomer English language learners to be at the same level of proficiency and marking growth from that point.

Compare the progress of newcomers with comparison English language learners over time. A variety of measures could be examined such as grade point average, graduation rates, dropout rates, college acceptance rates, achievement test scores, and so forth. This type of analysis would require longitudinal data and probably track students across different schools. Do fewer newcomer or former newcomer students drop out, for example, than other English language learners? Does it matter if they enter as newcomers in elementary, middle, or high school?

Examine students who have exited ESL services as two separate subgroups. This type of analysis can address whether a newcomer program can make a difference as a foundation for the language support services. Separate the pool of students who have exited ESL or bilingual services into former English language learners who attended the newcomer program and those who did not. Compare their achievement in terms of language development and performance on subject area measures.

Examine attendance data. Programs have reported to us that newcomer students have equal or better attendance rates than the school or district average. If these anecdotal accounts are borne out by data analysis, the newcomer program can demonstrate some of the value it offers the school system. Programs can also look for attendance patterns (such as extended absences) and their impact on newcomer student achievement. If possible, disaggregate data by students with good and poor attendance rates and examine achievement separately.

Examine the progress of other English language learners, such as their language attainment, particularly in the first and second proficiency levels of ESL services. This type of analysis can determine whether a newcomer program helps all English language learners at the lower proficiency levels make progress. For example, one research question might be: Are the students in ESL 1 doing better because the newcomers have separate classes? When Newcomer Center in Township H.S. District 214, which is a separate-site program, looked at the district data on English language learners, staff found that instruction was more coherent and English language proficiency of ESL level 1 and 2 students improved because there were no "newcomer" arrivals at their classes at the home schools. The newcomers' arrival was buffered at the center causing far fewer interruptions at the level 1 classes in the home schools.

Examine historical data for comparisons. Analyzing the impact of the newcomer program can also be done in situations where there is no matched comparison group. In such cases, historical data may be used. For example, the program may ask whether the graduation rate for English language learners has improved since the newcomer program came into existence and would compare the rates of newcomers who went through the program with those who from earlier years who did not.

Analyze the rate by which students retake key exit exams. Newcomer programs often seek to give students some extra time to learn English, build up subject area knowledge, and become adjusted to U.S. school policies and practices. One benefit of the program might be that students pass mandated exams more readily than students who did not participate in a newcomer program. Some questions to consider are the

following: Do newcomer students retake high school exit exams on average, for instance, more or less than non-newcomer English language learners? More or less than native English speakers? Consider the length of time that the newcomers have been learning English when interpreting the results.

Examine whether teacher certifications and experience affect the performance of newcomer students. Compare content teachers who have ESL certifications or endorsements with content teachers who do not. These types of analyses try to ascertain whether teachers with certain types of background knowledge and experience can make a difference when instructing newcomers. Results might indicate whether more professional development could benefit newcomer teachers and which topics might be worth devoting time to. Results might also lead program or district administrators to consider how to provide professional development more broadly, perhaps to teachers who receive the newcomer students after they exit the program.

Analyze the relationship between teacher instructional practices (as measured by observation results) and student performance. The broad question in this type of analysis is whether good instructional practices make a difference for newcomer students. Are the newcomer students of teachers who implement the program's recommended instructional practices performing better than students whose teachers do not? It is important to recognize that this type of analysis can be complicated if newcomer students have both effective and not-so-effective teachers in several courses each day. Therefore, it might be better to focus on one content area at a time, such as math, and investigate the impact of that content area's instruction on performance. This type of analysis can be linked to some targeted professional development a newcomer program undertakes in order to determine whether targeted professional development has had a positive impact on teacher practice and student achievement.

### Interpret Program Evaluation Results

As with any program evaluation, the results of a newcomer program review need to be interpreted carefully and short-term and long-term adjustments should be considered. Results of the data analyses might lead to changing the criteria for students to exit the newcomer program, for instance, or to offering two types of course schedules based on student educational background and literacy levels (as done at the Academy for New Americans, the International Newcomer Academy, Columbus Global Academy, and the International High School at Lafayette). The data might indicate what topics the newcomer teachers (or the teachers who receive the newcomer students upon exit) might benefit from if targeted professional development were provided, perhaps in content area literacy or mathematics. If students have high levels of absenteeism and poor achievement, substantial efforts to improve attendance may be advisable.

## Conclusion

To ensure the continued relevance and quality of a newcomer program, periodic program evaluation is essential. Change is inevitable—different types of newcomers arrive, new standards and assessments are implemented. Programs need to respond to change, but also check that their adjustments are effective. Regular program evaluations will help ensure they are. Further, it is important for administrators and teachers to prove the value of the program with data that policy makers regard highly. When a district faces economic constraints and tough decisions are to be made, positive evaluations will serve the newcomer program well.

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[1] The Academy for New Americans reports that it also received an A rating on the School Progress Report for 2010–2011.

# 6 Challenges, Accomplishments, and Recommendations for Newcomer Programs

All of the newcomer programs that participated in our survey reported that they confront challenges in designing and implementing their programs. Some challenges are logistical (e.g., finding a site for the program), some programmatic (e.g., staffing, course offerings), and some are related to the students' social and emotional well-being (e.g., family reunification, health problems). Some challenges occur when a new group of students arrives that the program was not designed for, such as students with interrupted educational backgrounds or learners age 17 or older. Some challenges are imposed from outside the district, such as the introduction of the Common Core Standards and the anticipated changes to the curricula and student assessments.

The newcomer programs we surveyed are also proud of their many accomplishments. They have seen their programs grow and students advance in English language proficiency and content knowledge. They have watched newcomers graduate from high school and move on to college. They have formed partnerships with community organizations, local colleges, hospitals, and clinics. They have helped the students and their families adjust to their new lives in the United States.

In this chapter we examine some of the more common challenges and issues that the 63 programs in our database had—and in particular the 10 case study subjects—and, where possible, offer some solutions. We also explore features that the programs reported were working well. We conclude with some recommendations for newcomer programs that are applicable for those currently in operation and those in the planning stages.

## Issues and Challenges Reported by Newcomer Program Staff

Besides the obvious challenges of not knowing English and struggling to learn the curricula taught in the new language, newcomer students experience a range of personal and family issues that affect their well-being and their ability to make progress in school. We know that social and economic factors affect students' learning, such as poverty, lack of stable housing, poor nutrition, and limited or no access to health care (Dianda, 2008; Suárez-Orozco & Suárez-Orozco, 2007). Newcomer programs are concerned with the whole child and so strive to provide services to them and their families. Some issues discussed here are more programmatic in nature. Many of these challenges surround the newcomers' transition process, whether to a new school or to postsecondary opportunities. Others relate to programs' resource allocations.

The key issues raised by many of the newcomer programs are listed below and are discussed in turn:

- Family reunification
- Student experiences with trauma and posttraumatic stress disorder
- No Child Left Behind accountability measures
- Staffing and English language development in bilingual newcomer programs
- Special education services
- High school graduation credits
- Postsecondary options

### Family Reunification

One frequently occurring issue that we heard from staff in several of our case study sites concerned family reunification. The counselor at the Academy for New Americans explained that some students experience emotional problems when they have been separated for long periods of time from their parents and then are reunited. In a number of cases, both parents or one parent has come to the United States first while the child remained in the home country in the care of a relative for several years. Arriving as an adolescent, the child does not always accept the authority of the "stranger" parent(s). The parents, too, need to get to know their child again. Sometimes the child misbehaves in school or at home; sometimes he or she tries

to manipulate the parent(s). This particular issue was raised not only at the Academy for New Americans but also at the High School of World Cultures, the International High School at Lafayette, and the Port of Entry program where it was also mentioned that some students arrive and find themselves living with one parent and a previously unknown stepparent and may have new stepsiblings. Staff at the Newcomer Center 214 noted that sometimes the newly arrived students live with an older sibling or aunt/uncle who needs to learn how to be a parent guardian. Family reunification is also an issue at Salina Intermediate Literacy Newcomer Center but a bit less problematic because even though the fathers tend to arrive first, they keep in touch with the family back in Yemen, often traveling home several times before moving the family to Michigan.

The counselors and social workers at all of these programs had several strategies for helping students and families with reunification issues. Sometimes they met face to face with the family members (at school or in the home) to try to resolve problems. Sometimes they held group counseling sessions for the students at school. Guest speakers from the health services might speak about the topic at parent meetings. In some more serious cases, the staff connect the families with community agencies that may help.

### Trauma and Posttraumatic Stress Disorder

Some of the newcomer students, both immigrants and refugees, have experienced trauma and other serious stresses while leaving their countries and traveling to the United States. Some lived in war-torn areas, some experienced violence and abuse, some were detained, and some walked hundreds of miles to reach refugee camps. Some suffered from malnutrition and disease and did not receive proper health care.

Connecting students and families with health care services is relatively easy, particularly in the urban sites where many community organizations exist. Forming partnerships with health services, such as the Columbus Global Academy's connection with the dental school at Ohio State University, requires effort but yields positive results. School nurses and school clinics often act as first responders to health concerns and also have a role in teaching newcomers about hygiene, nutrition, and the like.

The newcomer staff try to identify students who may have posttraumatic stress disorder and call in professionals from the mental health care agencies to diagnose and help treat the students. They may encourage students and/or families to participate in outpatient counseling or support groups at the school site. However, several programs mentioned the cultural stigma attached to acknowledging mental health problems and seeking help. Newcomer staff sometimes recruit leaders from the refugee or immigrant community who have lived in the United States for many years to carefully explain to the student and his/her family the benefits of mental health care and try to convince parents to approve treatment or counseling. Several of the counselors, social workers, and parent liaisons at the newcomer programs emphasized the importance of building trust with the families. The social worker at the Newcomer Center 214 cautioned that it might be difficult to ensure that families will follow up after initial visits to medical facilities.

### No Child Left Behind Accountability Measures

On the newcomer program survey, we asked about the impact of the No Child Left Behind (NCLB) legislation on newcomer students and programs. Responses were varied (see Figure 6.1). Of the 56 programs that responded to the question, 21% reported that NCLB had little or no effect on the program, and 32% found NCLB requirements helpful. Programs that reported positive effects of NCLB gave three main reasons (in order of frequency):

- Schools and districts are held accountable through mandated testing for advancing the academic literacy of English language learners and giving them access to the core curriculum. According to some programs, the testing has also helped to increase expectations for all students.
- There is an increased awareness of the English language learner population and a focus on helping them succeed, which was the impetus for the creation of some newcomer programs and is what has led to differentiated instruction. Some programs reported that their students meet the English Language Arts standards and the criteria to exit the newcomer program more quickly. Other programs have seen a steady growth in meeting adequate yearly progress proficiency benchmarks.
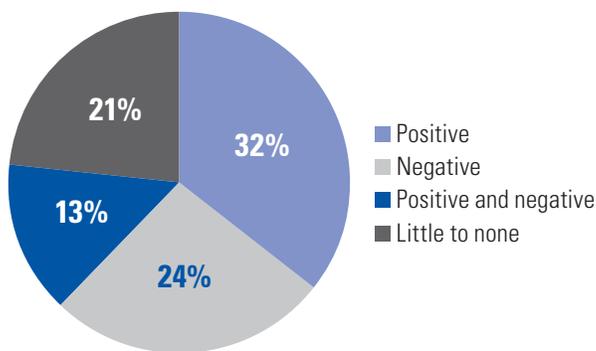
*Figure 6.1.* Reported effects of the No Child Left Behind Act on newcomer programs.

- The increase in funding through Title I and Title III has provided resources, expanded the number of classes and services offered, increased professional development opportunities, allowed for after-school programs, and more.

