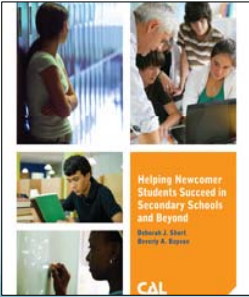


What Works for NewComer Students: Programs and Practices

Deborah J. Short, Ph.D.
Academic Language Research & Training

COSA ELA Conference, March 11, 2016

Research Study: Exemplary Programs for Newcomer ELLs at the Secondary Level




- **Research by the Center for Applied Linguistics (2008-2011)**
- **Funded by The Carnegie Corporation of New York**

Project Tasks (2008-11)

- **National survey of middle and high school programs**
- **Online, searchable database**
<http://webapp.cal.org/Newcomer/>
- **Case studies of 10 promising programs**
- **Report: *Helping Newcomer Students Succeed in Secondary Schools and Beyond***
<http://www.cal.org/resource-center/publications/helping-newcomer-students>

Newcomer students




are found in every state in the U.S.

Newcomer Students – Definitions Vary

Newcomer ELLs lack English proficiency and have gaps in their educational backgrounds. They may be

- Literate newcomers
- SIFE (students with interrupted formal education) newcomers
- Late-entrant immigrant newcomers



Newcomer Students

	First Language Literacy	Grade Level Content Knowledge	English Literacy Development
Literate (full schooling)	+	+	faster
Literate (partial schooling)	+	-	average
SIFE	-	-	slower at first

Late entrants can fit into any of the categories.

Newcomer Programs

- Specifically designed for recent immigrants—with no or limited English proficiency and often limited formal education
- Enrollment is for a limited time
- Most are programs within a school
- May use sheltered instruction or bilingual approach for curriculum, instruction and assessment
- Most programs are for students who are not ready for regular ESL 1 classes.

Newcomer Program Goals

- Help students acquire beginning English skills
- Provide some instruction in core content areas
- Guide student acculturation to U.S. schools
- Develop or strengthen native language literacy

Common Features of Newcomer Programs

- Program or courses distinct from regular ESL
- Instructional strategies for literacy development
- Strategies to integrate language & content
- Orientation to U.S. schools and culture
- Appropriate materials, especially for students with no/low literacy & limited formal schooling
- Teachers experienced in working with newcomers
- Paraprofessional support
- Family connections/social services

Variable Features of Newcomer Programs

- Program location
- Length of daily program
- Length of program enrollment
- Grade levels served
- ESL or bilingual design
- Program articulation
- Content course selection/options
- Career education opportunities
- Assessments utilized

Newcomer Database Findings (2011)

Newcomer Students

- Programs served 10,899 students.
- Students ranged in age from 10 to 21 years old.
- 90+ countries of origin and 55+ native languages were represented.
- Student size in programs ranged from 9 students in one high school to 930 in another.
- Some programs served mostly refugees; others, immigrants; and others, a mix.
- 96% of programs had some SIFE students.
- Over 90% of students qualified for free/reduced lunch.

Programs	# of Programs	# of States
	63	24

Type of Community	Urban	Suburban	Rural
	33 (52%)	21 (33%)	9 (14%)

The most programs were in CA, NY, NC, and TX.

Program School Levels

Middle School Sites	High School Sites	Middle + High Combined Sites	Separate Middle and High Sites
18 (29%)	29 (46%)	12 (19%)	4 (6%)

Program Site Models

Program Within a School	Separate Site	Whole School
38 (60%)	15 (24%)	10 (16%)

Length of Program Enrollment

Less than 1 year	1 Year	1 year and more-than-1-year options	More than 1 year
3 (5%)	23 (36%)	18 (29%)	19 (30%)

Length of Daily Program

Full Day	More than Half Day	Half Day	Less than Half Day	After School
44 (70%)	4 (6%)	11 (17%)	3 (5%)	1 (2%)

~15% combined after school or Saturday school with the daily program.

Instruction

- 88% were ESL or ELD programs
- 12% were bilingual programs

Instruction

- ESL, ELD, Sheltered ELA 100%
- Native lang. literacy/lang. arts 25%
- Content instruction (Eng.) 67%
- Content instruction (Nat. Lg.) 3%
- Content instruction (Eng + Nat. Lg.) 27%
- Cross-cultural orientation 68%
- Career/vocational 14%
- Reading intervention 56%
- Study skills 54%

Case Study Findings



High School

- High School of World Cultures, Bronx, NY
- Int'l High School at Lafayette, Brooklyn, NY
- Port-of-Entry, Union City, NJ
- Newcomer Center, Township 214, Arlington Heights, IL

Middle School

- Salina Intermediate, Dearborn, MI
- Academy for New Americans, IS 235, Queens, NY

Combined Middle & High School

- Columbus Global Academy, Columbus, OH
- Int'l Newcomer Academy, Fort Worth, TX
- Dayton Learning Center, Dayton, VA

Separate Middle & High Sites

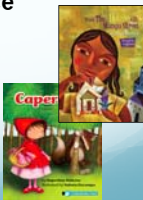
- Teen Literacy Center, Omaha, NE

What Works: Welcoming Environment

- Decorate halls with multi-lingual/cultural signs and posters, international flags and world maps



- Make sure some staff in main office and guidance office are bilingual
- Display student work on walls in halls and classrooms
- Showcase multilingual resources in the library



