How Are School Systems Responding to the Needs of Immigrants, Refugees, and Unaccompanied Minors?

Webinar

November 2, 2017
Presenters

Margie McHugh, Director, National Center on Immigrant Integration Policy, MPI

Julie Sugarman, Policy Analyst, Migration Policy Institute

Nicole Mitchell, Coordinator, School Enrollment Placement and Assessment Center, Student Health and Human Services Division, Los Angeles Unified School District

Marguerite Lukes, Director of Research and Innovation, Internationals Network for Public Schools, Inc
Primary Areas of Work:

• Education and Training:
  - Early Childhood
  - K-16
  - Adult Education and Workforce Development

• Language Access and Other Benefits

• Governance of Integration Policy

www.migrationpolicy.org/integration
NCIIP Immigrant and EL Student Success Focus

➢ Longstanding interest in educational success for first- and second-generation immigrant and EL students

➢ Field research, data and policy analysis, multi-state TA partnership around ESSA implementation

➢ Secondary school newcomers: increased requests since 2014 for information, technical assistance, and data
  • How to meet comprehensive needs
  • Concern about lost potential
  • Building partnerships across sectors (health, mental health, education, social services)

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Purpose: Connect administrators and practitioners in the education, social services, and health and mental health fields that are engaged in providing services to immigrant and refugee newcomers ages 12-21

Cities and districts with large shares of unaccompanied child and refugee arrivals

Website with blog posts and resources, webinars, update emails, opportunity to contribute to special projects and reports

Think about larger policy issues related to meeting needs of these students
The report explores the key challenges that U.S. middle and high schools face as they seek to meet the instructional and non-instructional needs of immigrant and refugee students, many of whom have had interrupted formal education. Drawing upon examples of school districts that have been heavily affected by the arrival of newcomer students, this report analyzes how these districts have adapted their policies and practices.

[www.migrationpolicy.org/integration](http://www.migrationpolicy.org/integration)

Julie Sugarman is a Policy Analyst at MPI’s National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Language Learner (ELL) students in elementary and secondary schools. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels.

Dr. Sugarman came to MPI from the Center for Applied Linguistics (CAL), where she specialized in the evaluation of educational programs for language learners and in dual language/two-way immersion programs. At CAL, she directed comprehensive program evaluations of instruction for ELLs in K-12, and contributed to numerous research and evaluation projects, including studies of biliteracy development in two-way immersion programs and the evaluation of the STARTALK program which funds teacher training programs and language instruction for students in grades K-16 in critical languages. She also provided evaluation expertise to the Cultural Orientation Resource Center at CAL.

Dr. Sugarman earned a B.A. in anthropology and French from Bryn Mawr College, an M.A. in anthropology from the University of Virginia, and a Ph.D. in second language education and culture from the University of Maryland, College Park.
Nativity of LEP Youth Enrolled in K-12, 2015

Average annual arrivals of LEP youth, 2010-2014

- 154,100 age 12 to 21
- 49,800 age 14 to 17

## Unaccompanied Children Released to Sponsors, FY 2014–17

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Unaccompanied Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>53,515</td>
</tr>
<tr>
<td>2015</td>
<td>27,840</td>
</tr>
<tr>
<td>2016</td>
<td>52,147</td>
</tr>
<tr>
<td>2017</td>
<td>42,416</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>175,918</strong></td>
</tr>
</tbody>
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Refugee Arrivals

➢ Total U.S. arrivals

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Arrivals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>69,987</td>
</tr>
<tr>
<td>2015</td>
<td>69,933</td>
</tr>
<tr>
<td>2016</td>
<td>84,994</td>
</tr>
<tr>
<td>2017</td>
<td>53,716</td>
</tr>
</tbody>
</table>

➢ 14,262 refugees between ages 10 and 19 in FY 2015

Immigration issues

- Increase in arrivals, concentrated in some communities
- Media attention on unaccompanied children and refugees
- Characteristics of Central American unaccompanied children
  - Mostly teenagers
  - Interrupted schooling
  - Many speakers of indigenous languages
  - Stress and trauma
  - Family reunification
  - Legal issues
- Election
Education issues

- Accountability for ELs (passage of ESSA)
- Attention to subgroups of ELs
- Trend toward integration of ELs into general education
Reports of civil rights violations

- Ask about immigration status
- Require birth certificates or other documents refugees and asylum-seekers might not have
- Inappropriate push to alternative high school, adult education
Enrollment: Promising Practices