Twenty-four percent of programs found NCLB requirements restrictive or problematic. The greatest negative impact has been in demands of the high-stakes testing. One teacher at the Academy for New Americans in New York commented, "The greatest challenge is to prepare students to make the progress needed for the tests, especially eighth graders, who need to complete 3 years of middle school science in 1 year." Testing can be particularly problematic for older students who arrive in the United States with interrupted or no previous formal schooling and no English skills. When students are not ready to take these standardized tests after just 1 year in the country, they often become discouraged and a number of them drop out of school. Principals have expressed a reluctance to have older newcomer students in their school because of the potential within this subpopulation for dropping out, the consequences of which lowers a school's performance status. Some programs saw the increased funding as limited, much of it being spent on the increased test administration and test preparation, which further detracted from important instruction the students needed to receive.

Thirteen percent of programs found both positive and negative aspects to NCLB. For example, the director of the Intensive English Program at the Dayton Learning Center noted that expecting the English language learners to achieve to the level of native English speakers has been a

challenge: "Raising expectations is a double-edged sword. On the one hand, students are motivated to rise to those expectations. On the other hand, expecting the newcomer students to pass a test as English speakers do is truly unrealistic. Having available an alternate assessment may be the compromise between raising expectations with realistic, attainable results."

## English Language Development and Staffing in Bilingual Programs

Many of the newcomer programs that offer bilingual classes expressed their commitment to additive bilingualism and biliteracy, although their program structures did not always conform to that goal. Depending on the type of program, there may not be enough time for newcomer students to develop academic literacy in both the home language and English. Sometimes the press for English prevails because of state testing constraints. In other cases, it was reported that students who remain in the bilingual program for their high school years do not develop strong English skills. They can pass the content courses taught in their native language, but too much of the daily instruction is in that language and the program has not implemented a schedule of coursework to move the newcomers to an advanced level of ESL or full proficiency. Another challenge arises in the smaller programs. When one bilingual teacher leaves, especially during the school year, it can be hard to find a qualified replacement.

One strategy some of the bilingual newcomer programs have implemented is moving to a dual language program. In this model, some of the students' courses are delivered through the second language and others through English. At the High School of World Cultures, the courses and the language each one is taught in switch each year. In other programs, they may remain the same over several years. Some programs maintain a 50-50 ratio for instructional use of the language while others begin with a higher ratio of the target language and increase use of English over time. In some cases, the newcomer program lasts for 3 or 4 years and the dual language model can be implemented "in house." In shorter term programs, such as at the Academy for New Americans, the students may make the transition into a bilingual or dual language program at the receiving school.

## Comments About the Impact of NCLB

"NCLB has increased the amount of testing that has to be done annually (and, along with it, the amount of training for teachers and others related to the testing). Since much of the cost for the testing and training cannot be paid for through Title III, that means that local funds have to absorb the cost, thus adding to the strain on an already overburdened local budget. Additionally, the amount of time that has to be set aside for the testing has resulted in decreased instructional time."

*—International Newcomer Academy, Fort Worth, TX*

"It has had a positive impact on our AYP proficiency as we have seen a steady growth pattern over the past 3 years."

*—Salina Intermediate Literacy Newcomer Center, Dearborn, MI*

"NCLB causes an immense amount of stress on students who are learning English and are obligated to take state exams after less than 1 year's education in the United States."

*—Academy for New Americans, Long Island City, NY*

"The core of our program remains intact. However, the required disaggregation of data for the government has proven useful to us in designing instruction and lessons. State accountability (New York State Regents) has actually had a more significant effect than NCLB."

*—International High School at Lafayette, Brooklyn, NY*

"Those who immigrate as adolescents into high school have great difficulty with the state exams required for graduation and often feel hopeless about graduation and future prospects."

*—ELI Program, Dallas, TX*

"NCLB has placed pressure on districts and students to ensure newcomer students graduate from high school in 4 years. It affects how instruction is delivered. NCLB has also created a 'voice' for this subgroup of students."

*—Jenks High School Newcomer Program, Jenks, OK*

"There has been a negative impact. There is no provision for limited formal schooling students in NCLB."

*—ESL Teen Literacy Center, High School, Omaha, NE*

"It (NCLB) has helped us develop a tailored, focused program that meets the individual students' needs. However, the testing requirements are not aligned with what research says about second language acquisition."

*—ExcELL, Irving, TX*

"Increased funding has helped us expand the number of classes offered and accountability has helped our students perform better on standardized tests."

*—Port of Entry, Union City, NJ*

## Special Education Services

Identifying English language learners for special education services has historically been a challenge for all programs that serve limited English proficient students. For newcomer programs that enroll students for the first time, it is problematic if the students do not speak English or Spanish, languages in which assessments are generally available, and a time-sensitive issue because the process of coming to a new country, whether it was a traumatic journey or not, can create the false impression of a learning disability as the students struggle to become accustomed to their new environment and deal with emotions, such as homesickness. Programs reported that they want to give students time to settle in before initiating the eligibility process. However, in the case of one-year programs, this means that the process

of determining a student's need for special education services may not begin until the student exits the newcomer program. This can lead to a long delay in providing specialized services to students who should have an individualized education plan (IEP).

Further complicating the provision of special education services to newcomer students are staffing issues and cultural stigmas. Many newcomer programs have tight budgets and few have a full-time or part-time special educator or paraprofessional on staff. Among our case study sites, only the International High School at Lafayette and the Columbus Global Academy had a special education staff member, a paraprofessional. Some of the programs within a school, such as Port of Entry, have access to special education staff in the main school but the students rarely

are in special education classes. In some programs, special education teachers co-teach in the newcomer classrooms to provide support to identified students.

The cultural stigma surrounding special education is similar to that of mental health services. In some countries, children with moderate to severe learning disabilities are kept home, never receiving an education. In the case of refugee families, resettlement agencies usually provide orientation to school regulations and parental rights and try to intercede when cultural misunderstandings about special education arise. In other cases, home visits by newcomer staff sometimes help bridge the gaps in understanding, and enlisting another immigrant family whose child has received services to discuss the benefits can be helpful.

## High School Graduation Credits

Enabling students to acquire credits for graduation is a pressing issue for high school programs and may be moderated or exacerbated by state education policies. Because NCLB requires districts to report on 4-year graduation rates, schools face considerable pressure to ensure the graduation of most ninth graders after 4 years. Newcomers who enter ninth grade with no English, low literacy skills in their native language, and/or interrupted educational backgrounds and who need to learn English in order to access the core curricula required for graduation credit, are unlikely to meet the 4-year deadline without serious investment in extended learning time. Students in Omaha, NE, public schools, for example, need 49 total credits to graduate. At the high school ESL Teen Literacy Center, students can earn approximately 17 elective credits. However, the newcomer program staff mentioned that because of their education gaps, when students transition

to the regular high school, they might have to take many of the remaining required classes twice before they earn a passing grade. It can take them several years to reach just a fourth-grade education level. Thus, there is an ongoing major concern that students will "age out" and reach age 21 before they earn enough required course credits to graduate. And even though the Omaha school district has a credit recovery program, it is computer-based and requires a higher degree of literacy than their newcomer students typically have.

One option that programs have, besides offering bilingual content classes for students who are literate in their native language, as the Port of Entry program does, is to create a pre-ninth grade program, as at the Columbus Global Academy. In this way, students with limited formal schooling have 1 or 2 years to catch up and learn English so they are better prepared for high school curricula when they are officially ninth graders. Programs confronting this problem may also want to look at the strategies used by the High School of World Cultures for extended learning time (e.g., PM school, Saturday school, vacation institutes, summer school) and the International High School at Lafayette for course scheduling (e.g., combined 9th- and 10th-grade teams, special intervention classes for upper class students, separate SIFE literacy classes [for students with interrupted educational backgrounds]).

Other potential solutions lie within the state education policy. For one, states could provide core credit rather than elective credit for certain levels of ESL courses, if they are aligned to the English language arts standards, as Virginia does. For another, the state departments of education may measure high school success not just by a 4-year graduation rate but also by 5- and 6-year rates, as Texas and New York do. These states recognize that not only limited-English-proficient high schoolers may need more than 4 years' time to meet requirements but others, such as special education students and those with severe illness or juvenile justice problems, may need additional time too. Rather than promote a policy that leads students to drop out if they have not acquired the expected amount of credits in the first 2 years of high school, programs work with the students, as at the International Newcomer Academy, to design a 5- or 6-year program of study that will lead to graduation.

A third solution would be for a state to request a waiver to the 4-year graduation rate from the U.S. Department of Education, which has offered the waiver process since 2008 so states can report 5- or 6-year graduation rates. Surprisingly however, as of Spring 2011, only seven states have requested waivers for 5-year cohorts (Alabama, Massachusetts, Michigan, Mississippi, North Carolina, Vermont, Washington). Two of those seven also have waivers for 6-year cohorts (Michigan, Vermont). Only one of our case study sites is in a waiver state (Michigan). While the waiver does not affect the students at Salina Intermediate Literacy Newcomer Center directly (because it is a middle school program), it does provide some time for them to meet graduation requirements when they move on to high school. Of all the programs in the database, we have 11 programs in three states with waivers, seven of which serve high school students.

### Postsecondary Options

What a student will do after high school graduation is a question that many parents and educators raise. For many newcomer students, the answer is complicated. Newcomer English language learners are often poor and usually the first in their family to consider going to college. They are not familiar with the college pipeline process and are uninformed about how life in college will differ from life in high school. Furthermore, for those with undocumented status, college options are narrowed. Some states have passed the Dream Act, which allows undocumented immigrant students to attend college or university in their state of residence at in-state tuition rates under certain conditions, but many states have not. Because out-of-state tuition rates may be prohibitive, some students attend community colleges. Some students who have access to college worry about finding work afterwards, if they do not have a green card or social security number. The question marks about their futures can sometimes engender a perceived lack of motivation among high school newcomers or lead them to drop out of school.

Some programs are able to address the college pipeline challenge through college preparation classes that high school seniors take, as at the High School of World Cultures, or the support of a graduation coach, as at the Columbus Global Academy. The College Now program at

the International High School at Lafayette gives students experience with college-level courses. Many programs reported that guidance counselors help newcomer students navigate the college selection process with local campus visits, college tours, and college nights. They guide students through the college and financial aid applications.

Newcomer programs also help students who choose work instead of college after high school. The Intensive English Program at Dayton, for example, makes connections for the students at the Massanutten Technical Center. Other programs have some vocational course options that newcomers or former newcomers can enroll in. Some programs, such as the International High School at Lafayette, have all students participate in work internships, no matter what postsecondary path they will take.

## What's Working Well in Newcomer Programs

On the newcomer survey, we asked participants to describe aspects of their programs that are working especially well. Nearly all of the 63 programs responded. The top three aspects mentioned most frequently related to instruction, small community environments, and staffing. The following is a summary of the comments.

District support and funding was a highlight for some newcomer programs. Others mentioned school principals who appreciated having a program that would address the specific needs of students with interrupted formal schooling in a way that allows greater freedom in designing and implementing lessons for the educated newcomers. The teachers' expertise, dedication, collaboration, multicultural acceptance, and communication were valued as essential to the success of many programs.

Many viewed the small community setting as a nurturing environment for students to become oriented to the United States and the school system while building confidence in their social skills and use of a new language. Both students and their families find safety, support, and security with staff who are sympathetic and can guide them to the most

appropriate resources and services to meet their needs. The services provided by paraprofessionals contribute to increased connections with the students' families and bridges between the students' native languages and English instruction. Some programs mentioned that parental involvement was a strong component.

We have some of the highest LEP [limited English proficient] state exam scores and graduation rates in our district, which gives our newcomers hope. We have some bilingual teachers in our school, and offer the online courses in Spanish with a teacher in the room, which eases learning stress and difficulty. Our ESL teachers for the newcomers' first 3 years are experienced, well trained, and love their work, as do many of the sheltered teachers who receive our newcomers next.