What Works: Recognizing Newcomer Students' Assets

- First Language: Oralcy & Literacy (measurements like MLD and W-APT)
- Meta-linguistic Awareness across Languages
- Transfer from Roman Alphabet/Cognates
- World Knowledge/Prior Experiences
- Oral English
- Cultural Knowledge
- Prior Schooling



What Works: Better Screening

- Diagnostic assessments of English and native language literacy [new assessment soon to be available: MLD from NYS Dept of Education]
- Better ELP tests (e.g., WIDA ACCESS distinguishes between newcomer and beginner levels)

What Works: Developing Basic, Classroom, and Academic Literacy

- Careful staffing + targeted PD to develop literacy skills across content areas: Responsibility of *all* staff
- Focus on basic reading and writing skills and content/general academic vocabulary
- Leveled readers of fiction and non-fiction text, materials for adolescents, ELL-adapted reading interventions
- Technology to enhance and support learning
- Attention to language frames to help express language functions
- Background building for unfamiliar concepts and content areas

Basic Literacy Development includes

- Basic Survival & Classroom Vocabulary - Thematic
- Phonemic Awareness and Phonics
- Oral Language Practice
- Constructing Meaning from Print (Comprehension)
- Fluency
- Grammar Practice
- Hi-Lo Readers
- Writing Practice



What Works: ESL + Content: Course Options

- Teacher PD to integrate language and content
- Content-based ESL/ELD
- Sheltered science, social studies, math (e.g., SIOP Model)
- Pre-algebra and sometimes arithmetic
- Adjunct courses (ESL + ESL study skills; ELA + ESL 2)
- Double blocks



What Works: Extended Instructional Time

- After school programs
- Summer school
- Saturday programs
- Vacation institutes
- Field trips

What Works: Getting High School Credits

- Advocacy for newcomer courses
- Advocacy for home country transcripts
- Online and credit recovery options (e.g., LUCHA, Apex) [usually after exiting newcomer program]
- Testing for course credit (usually after exiting newcomer program)

What Works: Transition Planning

- Transition support practices to facilitate moving schools (Ex. Township 214)
- Credit recovery options
- Preparation for college (students & parents)
- Preparation for the workplace (vocational ed, internships, job placement support)

What Works: Social Services & Partnerships

- Over 50% of the programs link students and families to social service agencies for health care, housing, employment, and more.
- Programs had parent liaisons and/or social workers on staff
- A number of programs have partnerships with other institutions for after-school programs/tutoring, apprenticeships, family literacy, technology, and more.

Whole School		
International High School at Lafayette, Brooklyn	The Guidance Center of Brooklyn	Provides social workers for 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 4-5 students each day they are onsite.
	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, Columbus	FBI	Runs a junior FBI program for students.
	Ohio State University eye clinic & Lenscrafters	OSU medical students conduct vision check ups for students and LensCrafters give free eyeglasses once per year.
	St. Vincent's Hospital and Rosemount Center	Offer mental health services and counseling for students and families.

Challenges

- Testing newcomers in English before they have developed much proficiency
- Meeting AYP in separate site newcomer centers
- Closing educational gaps
- Graduating students in 4 years (as per NCLB in 2011)

Challenges (cont'd)

- Dealing with family reunification and post-traumatic stress disorder (PTSD)
- Keeping high school newcomers in school
- Providing special education services
- Guiding postsecondary options
- Evaluating long-term effects of the program

Directions for Future Research

- **Elementary School Newcomer Programs**
Ex. How are elementary school level newcomers being served? Are programs needed for them?
- **Program Evaluations**
Ex. Are newcomer programs better for one type of student (e.g., SIFE or older learners) than for others? Do more advanced students benefit from not having newly arrived students in their classes?
- **Pre 9th Grade Programs**
Ex. Are newcomer students more likely to graduate from high school if they follow a 5- or 6-year plan instead of a traditional 4-year one?

Program Profiles in Newcomer Database:
<http://webapp.cal.org/Newcomer/>

Online report *Helping Newcomer Students Succeed in Secondary Schools and Beyond:*
<http://www.cal.org/resource-center/publications/helping-newcomer-students>

Bibliography

- Boyson, B. A., Coltrane, B. & Short, D. (2002). *Proceedings of the first National Conference for Educators of Newcomer Students* (Report). Washington, DC: CAL.
- Custodio, B. (2011). *How to Design and Implement a Newcomer Program*. Pearson Allyn & Bacon: Boston.
- Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. Portsmouth, NH: RMC Corporation.
- Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R. (1998). *Through the golden door: Effective educational approaches for immigrant adolescents with limited schooling*. McHenry, IL: Delta Systems & CAL.

- Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R. (1998). *Through the golden door: Effective educational approaches for immigrant adolescents with limited schooling*. McHenry, IL: Delta Systems & CAL.
- Olsen, L. (2000). Learning English and learning America: Immigrants in the center of a storm. *Theory into Practice*, 39, (4), 196-202.
- Short, D., & Boyson, B. (2012). *Helping Newcomer Students Succeed in Secondary School and Beyond*. Washington, DC: CAL.
- Short, D. & Boyson, B. (2004). *Creating Access: Language and Academic Programs for Secondary School Newcomers*. McHenry, IL: Delta Systems.