*—English Language Institute, Dallas, Texas*

The majority of comments related to the differentiated instruction that newcomer students receive in these types of programs, which, although serving newcomers as a group, must meet the needs of students with a wide variety of educational, cultural, and language backgrounds. Small class size and individualized instruction were praised as essential to students acquiring, perhaps for the first time, practical and academic English language and literacy skills and native language literacy. A number of programs reported the advantage that these small classes provided in accelerating the students' learning. Mainstream and sheltered classroom teachers noted that the newcomers who had experienced newcomer curricula with specialized materials were better prepared for the curriculum they taught than other English language learners. Flexibility of block scheduling was seen as an enormous plus in some programs. Survey respondents also noted that the literacy strategies the teachers were using, along with sheltered content and language instruction and high expectations for their students, were making a positive difference in the students' educational progress.

Some of the programs mentioned specific materials or curricula that are working well, including FAST Math, Rosetta Stone, National Geographic School Publishing/

Hampton Brown's *Inside the USA* and *Edge Fundamentals* (see box on page 19). Having specialized courses such as Newcomer Science and Newcomer Social Studies was beneficial because their curricula allowed teachers to build the students' foundational knowledge in such subjects. Leveling students by language proficiency rather than by grade level worked well in a number of programs. Others mentioned the advantages of having learning centers and technology in the classroom. After-school programs, summer school, and Saturday tutorials with family literacy events were also seen as positive. Field trips, sports opportunities, clubs, student internships, and partnerships with community organizations were noted as activities that enhanced the students' educational experiences. Collaboration with institutions of higher learning was considered a boon in a number of high school programs.

Additional aspects that programs said were working well related to testing and test preparation, identification and placement of students at intake, high attendance rates, successful transition to regular ESL programs and mainstream classes, high graduation rates, college acceptance rates, and low dropout rates. Several pointed out that former newcomer students received recognition in high school for their outstanding achievements. Two of the programs noted special honors they had received. The High School of World Cultures was included as one of the best high schools in the United States in a *U.S. News and World Report* article, an important and rare achievement for a newcomer school. The Newark International Newcomer Student Center was designated a Bilingual/ESL New Jersey Model Program Resource Center of Excellence for the 2010–2012 award period.

## Recommendations for Newcomer Programs

Based on our research in this study, we make the following set of recommendations for middle and high school newcomer programs. Existing programs may already be implementing many of these suggestions. New programs or programs under development may want to consider them as they revise

or finalize their plans. A number of these recommendations are drawn from the issues and challenges discussed in this chapter. Others, such as those related to instruction and transitions, have been referred to in other chapters of this report. Several of them complement recommendations made for adolescent students who are struggling readers or at risk for high school dropout (Carnegie Council on Advancing Adolescent Literacy, 2010; Dianda, 2008; National Association of Secondary School Principals, 2005; Torgesen et. al., 2007).

- Set academic and social goals for the students and build a program to meet them.
- Define entry criteria and exit criteria for your students.
- Develop a separate literacy course or set of courses for students with interrupted educational backgrounds if program has both preliterate and literate newcomers.
- Provide content-based ESL and sheltered instruction or bilingual courses.
- Use technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress).
- Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible.
- Provide extra learning time through after-school, summer school, Saturday school, and/or vacation institutes.
- Hire a parent liaison and/or social worker to connect families to the community and address the students' nonacademic needs (e.g., social and economic factors that affect students' learning).
- Engage parents by teaching them about schooling in the United States and showing them how to be involved in their children's education.
- Plan support groups and activities to address family reunification issues.
- Make connections in the community for health and mental health services.
- Make connections in the community for career exploration, work experience, and internships for high school newcomers.
- Smooth the transition process for students exiting the newcomer program (e.g., classroom and school visits, field trips, student mentors, auditing a course, cross-program teacher meetings).

**Advice for New Teachers of Newcomer Students**

New teachers need to know how to develop language through content, how to use repetition, how to spiral information, and how to engage students in language practice.

New teachers need time to learn and grow.

New teachers need models of good teaching—they need to observe others.

New teachers need help developing graphics and other visuals to support instruction.

*—Coaches at the International High School at Lafayette*
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- Work on postsecondary options for high school newcomers (e.g., connect with community colleges and trade schools, explore scholarship options, provide career education).
- Continue to recruit and retain teachers who are specifically trained to teach newcomers and have ESL or bilingual credentials/endorsements. Provide ongoing professional development to them.
- Provide professional development for teachers who receive newcomers after they exit the program.
- Work with the department in charge of special education to design an eligibility process for newcomers suspected of having special education issues so that they can be diagnosed and provided with an IEP (individualized education plan) within 1 year of enrollment.
- Collect student data and conduct regular program evaluations.
- Advocate for your state to request a waiver of the 4-year graduation cohort requirement under NCLB to allow for 5- or 6-year graduation cohorts.

## Conclusion

An increasing need in many districts across the country is to develop an understanding about effective ways to serve language minority students who are recent arrivals to the United States and who have no or low native language literacy, no English literacy, and/or interrupted educational backgrounds. ESL and bilingual programs have

not always been able to meet the needs of these newcomer students successfully, because most of these models in middle and high schools are predicated on older students having literacy skills in their native language. Without literacy, students have not had ready access to the core curricula and instructional materials. Without access to the curricula, these students will not develop the knowledge and skills needed for educational and economic success. Without academic success, these immigrant students will not fully participate or integrate in our society. Academic achievement is the currency of mobility and helps reduce racial, ethnic, and socioeconomic gaps.

The deck seems stacked against the middle and high school newcomers with limited time to learn English, pressure to perform in English on high-stakes tests before English is fully mastered, and the need to take and pass required courses for graduation. The newcomer students face significant demands to reach grade-level performance so they can graduate from high school while they are adjusting to life in a new country. Yet, as the programs described in this report reveal, with proper courses, scheduling, instruction, community supports, and transition practices, the students can and do thrive. As the motto of the Academy for New Americans states, a newcomer program gives students "a passport to a new beginning."

A Passport to a New Beginning

*—Academy for New Americans motto*

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# Appendix A: Newcomer Program Survey

## Exemplary Programs for Newcomer English Language Learners in Middle Schools and High Schools

### 2008–2009 Newcomer Program Survey

This survey is for secondary schools (serving Grades 6–12). However, if your district also has a separate elementary program (serving up to Grade 5), please submit a separate form.

### Location and Contact Information

Program Name: _____

Program Address: _____

Program Phone Number: _____ Fax: _____

Email: _____ Web site: _____

Which best describes your community?  ☐ Urban/metropolitan  ☐ Suburban  ☐ Rural

Which best describes your program?  ☐ Native language literacy  ☐ Bilingual  ☐ ESL

Contact Person's Name and Title: _____

Contact Person's Address (if different from above): _____

Contact Person's Phone (if different from above): _____

**Note:** If the person filling out the survey is different from person above, please provide the following

Name: _____ Title/Affiliation: _____

Email: _____ Phone: _____

### Newcomer Program Background

Year the **newcomer** program started: _____

How does the program define a "**newcomer**" student? _____

Please describe your **newcomer** program (e.g., goals, program design). Send us your abstract, a program description, or other literature about your program. If possible, email them as an attachment.

### Site Model (Please check all that best apply to your **newcomer** program.)

*Type of Program*

☐ Whole school (e.g., Grades 6–8 or 9–12)

☐ Program-within-a-school

☐ Separate site from home school(s)

*Length of Day*

☐ Full-day program

☐ Half-day program (# of class periods: _____)

☐ Less than half-day program (# of class periods: _____)

☐ After-school program (# of hours: _____)

☐ Other: (Please describe: _____)

*Length of Program*

☐ Summer program (# of weeks: _____ )   ☐ More than 1-year program (# of semesters: _____ )

☐ Less than 1 semester (# of weeks: _____ )   ☐ Year-round program

☐ 1-semester program   ☐ Other: (Please describe: _____ )

☐ 1-year program   ☐ 1-year plus summer program

*Home School(s)*

Is there one home school or more associated with the program; that is, a school students attend when not in the **newcomer** program or will attend upon exit from the program?   ☐ Yes   ☐ No

If the answer is Yes, please provide the following information:

☐ Serves one home school only   ☐ Serves more than one home school (# of schools: _____ )

Name(s) of the home school(s): _____

## Newcomer Program Features

☐ Middle school   ☐ High school   ☐ Combination middle and **high school**   ☐ Other grades served: _____

What are the criteria for students to be included in the **newcomer** program?

How do families of **newcomer** students learn about the program?

If the **newcomer** program does not serve all eligible students, how are students selected for the program?

If all eligible students do not enter the **newcomer** program, what other language support programs are available to them in the district?

How do you differentiate the **newcomer** program from first level of the regular English as a second language (e.g., ESL 1) classes?

Maximum stay for students in **newcomer** program (# of semesters: _____ )   OR (# of weeks: _____ )

Average length of stay (# of semesters: _____ ) OR (# of weeks: _____ )

Average class size (# of students: _____ )

Can students enter in mid-year or mid-session?   ☐ Yes   ☐ No

*Types of Funding*

What are the funding sources for the **newcomer** program? (Check all that apply and list specific funds.)

☐ Federal: _____

☐ State: _____

☐ District: _____

☐ Private: _____

☐ Tuition: _____

☐ Other: _____

*Newcomer Student Demographics*

Number of students in **newcomer** program (2008–09 school year): _____

Number of countries represented in the **newcomer** program: _____

The top 5 countries with the most representation:

1. _____ 2. _____ 3. _____

4. _____ 5. _____

Number of non-English languages represented in **newcomer** student population: _____

The top 5 languages represented:

1. _____ 2. _____ 3. _____

4. _____ 5. _____

The **newcomer** students are assigned from

☐ One school ☐ More than one school ☐ An in-take/assessment center

Age range of **newcomer** students: _____

Percentage of **newcomer** students receiving free or reduced lunch: _____ %

Have the types of students served by the **newcomer** program changed over time? ☐ Yes ☐ No

If yes, please explain.

What percentage of students in your **newcomer** program have had interrupted formal schooling? _____ %

If possible, distinguish those with 1 or 2 years interrupted _____ %; those with 3 years or more _____ %

What percentage of students in your **newcomer** program have a low level of literacy in their native language? _____ %

## Instruction

Which language or languages are used for instruction? _____

What types of courses does the **newcomer** program provide? Check **all** that apply.

☐ Sheltered content in English (Check **all** that apply below.)

_____ math _____ language arts

_____ science _____ health

_____ social studies _____ other: _____

☐ Content instruction in native language(s) (Check **all** that apply below.)

_____ math _____ language arts

_____ science _____ health

_____ social studies _____ other: _____

☐ ESL or English language development ☐ Reading intervention

☐ Native language literacy ☐ Native language arts

☐ Cross-cultural/orientation to the United States ☐ School/study skills

☐ Career/vocational education/apprenticeships ☐ Other courses: _____

Please describe a typical **newcomer** student schedule (e.g., which classes, how many periods): _____

### *Literacy Development*

What kinds of literacy development practices are used with the **newcomer** students?


What literacy materials do you use?


### *Credits*

List the type of graduation credits **high school** students receive for the **newcomer** program courses.


Courses for Elective credit:


Courses for Core content credit:


## Assessment

### *Placement Measures*

For placement, what assessment instruments does your program use to measure **newcomer** students'

Reading skills?

English language proficiency?

Content knowledge (e.g., math or science skills)?

How is the information from the placement assessments used (e.g., to inform instruction)?


### *Progress Measures*

What assessment instruments does your program use to measure **newcomer** students' progress in

Reading skills?

English language proficiency?

Content knowledge? (Please specify test by subject)


### *Achievement Measures*

Are your **newcomer** students required to take the state standards tests? If so, which ones?


Do the **newcomer** students' scores count in the school's accountability profile? If yes, please explain.


Besides testing, how are **newcomer** students assessed?

## Newcomer Program Evaluation

Do you evaluate your **newcomer** program? If so, how?

Would you be able to share the evaluation data with this research study?

## Student Transition and Monitoring

How does your program decide when students are ready for transition out of the **newcomer** program (e.g., what are the exit criteria)?

What kind of program do students exit into?   ☐ ESL   ☐ Bilingual   ☐ Mainstream

If some students leave **high school** after the **newcomer** program, what do they enter? (Check **all** that apply.)
☐ GED                    ☐ Technical or Trade School     ☐ Adult Basic Education      ☐ Community College

☐ 4-yr college or university     ☐ No school/Find a job      ☐ Other: _____

What measures (if any) are taken to facilitate **newcomer** students' transition into another program (e.g., visits to regular ESL bilingual/mainstream classrooms, orientation) or into the home school?

Are students tagged as **newcomer**s in your school accountability database?

Do you monitor exited **newcomer** students? If so, how?

After students exit the **newcomer** program, do you check on student achievement, one, two or three years later? Please explain.

If you are a **high school** program, can you determine whether students who were in your **newcomer** program stay in school and graduate? If so, how?

If you are a **high school** program, do you offer a different program path (e.g., 5-year plan) for students to develop their English skills and get enough credits to graduate? If so, please describe.

Do you have credit recovery or online learning courses in your district that **high school newcomer** students could participate in, if not at first, then later on? If so, please explain.

Do you offer exited **newcomer** students' additional time for learning (e.g., summer school program, Saturday school, extra period before or after school)? If so, please describe.

Who helps the exited **newcomer** students negotiate the transitions, either to the regular program or to postsecondary options?

## Newcomer Program Staff and Professional Development

Please fill in the appropriate information about your **newcomer** program's staff:

Total # of teachers in the **newcomer** program: *full time:* _____ *part time:* _____ .

# of **newcomer** teachers with bilingual education certification: _____

# of **newcomer** teachers with ESL certification or equivalent: _____

# of **newcomer** teachers with certification in a content area: _____

# of **newcomer** teachers who speak languages other than English: _____

Please indicate the languages these teachers speak: _____

| | *Full-time* (in **newcomer** program) | *Part-time* (in **newcomer** program) |
|---|---|---|
| # of Program Administrators/Coordinators: | _____ | _____ |
| # of Bilingual aides/Paraprofessionals: | _____ | _____ |
| Please indicate languages spoken: | _____ | _____ |
| # of Monolingual aides/Paraprofessionals: | _____ | _____ |
| Please indicate languages spoken: | _____ | _____ |
| # of Resource teacher(s) for **newcomer**s: | _____ | _____ |
| Position(s): | _____ | _____ |

Does the **newcomer** program have its own guidance counselor(s)? ☐ Yes ☐ No   If yes, how many? _____

If not, are regular school counselors available to the **newcomer**s? ☐ Yes ☐ No   If yes, how many? _____

Are any counselors for **newcomer** students bilingual? ☐ Yes ☐ No

If yes, which languages do they speak? _____

Does the **newcomer** program have its own social worker or family liaison? ☐ Yes ☐ No   If so, please describe the responsibilities involved.

Total **newcomer** staff who are proficient in at least one of the students' native languages: _____

How are staff selected for your **newcomer** program?

Do teachers need to meet specific criteria (e.g., ESL endorsement)? If so, please list:

### Specific Professional Development for Newcomer Program Staff

What topics, issues, strategies are covered?

Who participates?

Who provides it and how often?

**Other Services** (Please check **all** categories in the table below that apply.)

Which types of ancillary <u>services are offered to students in the</u> **newcomer** program?

- ☐ Title I
- ☐ Special education
- ☐ Gifted and talented
- ☐ Health (physical)
- ☐ Health (mental)
- ☐ Day care
- ☐ Legal
- ☐ Career counseling
- ☐ Tutoring
- ☐ Other: _____

Which <u>services are offered to others</u> associated with the **newcomer** program (e.g., parents)?

- ☐ Parent outreach
- ☐ Orientation to USA
- ☐ Orientation to US schools
- ☐ Native language literacy courses
- ☐ Adult basic education
- ☐ Adult ESL courses
- ☐ Family literacy
- ☐ GED
- ☐ Information sharing with community organizations
- ☐ Other: _____

### *Social Capital Networks that Support Education*

Has the **newcomer** program established partnerships with community? If so, please list your partners and the purpose of the partnership.

What types of social services are available to **newcomer** students and their families (e.g., health, job referral, refugee services)? Please be specific.

Through what methods are **newcomer** families made aware of these social services?

Through what methods are the social service agencies made aware of the **newcomer** program?

## Conclusion

Tell about aspects of your **newcomer** program that are working especially well.

What has been the impact of NCLB on your program?

Thank you for assisting us in this research initiative. Please provide other comments or information you consider important about your **newcomer** program. (Attach or send extra material, as needed.)

Place a check mark in the box if you would like to be on our email list. ☐

# Appendix B: Secondary School Newcomer Programs in CAL's 2011 Database

| Program | City | State | Site model | Program level |
|---------|------|-------|------------|---------------|
| Language Academy, Springdale Public Schools | Springdale | AR | Program within a school | High school |
| New Comers ELD 1, Toro Canyon Middle School | Thermal | CA | Program within a school | Middle school |
| Newcomer Academy | Redwood City | CA | Separate site | Middle school (and Grades 3–5) |
| Newcomer Center | Pasadena | CA | Program within a school | Combination middle and high school |
| Oakland International High School | Oakland | CA | Whole school | High school |
| San Diego New Arrival Center | San Diego | CA | Program within a school | High school |
| Newcomer Centers, Merrill Middle School | Denver | CO | Program within a school | Middle school |
| ESL Orientation Center | Sioux City | IA | Separate site | Both middle and high school |
| Newcomer Center | Arlington Heights | IL | Separate site | High school |
| Nichols Newcomers | Evanston | IL | Program within a school | Middle school |
| Wichita High School East, ESOL | Wichita | KS | Program within a school | High school |
| ELL Newcomer Center at Tates Creek Middle School | Lexington | KY | Program within a school | Middle school |
| Grade 4–7 Newcomer Program | Marlborough | MA | Program within a school | Middle school (and Grades 4–5) |
| Newly Arrived Program, High School Learning Center | Lawrence | MA | Separate site | High school |
| Lee High School and Lee Middle School ELL Newcomers | Wyoming | MI | Program within a school | Combination middle and high school |
| Salina Intermediate Newcomer Center | Dearborn | MI | Program within a school | Middle school (and Grades 4–5) |
| Walled Lake Central High School | Walled Lake | MI | Program within a school | High school |
| West Hills Middle School ESL Newcomer Program | West Bloomfield | MI | Program within a school | Middle school |
| ISD 196 Newcomer Academy | Eagan | MN | Separate site | High school |
| ESL Academy | Raleigh | NC | Program within a school | High school |
| Gaston County Schools – Newcomers' Center | Gastonia | NC | Separate site | Middle school (and Grades 1–5) |
| Guilford County Newcomers School | Greensboro | NC | Separate site | Combination middle and high school |
| Newcomer Center | Chapel Hill | NC | Both program within a school and separate site | High school |
| Newcomer Center | Hendersonville | NC | Separate site | Combination middle and high school |

| Program | City | State | Site model | Program level |
|---|---|---|---|---|
| Cheney Middle School Newcomer Program | West Fargo | ND | Program within a school | Middle school (and elementary) |
| ESL Teen Literacy Center (Beveridge Magnet and Lewis and Clark Middle Schools) | Omaha | NE | Both program within a school and separate site | Middle school |
| ESL Teen Literacy Center (high school) | Omaha | NE | Separate site | High school |
| Schuyler Central High School | Schuyler | NE | Program within a school | High school |
| Newark International Newcomer Student Center | Newark | NJ | Separate site | Combination middle and high school |
| Port of Entry Program, Union City H.S. | Union City | NJ | Program within a school | High school |
| Brooklyn International High School | Brooklyn | NY | Whole school | High school |
| Emmaus Intervention Project | Albany | NY | Separate site | Combination middle and high school (and Grades K–5) |
| High School of World Cultures | Bronx | NY | Whole school | High school |
| I.S. 235, Academy for New Americans | Long Island City | NY | Separate site | Middle school |
| International High School at Lafayette | Brooklyn | NY | Whole school | High school |
| Internationals Network for Public Schools | New York | NY | Whole school | High school |
| Multicultural High School | Brooklyn | NY | Whole school | High school |
| New World High School | Bronx | NY | Whole school | High school |
| Newcomers High School | Long Island City | NY | Whole school | High school |
| Urban Assembly New York Harbor School | New York | NY | Program within a school | High school |
| Columbus Global Academy 6-12 | Columbus | OH | Whole school | Combination middle and high school |
| Jenks High School & Jenks Freshman Academy Newcomer Program | Jenks | OK | Program within a school | High school |
| ELD Newcomer Program, Hamlin Middle School | Springfield | OR | Program within a school | Middle school |
| Liberty Welcome Center | Hillsboro | OR | Program within a school | High school |
| Newcomer 7-8, Centennial Middle School | Portland | OR | Program within a school | Middle school |
| Pawtucket School Department Limited Formal Schooling Program | Pawtucket | RI | Program within a school | High school: Grades 9 and 10 only |
| Richland Northeast High School Newcomer Center | Columbia | SC | Program within a school | High school |
| International Center (Hamblen County Schools) | Morristown | TN | Separate site | Combination middle and high school (and Grades 4–5) |
| International Newcomer Academy | Nashville | TN | Separate site | Combination middle and high school (and Grade 5) |

| Program | City | State | Site model | Program level |
|---|---|---|---|---|
| Burbank M. S. Recent Arrival Program–Dos Ventanas Hacia el Mundo | Houston | TX | Program within a school | Middle school |
| English Language Institute, W. H. Adamson High School | Dallas | TX | Program within a school | High school |
| ExcELL | Irving | TX | Both program within a school and separate site | Both middle and high school |
| International Newcomer Academy | Fort Worth | TX | Separate site | Combination middle and high school |
| Katy Independent School Newcomer Centers | Katy | TX | Program within a school | Both middle and high school |
| Las Americas Middle School | Houston | TX | Whole school | Middle school |
| Lewisville Newcomer Program | Lewisville | TX | Program within a school | Both middle and high school |
| New Arrival Center, Schultz Junior High | Waller | TX | Program within a school | Middle school |
| Secondary Newcomer Program, Carrollton-Farmers Branch | Carrollton | TX | Program within a school | Both middle and high school |
| Harrisonburg City Schools 5-8 Newcomer Program | Harrisonburg | VA | Program within a school | Middle school (and Grade 5) |
| Harrisonburg High School Newcomer Program | Harrisonburg | VA | Program within a school | High school |
| Intensive English, Dayton Learning Center | Dayton | VA | Separate site | Both middle and high school |
| Newcomer ESOL | Winchester | VA | Program within a school | High school |
| Jackson Hole High School | Jackson | WY | Program within a school | High school |

# Appendix C: Case Study Program Descriptions

This appendix introduces the newcomer programs that were the subjects of the case study component of our research. The descriptions present each program's design, students, and staff during the times of our visits in the 2009-2010 school year or the 2010-2011 school year. The profiles are organized alphabetically by name and explain the program site model, program goals, student background, language instructional model, typical courses offered, staffing, transition practices, community partnerships, and some program successes. More specific details about the programs are found in Chapters 3 and 4 and online at www.cal.org/newcomerdb.

## Academy for New Americans, Intermediate School 235

30-14 30th St.
Long Island City, NY 11102
Principal: Dr. Carmen Rivera

The Academy for New Americans, Intermediate School 235, is a 1-year, full-day, separate-site program designed to assist newcomer adolescents and their families in adapting successfully to their new environment and coping effectively with the many challenges that accompany immigration to New York City. The staff prepare the middle school newcomers for the transition to other schools and integration into the U.S. society. These goals are reflected in their motto, "A passport to a new beginning." The Academy provides an array of educational, counseling, and other services on a transitional basis to help meet the linguistic, instructional, and other needs of the students in Grades 6–8 and their families.

Many students are from South America and Mexico and a growing number are from Bangladesh. Although all the newcomers are English language learners, some are students with interrupted formal education (SIFE) and some have had grade-level schooling in their home countries. The major languages represented in the student population include Spanish, Bengali, Mandarin, Arabic, Hindi, French, Greek, and Russian.

The school offers two main language instructional models—a full Spanish bilingual program and an ESL content program. Depending on the size and makeup of the student population any given year, the staff group students into two, three, or four cohorts at each grade level (6, 7, 8). One or two cohorts are bilingual Spanish and one or two are ESL content. In an effort to serve more than just the Spanish-speaking population, Mandarin speakers may be scheduled into a Mandarin math class. (There are not enough Mandarin-speaking students and teachers to mount a full bilingual program for this language.) All students receive intensive ESL instruction for two periods per day that is organized by their English proficiency level rather than native language background. They also have two periods of mathematics, one period of social studies, and one of science. During the week, they attend technology, music, and physical education classes as well. Students with interrupted formal education (SIFE) have several periods of intensive English language and literacy development classes each day for part of the school year and on Saturdays. Extended learning time is available after school and through a Saturday Academy at the Academy for New Americans. The newcomer students may also attend summer school at the school.

In 2010-2011, the Academy had 14 teachers, all qualified bilingual content area and ESL teachers who encourage bilingual proficiency and biculturalism. Some of the staff have worked at the school since it was established in 1996 (the two aides, the principal, and three of the teachers) and 13 of the 14 teachers have worked there for at least 10 years. Everyone on staff is bilingual or trilingual, speaking English and other languages, such as Spanish, Bengali, Hindi, Mandarin, and Russian. During the 2010-2011 school year, the school had a full-time guidance counselor for the first time. The school also has a part-time social worker and a part-time parent liaison.

Students exit the program with teacher recommendations and the completion of 1 year, as per the mandate of the New York City Department of Education. Some students who enter the second semester may remain for the next school year. The social worker and guidance counselor work closely as a team with the parent coordinator to support the newcomer students and their families through the transitional process. This includes arranging orientations and school visits, and sometimes an administrator from a zoned middle school comes to speak with the students. Eighth graders go to high schools and the sixth and seventh graders attend their zoned middle schools.

The parent coordinator and guidance counselor refer families as needed to community agencies that assist in health care, housing, immigration issues, and more. The parent liaison holds adult ESL classes for parents in the mornings and eight additional workshops throughout the year. Community partners include cultural arts groups, such as City Lore and Queens Theater in the Park, that encourage students to explore art and drama.

The staff at the Academy for New Americans are pleased with the success of their students in terms of English language development, native language development, and academic achievement. As a small school, they have carefully crafted their course schedule to meet the students' academic and cross-cultural needs. Students and families want to be at the Academy for New Americans. They are happy, safe, well behaved, and have high attendance rates. There are no cultural conflicts and no displays of prejudice. Tolerance is taught by example and through class instruction.

## Columbus Global Academy 6–12

2001 Hamilton Ave.
Columbus, OH 43211
Assistant Principal: Dr. Brenda Custodio

The Columbus Global Academy is a full-day, whole-school program that enrolls newcomers from 44 area schools in the city of Columbus, Ohio, in Grades 6–12. Its ESL instructional design also includes a component for native language support. In the past, the program was a separate-site program housed in three buildings—one for middle school and two for high school. Now Grades 6–12 are located in one spacious building, accommodating close to 500 students. As of the 2010–2011 school year, Columbus Global Academy offers the full set of high school courses that a student would need to graduate (core and elective), so high school students have the option of remaining at the school until graduation and receiving a diploma. Columbus Global Academy also offers the full complement of middle school courses.

Approximately half of Columbus Global Academy's student population has refugee status, mainly from secondary migration. Most are Somalis and some are Somali Bantus, who generally have had less prior schooling than the typical ethnic Somali. Other student groups including Iraqis, Burmese, and Bhutanese

who typically arrive with some prior educational background. African countries, such as Senegal and Guinea, are represented among the students as are Caribbean and South American countries, such as the Dominican Republic and Colombia.

In order to accommodate a wide range of student educational backgrounds, the Columbus Global Academy has developed an extensive program of studies so that students can develop their English proficiency skills and also complete all the courses needed for middle school or high school. Students are identified by four English proficiency levels: (1) Self-contained (for students with interrupted formal schooling); (2) Level C (beginner—up to a second-grade reading level); (3) Level B (intermediate—up to a third-grade reading level); and (4) Level A (advanced—up to a fourth-grade reading level).

To the extent possible, the Columbus Global Academy offers content area and ESL courses in these proficiency levels by grade level in middle school, self-contained classes. These classes include a double period of ESL and math, plus one period of science, social studies, and an elective. Eighth graders who are at Level A follow the eighth-grade core curriculum.

High school newcomers are scheduled by language proficiency and credits earned. For high school students with considerable educational gaps, the program offers a pre-ninth-grade level with a special curriculum focused on basic skills, such as arithmetic, ESL, and initial reading. At the 9th and 10th grades, students take grade-level courses, including a double period of ESL and single periods of math, science, and social studies. Students can take required 11th-grade courses in the fall semester of the next year (e.g., ESL 11, Chemistry) and 12th-grade courses in the spring semester of that same school year (e.g., ESL 12, Government). In this manner, many of the students could move through high school in 5 years.

Additional learning supports are also available. The program has a Reading Clinic for low-level students who are pulled from different classes (to avoid missing the same class each time) three times per week for a 42-minute period. Reading tutors, including some retired teachers, teach these classes with a ratio of five students per tutor. Middle and high school newcomers may also enroll in several programs open to all English language learners: a summer school program, a Saturday program for test preparation, and an after-school program. The Columbus Global Academy itself offers a 5-hour, after-school program.

Staff include one principal, two assistant principals, 40 teachers, approximately 30 bilingual instructional assistants, and five part-time reading clinic tutors. The program also has its own guidance counselor, school psychologist, two full-time nurses, and graduation coach. Four curriculum coaches assist in mentoring new teachers, and although they serve the ESL programs throughout the district, they are housed at the Columbus Global Academy. Similarly, three social workers support all the ESL families in the district but spend considerable time helping the newcomer families. There is also a district community liaison who supports the Columbus Global Academy part of the time.

Students may remain in the program for 3 or more years. Students who complete the middle school usually go on to regular high schools in the Columbus district; however, those who still need extra support may stay in the program. Staff meet with high school students at the end of Grade 10 to ask if they want to leave the newcomer program to attend regular high schools. In the past, about half of the students left. However, with newly acquired permission to grant high school diplomas, it is probable that more students will remain at the Columbus Global Academy to graduate. The counselor and graduation coach assist students (i.e., the middle schoolers who leave after completion of 8th grade and the high schoolers who choose to leave after 10th grade) with the transition to high school.

Family services personnel at the Columbus Global Academy (i.e., the social workers and community liaison) make connections with community services and inform the parents of these services through direct communication with the students and a newsletter. The program offers extensive health services with two full-time nurses, periodic dental care, and health van services. The program also has many community health partners, including Ohio State University eye clinic and St. Vincent's Hospital, to provide services for students and their families.

Aspects of the program that have been working well are the focus on students' reading development, developing a pathway of high school courses for graduation, and offering test preparation classes. The large, multilingual staff speak many of the students' native languages and dedicate a great deal of their free time (e.g., lunch, after school) to tutoring the students and preparing them for state testing. The pre-ninth-grade level has made a difference in keeping older students in school and on the path to high school graduation.

# ESL Teen Literacy Center Program (Middle School)

Beveridge Magnet Middle School
1616 S. 120th St.
Omaha, NE 68144

Lewis and Clark Middle School
6901 Burt St.
Omaha, NE 68144

Coordinator of ESL and Migrant Education: Ms. Susan Mayberger

The ESL Teen Literacy Center middle school program is a full-day program within a school that provides intensive English language, literacy, and numeracy instruction to middle-school-age newcomers in Grades 7 and 8. The first site opened at Beveridge Magnet Middle School in 2000, and the second site opened at Lewis and Clark Middle School in 2010-2011. Newcomer students zoned for 10 middle schools might attend the newcomer program at one of these two sites, if they meet the criteria. The program seeks to provide intensive instruction in core subjects and physical education as well as an introduction to music and arts. At the end of eighth grade, students transition to a traditional high school or to the high school ESL Teen Literacy Center.

The middle school ESL Teen Literacy Center program is designed for English language learners who are functioning at or below a third grade level in their native language. Most of the students in the program are refugees. In the past, the students were primarily from Sudan, but in the 2009-2010 school year, the student group was more diverse with refugees from Somalia, Burma, and Sudan and immigrants from Guatemala and Mexico. All the students have experienced interrupted formal schooling.

The ESL Teen Literacy Center program operates with self-contained classes for the seventh- and eighth-grade newcomers. The program includes a block (two periods) for reading/English language arts, a block for science, one period for social studies, one period for mathematics, and two periods for electives and physical education; students have a tutoring/resource class in their schedules as well. The teachers use a sheltered instruction approach for the content classes. Extended learning time includes two summer school sessions (3 weeks each). Before- and after-school support is also available at the middle schools.

The program at Beveridge has two full-time teachers (one teaches math and science, the other social studies and ESL), while the program at Lewis and Clark has one teacher (as of 2010-2011), who teaches most of the core subjects and ESL. The program has a part-time administrator and the schools have guidance counselors.

When students reach a third-grade reading level in English, they exit the program. If this happens before the end of eighth grade, the students enter the regular ESL program and may stay at one of the two sites or return to their zoned schools. Often students stay in the program for all of the middle school years and at the end of eighth grade move on to the regular ESL program at one of the district high schools. If at the end of eighth grade they have not attained a third-grade reading level, most move on to the high school ESL Teen Literacy Center.

The middle school ESL Teen Literacy Center program does not have a social worker or family liaison. However, there are district bilingual liaisons (Spanish and other languages) who are shared across schools. The district-based social worker provides counseling to students as needed. Two local refugee resettlement agencies provide additional family support.

The middle school sites report that the small class sizes have been successful, allowing teachers to individualize instruction and accelerate students' learning as quickly as possible. Learning language through the content areas has assisted the students in gaining academic vocabulary, while exposing them to content standards and guided reading instruction has allowed students to gain access to instructional level reading materials. The program also sponsors a take-home book program that encourages students to read independently and explore both fiction and nonfiction text.

## ESL Teen Literacy Center Program (High School)

High School Program
1616 S. 120th St.
Omaha, NE 68144
Coordinator of ESL & Migrant Education: Ms. Susan Mayberger

The high school ESL Teen Literacy Center is a separate-site, full-day program that provides intensive English language, literacy, and numeracy instruction to high-school-age English language learners. Because most newcomers arrive with little prior education, the ESL Teen Literacy Center offers skill development at the level needed by the students (e.g., writing their names, doing basic arithmetic, beginning literacy skills, developing some content area knowledge) prior to their entering the regular high school setting. The program maintains small class sizes in order to individualize intensive instruction in core subjects and physical education as well as to introduce students to music and arts. Staff try to accelerate students as quickly as they are able and integrate job awareness and preparation into the curriculum. Most students remain in the program for 2–3 years.

The high school ESL Teen Literacy Center program is designed for English language learners who are functioning at or below a third-grade level in their native language. Most of the students in the program are refugees. In the past, the students were primarily from Sudan but in the 2009-2010 school year, the student group was more diverse with refugees from Somalia, Burma, and Sudan and immigrants from Guatemala and Mexico. All the students have experienced interrupted formal schooling.

The high school newcomers take classes for basic skills in English language arts, mathematics, reading workshop, science, and social studies (each for two quarters of the school year); physical education; art/music; and vocational support/career exploration. The students rotate among learning stations for part of the day. The more advanced students who are making the transition to a regular high school would have literacy class in the morning at the ESL Teen Literacy Center and take math and other classes at the high school in the afternoon. Extended learning time includes two summer school sessions (3 weeks each).

The high school ESL Teen Literacy Center has three full-time teachers and one paraprofessional. There is a part-time administrator for the program as well.

When students at the ESL Teen Literacy Center high school program reach a third-grade reading level and meet the criteria on the readiness checklist (Appendix F), they transition to the mainstream high school, first on a half-day basis and then full-time as they experience success. One semester of transition is provided, with students attending ESL Teen Literacy Center in the morning and a high school site in the afternoon. This transition process is also available for some students who had been in the eighth grade ESL Teen Literacy program the

prior year. ESL staff at the center and at each high school site, in cooperation with bilingual liaisons at the high school sites, help with transitions.

The high school ESL Teen Literacy Center program does not have a social worker or family liaison. However, there are bilingual liaisons who speak Spanish at most high schools. The district also has bilingual liaisons who speak less common languages and are shared across schools. There is also a certified social worker in the district who provides counseling to students as needed. Two local refugee resettlement agencies provide additional family support. Some other partnerships include a tutor/mentor program with Creighton University and counseling through Methodist Health Services.

Students at the high school ESL Teen Literacy Center are experiencing success with the basic skills curriculum, and the learning center approach has improved the teachers' ability to individualize instruction in small class settings. The half-day transition structure provides critical support for the students as they begin their enrollment in the district high schools.

# High School of World Cultures

1300 Boynton Ave., Suite 434
Bronx, NY 10472
Principal: Dr. Ramon Namnun

The High School of World Cultures is a former 1–2 year newcomer program that started in 1996, but became a full 4-year high school in 1999. It shares space at the James Monroe High School campus in the Bronx with four other small schools. It was redesigned in 2008 as a dual language high school. It started with one dual language cohort in the ninth grade and has grown over the years. Most students remain at the school for 4 years. The goal of the program is to help students acquire innovative and challenging age-appropriate academic skills that prepare them to be truly bilingual members of the global society. This is accomplished by offering Spanish language arts and by providing instruction in science and math in both Spanish and English.

The High School of World Cultures accepts new arrivals as well as students who have been in the United States, including (a)

students from middle school dual language programs who want to continue in high school, (b) educated immigrant students who want to continue and enhance their English and Spanish, (c) non-English speakers and non-Spanish speakers who recently arrived in the country and want to learn Spanish and English at the same time, and (d) eighth graders who are fluent in English and would like to learn Spanish. Many of the immigrant students arrive from the Dominican Republic; a few are from Honduras, Ecuador, Mexico, and Bangladesh. Some students have had an interrupted formal education.

The primary way the school promotes bilingualism is through a program of study that includes all courses needed for graduation in New York. Dual language ninth graders, for example, take two periods of English language arts/ESL and one period each of ESL Writing, social studies, math, and computers, all in English. They have one period each of math, science, and Spanish language arts in Spanish. In 10th grade, courses and languages switch: Students take language arts, social studies, and an elective in Spanish as well as language arts, science, and math in English. The switch occurs again in 11th grade, and then again in 12th. The 12th graders also have an elective course geared to college readiness. Because the students remain at the school for 4 years, their proficiency in both languages grows. The school offers four levels of English, ESL 1–4, and uses sheltered instruction methods, such as the SIOP Model, in the content classes.

In the 2009-2010 school year, the High School of World Cultures had one principal, two assistant principals, and more than 20 teachers. Many of the staff were bilingual; most spoke Spanish and English but some spoke English and other languages, such as Russian, Armenian, Arabic, and French. Many had lived overseas and had an elementary school teaching background, which the administration finds beneficial for the students with limited formal schooling. All teachers of ESL or sheltered content classes had ESL training. The school has a full-time guidance counselor and a parent coordinator who is also a trained social worker.

A key feature of the program is extended learning time. In order to help students acquire academic English, complete all the courses required for graduation, and pass the rigorous high school New York State Regents exams, the administration and staff have organized multiple opportunities for students to study beyond the regular school day. Their

after-school program, called PM School, is offered 4 days each week for 2 hours. Informal tutoring is available before and after school. Saturday Academy is held to prepare students for the Regents throughout the school year. "Vacation institutes" are available during 1-week school breaks. Summer school is offered for 6 weeks from July through August. Students may choose to attend these opportunities themselves, and the principal and teachers examine student performance on benchmark exams and quarterly grades to recommend which students should attend.

Ensuring graduation is key to successful transitions for students at this high school—whether that transition is to college or work. The program of study and the extended learning time support this graduation goal. Besides the 12th-grade college readiness class, the staff at the school offer college advising, college visits, help with applications, and SAT test preparation to assist students with the transition to college life and the real world. The guidance counselor and the senior advisor assist the newcomer students with transitions and postsecondary options.

The parent coordinator organizes monthly Parent Association meetings to make parents aware of the various social services available in New York City for health, housing, and employment. The parent coordinator and the counselor reach out to the social service agencies to make them aware of the newcomer families and inquire regularly with these agencies to see what resources are available. One partner, Hunter College, helps students develop math and science skills through a grant in which faculty provide professional development to the teachers at the High School of World Cultures.

The school is dedicated to providing a supportive and nurturing environment in which students acquire strong English skills while accumulating credits in all the content areas. It has been named one of the best high schools in America, according to *US News and World Report*. Committed staff work with the families to meet students' needs and with students to help them maintain their cultural identity, take pride in their cultural roots, and raise their self-esteem. With a graduation rate of 79% in 2009, which was higher than the New York City average, the High School of World Cultures is achieving its goals to challenge the students, help them meet academic standards, become bilingual, and be prepared for success in the 21st century.

# Intensive English, Dayton Learning Center

280 Mill St.
Dayton, VA 22821
Director: Dr. Charlette McQuilkin

The Dayton Learning Center Intensive English program is a half-day, separate-site program for eligible middle school and high school students from eight county schools in a rural area of Virginia. It is located in a building that also houses the alternative high school program, not one of the regular middle or high schools. The staff consider this program to be a safe, comfortable environment for the middle and high school students who are new to Rockingham County and the United States to become accustomed to U.S. schools. They have designed the program to build a foundation for English language learners to participate successfully in school, both socially and academically.

The newcomer students at the Intensive English program are primarily from Mexico and are below grade level in their schooling backgrounds. Some are from migrant families. Older learners were more numerous in the program in the past and a separate half-day GED program was available to them, but fewer older learners attended in the 2009-2010 school year and none signed up for the GED program.

Newcomer students attend their home schools for a half day and the Dayton Learning Center for the other half of the day, where they have approximately 2 hours of class. The district provides bussing between the two schools as needed. During the 2009-2010 school year, the year of the research site visit, the school held two middle school class sessions, one for Grades 7–8 in the morning and one for Grade 6 in the afternoon, and one high school class session in the morning. Class size is 10 students per class. The 2-hour time block of Intensive English focuses initially on conversational English and beginning reading. However, as the students make progress, they receive content-based ESL instruction, during which they are taught the vocabulary and language of math, social studies, and science. Summer school is available in the district for all English language learners, including newcomers. Self-contained support may be provided to newcomers who choose to attend summer school.

In 2009-2010, the instructional staff included one middle school teacher and one high school teacher. A family liaison worked part-time with the program as well.

In deciding when students are ready to exit the program, staff look at student performance in the newcomer classes at the Dayton Learning Center and in the content area classes in their home schools along with scores on assessments such as the Stanford Diagnostic Reading test, the Idea Proficiency Test (IPT), and the *ACCESS for ELLs* test. The high school teacher also monitors students using the life skills and study skills checklists described in Chapter 3 [and shown in Appendix E]. Students generally attend the program for two semesters but may remain for up to four. Some middle school students exit after one semester.

Because students attend their home school for a half day, the transition process is relatively smooth. The school counselors and the resource teachers for English language learners in each of the high schools and middle schools assist the students with attendance at the home school for a full day. The staff make a strong attempt to keep the English language learners in the high schools and not have them drop out. These students may stay in school until they are able to qualify for a diploma or reach 22 years of age.

The Intensive English program partners with the Migrant Education program, the local Regional Library, and the Big Brothers Big Sisters program. Social services are available from the local health department and other social service agencies. The school counselors, the school nurses, and the family liaison link the families to the community social services and make the local social service agencies aware of the Intensive English program.

## The International High School at Lafayette

2630 Benson Ave.
Brooklyn, NY 11214
Principal: Mr. Michael Soet

The International High School at Lafayette is a full 4-year high school and is one of 14 schools in the Internationals Network. The mission of these international high schools is to provide quality education for recently arrived immigrant students in small, public high schools through the Internationals' educational model. Courses are designed to be interdisciplinary and project-based, where students explore academic content in learner-centered environments. All classes are organized heterogeneously so that students with varied English proficiencies are in classes together. In that way, teamwork within the classes helps the less-proficient and newly arrived students socialize to school and learn English. The school is organized into four teams: two of the teams are a mix of 9th and 10th graders, and 11th and 12th each graders have their own teams. Most students enter the International High School at Lafayette in ninth grade and remain for all 4 high school years. It is currently located at the Lafayette High School campus in Brooklyn, along with four other small schools.

The International High School at Lafayette enrolls students who have been in the United States for 4 years or less and speak very little English. They may have attended eighth grade in a New York City school or be newly arrived to the city. They represent about 50 different countries of origin and speak close to 30 different languages with Spanish, Haitian Creole, Russian, Chinese dialects, and Urdu being the most common. Some students have had an interrupted formal education. More than half have been separated from one or both parents during their family's immigration to the United States.

As a full high school in New York City, the International High School at Lafayette offers all the courses required for graduation. For the most part, English is learned through the content classes, although some specialized literacy classes are provided to students with interrupted formal education. All students take math, English language arts/ESL, social studies, science, art or drama, and physical education classes. Ninth and 10th graders have two advisory periods and 11th and 12th graders have two elective periods. Teachers develop the interdisciplinary curricula that are based on the state standards. Eleventh graders also participate in a 12-week internship for 4 days each week that is linked to their academics and helps them with career research and social language skills. Selected 12th graders may be scheduled into project-based, literacy courses intended to prepare them for the required high school Regents exams.

During the 2010-2011 school year, staff included a principal and assistant principal, more than 20 teachers, one special education paraprofessional, one guidance counselor, and two social workers. The staff were relatively young; most had taught for 5 years or less. They were multilingual, speaking

many of the languages reflected in the diverse student body, such as Spanish, Italian, French, Haitian Creole, Arabic, Mandarin, and Cantonese.

The International High School at Lafayette offers a wide range of extended learning time opportunities to help the students learn English and acquire the credits needed for high school graduation. This time includes before- and after-school homework help sessions as well as Saturday and summer programs. In addition, many students participate in College Now, a partnership with Kingsborough Community College that enables students to take some college courses before high school graduation.

The College Now program is one way the staff help the students with the transition beyond high school. The 11th-grade internship is another. In general, the entire staff, including the guidance department, helps students determine postsecondary options that best suit their interests and needs. The key to these options is the high school diploma.

The program has two social workers who make the newcomers and their families aware of the social services available in New York City and make referrals to outside agencies that provide help with immigration status issues, health care, housing, and mental health. The school has many partnerships with local cultural organizations (for music, art and drama services), mentoring programs, advocacy groups, and more.

There are many positive elements in the program at the International High School at Lafayette. The language development approach is effective with an overall spirit of cooperation and respect among the students. The addition of separate literacy courses has been beneficial to the low-literacy and preliterate students. The internships help prepare students for life beyond school, letting them explore possible careers and giving them self-confidence and an opportunity to interact with native-English-speaking adults. The graduation and college acceptance rates have been increasing.

## International Newcomer Academy

7060 Camp Bowie Blvd.
Fort Worth, TX 76116
Director, Secondary ESL: Ms. Genna Edmonds (2010–2011 school year)
Principal: Mr. Carlos Ayala (2010–2011 school year)

The International Newcomer Academy is a full-day, separate-site program serving students in Grades 6–9. Students generally remain in the program for 1 year before attending their zoned middle or high schools. Preliterate students may remain for 2 years. The goals of the school are to a) orient students to U.S. schools, b) develop basic communicative/academic oral and written English proficiency, and c) continue/develop knowledge and skills in the core content areas so that students can make a successful transition to the next component of the secondary ESL program, the Language Centers at the zoned middle and high school campuses. Beginning level ESL courses are offered at the International Newcomer Academy, and the next ESL level, Intermediate I, is offered at the Language Centers.

Many of the students are refugees, although the countries of origin have changed repeatedly since the school began operation in 1993. During the year of the research site visit, the school had more students from Iraq, Burundi, Nepal, and Burma than it had in the past. They had a decrease in the number of middle school students from Mexico but an increase in the number students from Mexico older than age 17. In recent years, the school has also had an increase in preliterate students.

The program offers different course schedules to middle and high schoolers and to educated and preliterate students. Middle and high school students who have been to school regularly in their countries take ESL, reading, math (as per grade and ability), science, social studies or World Geography, and physical education and/or art. The preliterate students take basic levels of ESL, reading, science, and social studies, basic or regular math, and art, keyboarding, or physical education, according to their grade level and abilities. The International Newcomer Academy has a Summer Enrichment Program as well as Saturday Enrichment Days throughout the school year.

The Fort Worth Independent School District offers both 4-year and 5-year plans for newcomer students entering at Grade 9 that include district summer school courses, which are provided

at no cost to newcomer students. Four-year plans usually apply to those students identified as having been educated in their home countries upon entry, while 5-year plans apply to students who are identified as preliterate. The district also provides credit-by-exam (CBE) options.

Staff at the International Newcomer Academy includes one principal, two assistant principals, 24 high school teachers, 20 middle school teachers, one instructional specialist who supports curriculum development, 6 instructional assistants, and 2 guidance counselors. A few of the teachers attended the International Newcomer Academy as students and have returned to teach. The teachers are organized into instructional teams.

Transition support includes guided visits to zoned middle and high schools with orientation activities provided by the home school. The staffs at the International Newcomer Academy and the receiving school work collaboratively to ensure a smooth transition for the students to the new school. Guidance counselors at the International Newcomer Academy and lead teachers in the Language Centers at the new schools help the transferring students with scheduling and planning for postsecondary opportunities.

The families of students in the program have access to many social services through partnerships with refugee resettlement agencies, such as Catholic Charities, and other local groups, such as the Fort Worth Library and United Way. The resettlement agency and newcomer program staff help make connections so families can access assistance with health services, clothing, food, management of money, and jobs. Through the Fort Worth school district's Adopt a School project, the International Newcomer Academy has a partnership with Modular Design, a company that provides student incentives for good grades and attendance and for participation in the Accelerated Reading Program.

Many aspects of the program are working well to provide needed services. Assessment screening allows staff to place newly enrolled students in appropriate classes, targeted for both educated and preliterate newcomers. The beginning level ESL for Grades 6–9 stabilizes the district Language Center programs on middle and high school campuses, allowing them to concentrate on students at higher levels of language proficiency. The staff is committed to the program and often shares with other district teachers how to use special methods to teach content to students who speak little to no English. The International Newcomer Academy has had strong and productive collaborations with community agencies and refugee resettlement agencies to provide for students and families. As a result of the support offered by the staff, parents, community, and district, the school has exceeded its goal of helping students acquire English proficiency. On the 2008 TELPAS, 48% of the students at the school met the expected standard, and 52% exceeded the standard with 22% exceeding the standard by more than two or more levels.

## Newcomer Center 214

2121 S. Goebbert Rd.
Arlington Heights, IL 60005
Director of Newcomer Center and District ELL Program: Mr. Norman Kane
Newcomer Center Coordinator: Mr. Mario Perez

Newcomer Center 214 is a 1-year, full-day, separate-site program serving six district high schools in a suburb of Chicago. The center is the initial site for immigrant students who come to Township High School District 214 and is designed to meet their learning and acculturation needs. It provides a flexible program of instruction combining comprehensive diagnostic and placement assessment, intensive English language and content instruction, and counseling with a strong emphasis on helping students make the transition to their home high schools. Students generally remain in this program for two semesters.

In years past, about 75% of the students came from Mexico. Now Mexican students comprise about 50% of the population, with the other 50% coming from Eastern European and Asian countries. Fewer students have limited formal education than in the past; more have been coming with on-grade-level schooling.

All newcomers take two periods of ESL (one reading, one writing), one reading tutorial class (available in English or Spanish), two periods of math (different levels are available according to student ability), one period of social science, and one period of physical education. Science is not offered. Students receive high school credit for all courses taken and passed.

In the 2009-2010 school year, the instructional staff included two full-time teachers, one part-time teacher, the full-time coordinator (who also taught social studies), and one instructional assistant. A family liaison works part-time

with the program as well. Guidance counselors are based at the students' home high schools.

The program, considered a separate site, is physically located at an alternative high school campus in the district. The Newcomer Center shares the cafeteria and gymnasium with the other high school. If students require special education services, it is provided by staff from their neighborhood home high school.

Students typically remain at the Newcomer Center for 1 year. Newcomer staff meet weekly to discuss student progress and evaluate potential candidates for transition as the end of the semester approaches. They consider the body of work the students have produced while attending the program and collect feedback from all the teachers in such areas as participation, level of acculturation, social and academic language, and motivation to transition to their home school. The Newcomer Center staff hold transition meetings with the staff at the home schools to discuss the individual transition needs of each student. Meetings with parents are also planned as needed. Once the newcomers transition to the home school, they can attend until they are 21 years old, assuming they are working towards graduation and are in good standing.

All transitioning students visit their home schools with a staff member from the Newcomer Center and are given a tour by home school personnel. Prior to making the transition, home school ESL counselors provide the Newcomer staff with the transitioning students' schedules, locker assignments, and bus information. Some students visit their home school for a day to shadow a former Newcomer student in order to get a feel for the culture of the home school. Throughout the school year, the Newcomer staff make an effort to connect students with their home schools through school dances, athletic events, sports, and clubs at their home schools.

Community Education in District 214 provides information on local organizations to newcomer families that help with matters such as low-cost health care, English classes for adults, Spanish GED, GED, citizenship classes, and access to food pantries. Newcomer staff members interview families and students to assess their needs during the intake appointment and Newcomer Center orientation. A home-school liaison hired by Community Education conducts informal visits to families identified as needing services by Newcomer staff members. Community Education shares

contact information of appropriate services in the area and connects the family to these services directly or indirectly with the assistance of Newcomer staff members.

The small community environment at the Newcomer Center lends itself to connecting with newly arrived international students at a critical time in their lives. Staff do an exemplary job of providing a bridge to the American high school experience to their students. The students' language growth and acculturation while in the program is something the staff are very proud of, and it translates in a quantifiable way in state assessments.

## Port of Entry Program, Union City High School

2500 Kennedy Blvd.
Union City, NJ 07087
Bilingual At-Risk Leader: Mr. Christopher Abbato

The Port of Entry program at Union City High School is a full-day, bilingual program within a school in an urban setting. The primary instructional focus of the program is to teach students English while helping them acquire basic academic skills and concepts in the content areas through their native language so they will be able to transition to and perform successfully in the regular high school setting. The curriculum is provided with accommodations and students have self-contained classrooms.

Almost all of the students at the Port of Entry program are native Spanish speakers. More than half are from the Dominican Republic; others are from Central and South America. Close to half of the students have missed at least 1 year of schooling. Most students in the program have low literacy in Spanish and little to no English skills. They enter as ninth graders.

The program tries to set class sizes at 12 students. It follows a ninth-grade curriculum and offers daily courses of one period each in math, science, world history, Spanish, career exploration/technology, and physical education or Junior ROTC. ESL instruction is provided through a daily double period. Content area classes are taught in Spanish. The program has low, medium, and high sections and students are placed by ability levels (using English and math skills as the

main criteria). Depending on their skills, they might have a medium-level ESL class but a high level math class. All ESL classes are scheduled to occur at the same time in order to facilitate scheduling flexibility. The Union City High School has an extended day program after school for tutoring that newcomer students may attend. The high school also offers a 4-week summer program for ESL, social studies, science, and math that Port of Entry students are very strongly encouraged to attend before they enter 10th grade.

During the 2009-2010 school year, three teachers comprised the instructional staff of the Port of Entry program. Besides the Bilingual At-Risk Leader, the staff included two half-time social workers to support students and reach out to families. A community liaison worker for the high school also provided communication with Port of Entry parents.

Students generally remain in this program for up to four semesters. Students exit the program when they complete and pass all classes required of ninth-grade students and are recommended for transition by their teachers. The process is smooth because the newcomer program is part of the high school and students have taken physical education with the general population. They transition into the regular bilingual program at the high school and are supported by the Bilingual At-Risk Leader.

The program does not have partners itself but connects with local agencies through the high school. One such partner is the North Hudson Community Action Corporation, which opened a medical clinic in the high school in June 2010 that is also available to the public. Employment and health services referrals are available for newcomer families.

As a result of the Port of Entry program, students become familiar with the rules and regulations of a structured school environment, receive a firm academic foundation, and develop English language proficiency. Many graduate from high school. Through acculturation, students become functioning, productive members of the local community and society in general.

# Salina Intermediate Literacy Newcomer Center

2623 Salina St.
Dearborn, MI 48120
Principal: Mr. Majed Fadlallah (2010-2011 school year)

This newcomer program is a full-day, program-within-a-school model that provides students with intensive instruction at their English proficiency level while using Arabic, their native language, to assist in English language acquisition. It also helps students understand the public education system in the United States. Students receive block periods of instruction in self-contained classrooms at Salina Intermediate School in Grades 6–8. The goals of the program are (a) to assist students and their families in adjusting to the new U.S. culture while maintaining their own home culture; (b) to accelerate their English language acquisition; (c) to provide integrated content and language instruction using the SIOP Model; and (d) to assist students in their transition to the mainstream setting. Students generally remain in the program from 1 to 2 years. There is also a self-contained newcomer classroom for students in Grades 4 and 5 at this 4–8 campus.

The newcomer center offers a sheltered environment in order to provide students a supportive period in a comfortable setting upon entering the country. It is located in a suburban setting and students are in their neighborhood school. Ninety-seven percent of the students are from Yemen and 70% have had interrupted schooling.

The typical student schedule includes a literacy block with a content focus in social studies, a literacy block with a content focus in mathematics and science, a computer intervention class, and physical education or another elective in the general education program. Most of the teachers use the SIOP Model of instruction. Extended learning time is also available after school and during the summer.

During the 2010-2011 school year, the newcomer program instructional staff included three full-time teachers and one instructional assistant. Some other teachers at the school teach one or two courses (e.g., reading intervention) to newcomer students. Salina Intermediate School, which houses Salina Intermediate Literacy Newcomer Center, has a community/parent liaison who is available to all families, including those in the newcomer program.

Student data is closely examined at Salina Intermediate School, not just within the newcomer program. Students who are not performing well are placed in reading or math intervention classes, which involve small-group instruction and computer programs.

The newcomer students regularly mix with mainstream students in classes like physical education while they are in the newcomer program. Gradually, students make the transition into the traditional ESL program, as they are ready (for example, with a Developmental Reading Assessment [DRA] test score of 12), usually after 1.5 to 2 years. Newcomer teachers and the ESL transitional teams assist the students in making a smooth transition.

The Salina Intermediate Literacy Newcomer Center has a long-standing partnership with the Arab Community Center for Economic and Social Services (ACCESS) organization. ACCESS provides social services for families, including help with immigration, job referrals, food and shelter, health care needs, ESL instruction, parenting, and youth academic services. The ACCESS facility is in very close proximity to the school. A community liaison works with the students and their families to introduce them to these services.

The newcomer center provides the newly arrived students with a secure, self-contained environment that affords them the time to acquire English language skills while at the same time learning about school processes in the United States. The highly qualified faculty work with the newcomers to provide them with the best learning opportunities. The parent liaison and principal have made strong efforts to engage parents in the school community and have been sensitive to the cultural norms (e.g., separating men and women in meetings) of the newcomer population. Parent classroom walk-throughs, adult ESL classes, parent newsletters, and parent meetings are all successful activities that have been implemented.

# Appendix D: Dearborn SIOP Lesson Plan Template

**SIOP Lesson Plan**

**Dearborn (MI) Public Schools**

(modified from Echevarria, Vogt, & Short, 2008)

Date: _____

Grade: _____

Subject: _____

Unit: _____

**1. Lesson Preparation:**

| |
|---|
| Content Objective: |
| Language Objective: |
| Supplemental Materials: |

| | |
|---|---|
| **2. Building Background:** | **Lesson Sequence:** |
| **3. Comprehensible Input:** | |
| **4. Strategies:** | |
| **5. Interaction:** | |
| **6. Practice & Application:** | |
| **7. Lesson Delivery:** | |
| **8. Review & Assessment:** | |

# Appendix E: Life and Study Skills Checklists

**Intensive English Program at Dayton Learning Center**

| Life skills | No basis to assess | Needs more exposure | Satisfactory | Very satisfactory |
|---|---|---|---|---|
| 1. Able to identify numbers, clock times, simple computation, math symbols. | | | | |
| 2. Able to express minimum of eight feelings—happy, sad, angry, scared, hungry, thirsty, etc. | | | | |
| 3. Able to express some medical situations—headache, stomachache, sore throat, toothache, temperature, cut, 911 emergency. | | | | |
| 4. Identify major body parts. | | | | |
| 5. Able to name days of the week, months of the year, seasons. | | | | |
| 6. Able to name school places and items—gym, cafeteria, library, classroom, locker, book, paper, pencil, chalkboard, etc. | | | | |
| 7. Able to identify basic clothing, sizes, colors. | | | | |
| 8. Identify names of coins, their value, simple computation, making change. | | | | |
| 9. Able to use location words—on, in, over, under, between, next to, behind, in front of. | | | | |
| 10. Able to use some basic descriptive words—pretty, ugly, tall, short, young, old, big, little. | | | | |
| 11. Able to identify family—father, mother, brother, sister, uncle, aunt, cousin, son, daughter, wife, husband, grandfather. | | | | |
| 12. Identify occupations—where they work, what they do. Understand expectations and responsibilities of employment (high school only). | | | | |
| 13. Recognize weather words—sunny, rainy, cloudy, cold, hot, windy, snowy. | | | | |
| 14. Able to express likes and dislikes. | | | | |
| 15. Understand basic opposite terms. | | | | |
| 16. Identify basic forms of transportation—car, truck, bus, airplane, train, boat, motorcycle. | | | | |
| 17. Recognize household items and rooms in the home. | | | | |
| 18. Recognize and identify important indoor and outdoor signs. | | | | |
| 19. Identify places in the community and what we do there. | | | | |
| 20. Able to follow and understand basic directions. | | | | |
| 21. Able to speak and write about senses with simple sentences. Able to describe things you sense. | | | | |
| 22. Follow teacher's directions—circle, complete the sentence, choose, fill in the blank, listen, underline, etc. | | | | |

| Life skills | No basis to assess | Needs more exposure | Satisfactory | Very satisfactory |
|---|---|---|---|---|
| 23. Identify basic shapes—circle, square, triangle, rectangle. | | | | |
| 24. Able to give personal identification information. | | | | |
| 25. Identify basic food and food groups. | | | | |

| Study skills | No basis to assess | Needs more exposure | Satisfactory | Very satisfactory |
|---|---|---|---|---|
| 1. Recognize basic vocabulary, including high-frequency spelling list for Grades 1–3, able to read and use basic vocabulary in a meaningful way. | | | | |
| 2. Understand and use correctly basic verbs—simple present and simple past. | | | | |
| 3. Able to speak, read, and write simple sentences. Able to ask and write simple questions. | | | | |
| 4. Understand simple punctuation—period, comma, and question mark. | | | | |
| 5. Able to understand and answer who, what, where, when, and why. | | | | |
| 6. Understand when to use capital letters—first letter of sentence, proper names, proper places, titles. | | | | |
| 7. Demonstrate basic understanding of contractions. | | | | |
| 8. Sequence—able to read very simple story and sequence the order of events. | | | | |
| 9. Understand alphabetical order. | | | | |
| 10. Understand agreement of subject and verb, although frequent mistakes are made in this area. | | | | |
| 11. Able to use subject pronouns correctly. | | | | |
| 12. Identify categories—which items belong, which items do not belong. | | | | |
| 13. Choose the main idea in a simple text. | | | | |

# Appendix F: Readiness Checklist

## High School ESL Teen Literacy Center Checklist for 2009–2010

### Study Habits:
- ☐ I follow teacher directions with a positive attitude.
- ☐ I complete my homework on time.
- ☐ I work positively with other students.

### Math:

#### Math facts (Time Tests)
- ☐ Add and subtract to 20
- ☐ Multiply and divide by 12s

#### Double and Triple Digit
- ☐ Add and subtract with regrouping
- ☐ Multiply
- ☐ Divide

#### Decimals
- ☐ Add and subtract
- ☐ Multiple with double and triple digits
- ☐ Divide with double and triple digits

#### Fractions
- ☐ Convert fractions to decimals and decimals to fractions
- ☐ Reduce fractions
- ☐ Rewrite mixed numerals to improper fractions and improper fractions to mixed numerals
- ☐ Add and subtract with mixed numerals
- ☐ Multiply with mixed numerals
- ☐ Divide with mixed numerals

- ☐ Tell time to one minute on a traditional clock
- ☐ Make change with coins and one and five dollar bills
- ☐ Measure length, volume, and weight using standard and metric measures

### Reading:
- ☐ State the sounds of letters and blends with 100% accuracy
- ☐ Read 375 sight words with 95% accuracy
- ☐ Read 110 phrases with 95% accuracy
- ☐ Benchmark Test (at Independent Level) to Level L with correct comprehension (for transition for one-half day) to Level Q (for full day)

### Writing:
- ☐ Spell 375 sight word with 90% accuracy
- ☐ Write a paragraph with capital letters and periods (independently)

## ESL Teen Literacy Center Readiness Checklist for 2011–2012

## Goal: Enter Home High School Full Time

## Life Skills

- Following instructions (first time & with a positive attitude)
- Working cooperatively with others
- Completing homework
- Accepting corrective feedback
- Accepting NO
- Listening appropriately
- Using self control
- Keeping out of fights
- Responding to teasing
- Avoiding trouble with others
- Dealing with someone else's anger
- Understanding the feelings of others
- Expressing your feelings
- Dealing with an accusation
- Dealing with embarrassment
- Disagreeing appropriately
- Giving a compliment

## Reading

- Uses **phonemic awareness** to sound out multisyllabic words, with no prompting.
- Can independently identify and use in context 220 **sight words**.
- Demonstrates an **independent reading level of level M** (with proficient fluency and comprehension) according to the Fountas and Pinnell Benchmark reading test.
- Identifies basic **story elements** of a fiction text when engaging in a story retell (oral or written).
- Accesses **text features** to aid with comprehension (e.g., table of contents, glossary, index, maps, charts, headings, diagrams, types of print, captions, labels).
- Identifies main **text structures** (e.g., descriptive, compare/contrast, sequential, argument/persuasion) of nonfiction text and uses a graphic organizer to determine the key information/ideas.
- Applies **reading strategies** to aid comprehension (e.g., previewing, self-questioning, making connections, visualizing, monitoring meaning/clarifying, summarizing, and evaluating).
- Demonstrates comprehension of common **prefixes and suffixes**.
- Demonstrates an understanding of **synonyms and antonyms**.

## Writing

- Write a **five-paragraph expository essay** including an introduction, three body paragraphs, and a conclusion.
- Each paragraph should include a **main idea with supporting details**.
- The entire essay should include **proper paragraph mechanics**.
- Use a **graphic organizer** (e.g., a Venn diagram, chart) to organize factual information.
- **Take notes** that are organized and systematic (after reading a text).

## Science

Please Note:

The number of Science learning objectives that the student must demonstrate proficiency on is dependent on the following:

    1) Student's entrance into the program.

    2) 9th grade Science standards.

With targeted language support, the students will be provided exposure to and demonstrate an understanding of the following learning objectives:

### Inquiry, the Nature of Science, and Technology

- Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.
- Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.

### Physical Sciences

- Students will investigate and describe matter in terms of its structure, composition, and conservation.
- Students will investigate and describe the nature of field forces and their interactions with matter.
- Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.

### Life Sciences

- Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.
- Students will describe the molecular basis of reproduction and heredity.
- Students will describe on a molecular level the cycling of matter and the flow of energy between organisms and their environment.
- Students will describe the theory of biological evolution.

### Earth and Space Sciences

- Students will investigate and describe the known universe.
- Students will investigate the relationship among Earth's structure, systems, and processes.
- Students will describe the relationship among sources of energy and their effects on Earth's systems.
- Students will explain the history and evolution of Earth.

## Social Studies

With targeted language support, the students will have exposure to and demonstrate knowledge of the following:

- Native American Indians, European explorers, and American colonists societies' ways of life, values, and beliefs
- The 13 colonies
- Basic functions of a legislative branch
- Concept of a representative democracy
- Roles and responsibilities of the U.S. Executive Branch
- The U.S. Constitution and the Bill of Rights; specifically the First Amendment
- Events and people who were a part of the American Revolutionary War
- The forced movement of the Cherokee Nation; its cause and effects
- The U.S. territorial acquisitions
- Natural resources in specific territories of the U.S.
- The impact of slavery on the United States' history
- United Nations' Declaration of Human Rights
- Causes of the American Civil War

- Political and social divides of the North and the South
- Economic resources of the North and the South during the U.S. Civil War
- President Lincoln's Second Inaugural Address
- The 10th, 13th, 14th, 15th Amendments

## Math

### Math Facts

- Add and subtract to 20
- Multiply and divide by 12s

### Computation

- Utilize estimation and the four operations to solve problems with whole numbers, decimals, and fractions
- Up to three digit computation for whole numbers and decimals to the thousandths place
- Convert fractions to decimals and decimals to fractions
- Simplify fractions (reduce to lowest terms & write improper fractions as mixed numbers and mixed numbers as improper fractions)

### Number Sense

- Read, write (in digits, words, and expanded form), round, order, and compare whole numbers, decimals, and fractions

### Measurement

- Use linear measurement and demonstrate telling time and simple money transactions
- Count mixed collection of coins and bills to $20.00
- Calculate and count change back to $20.00
- Use decimal notation and the dollar symbol for money
- Tell time to the nearest minute
- Calculate elapsed time
- Estimate and measure length, area, perimeter, volume, and weight using standard and metric units

### Patterns, Functions & Algebra

- Use and interpret variables, mathematical symbols and properties to write and simplify expressions and sentences (equations)
- Identify proper value to replace a variable in an open sentence
- Identify the proper relationship between two sides of a sentence
- Extend a given number pattern

### Data Analysis

- Read charts, tables, and graphs to gain information

### Word Problems

- Draw an accurate picture to represent the problem
- Utilize a variety of strategies to successfully solve various word problems
- Apply mathematics to solve relevant, real world problems