➢ Welcoming atmosphere
  • Cultural and linguistic competence of staff

➢ Strengths-based
  • Native language assessment
  • Student educational history

➢ Comprehensive
  • Screen for issues
  • Describe services available
Comprehensive Supports

➢ **Academic cultural orientation**
  - *Behavior and norms*
  - *School culture and ways of thinking*

➢ **Engagement**
  - *Family outreach*
  - *Extracurricular activities*
  - *Mentoring and drop-out prevention*
  - *College and career planning*
  - *Case management and referrals*
  - *Legal services*
Comprehensive Supports

➢ Mental health

• High demand for practitioners with language and cultural skills to address

✓ Trauma
✓ Cultural adjustment
✓ Family reunification
Nicole Mitchell started her career as a teacher and has worked in education for 19 years. She is currently the coordinator for the LA Unified School Enrollment Placement & Assessment (S.E.P.A.) Center.

In this position, Ms. Mitchell works with many immigrant students and families, including unaccompanied and accompanied youth and families in unauthorized status. Among her duties, she provides support for these students, and assists these students and families in finding resources and tools to help them in dealing with any trauma they may have experienced.

Ms. Mitchell has her Masters in School Counseling from California State University, Los Angeles and a Master in Administration from California State University, Northridge.
Student Health and Human Services

The **School Enrollment Placement and Assessment (S.E.P.A.) Center** provides services to students using a holistic approach:

- Physical wellness
- Emotional wellness
- Social wellness

This allows for greater success in assessing students’ needs, challenges, and determining the best resources and services.

**Goals**

- Evaluate the overall well-being of the youth and the family
- Outreach to families, schools and the community and connect them with available resources
- Coordinate efforts for following-up
S.E.P.A. Center Services

- A center for newcomers.
- Staff assists families with the enrollment process and coordinates with schools for immediate enrollment.
- They provide families with information and assist with obtaining resources or referrals needed.
- Monitor needs of families and collaborate with LAUSD and non-LAUSD service providers to ensure the necessary resources are available.
S.E.P.A. Center Services cont.

Enrollment Assistance

- Interpreter Aides assist families with:
  - Completing enrollment paperwork
  - Medical Consent forms
  - Zone of Choice Options
  - Student Residency Questionnaire (SRQ)
  - LAUSD Affidavits (BUL-4926.2)

Notify school of upcoming enrollment
S.E.P.A. Center Services cont.

Health Services

Nurse Practitioner and School Nurse assess youth for physical wellness

- Conducts health screenings
- Translates foreign immunization records
- Provides Immunizations/TB testing
- School physicals/Sports Exam
- Nutrition Education
- Initiates Temporary Medi-Cal
- Referrals for Medical treatment
  - Vision
  - Audio
  - Dental
- Schedule follow-up appointments to address additional health needs
S.E.P.A. Center Services cont.

School Based Health Clinics and Wellness Centers
Health Insurance Enrollment

The Children’s Health Access and Medi-Cal Program (CHAMP) Health Care Advocate assist families with health insurance enrollment

- Assists with extending Medi-cal services
- Reviews health insurance enrollment process and answers questions
- Gathers documentation to apply for eligible health insurance programs
- Links families with existing resources
- Follow-up with family and provide access to care
School Readiness and Wellness Assessment

The Pupil Services and Attendance Counselor (PSA) assesses and researches the life situation of the youth and family members during the intake process to determine:

- History (last place of attendance or journey from country of origin)
- Obstacles or trauma suffered
- Documentation and record review
- Attendance Expectations
- Barriers to academic success
- Referrals
- School enrollment verification
Mental Health Assessments and Referrals

The Psychiatric Social Worker (PSW) provides a range of comprehensive mental health services that connects and protects youth and families:

- Promotes Mental health awareness and education
- Conducts a psychological needs assessment
- Screens for trauma, family disruption and reunification issues that may arise
- Determines treatment plan to include prevention and early intervention
- Risk and threat assessments (including crisis and suicide prevention)
- Referrals to LAUSD and agency mental health resources
- School enrollment verification
- Follows-up with family to determine additional referrals needed
S.E.P.A. Center Services cont.

Legal Services Referrals

S.E.P.A. Staff

- Collaborate with community based non-profit Legal Organizations
- Connect youth with Pro-bono legal services as available
- Providing referrals to legal resources as needed
<table>
<thead>
<tr>
<th>Challenges</th>
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<tbody>
<tr>
<td>• Anti-immigrant rhetoric</td>
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<tr>
<td>• Fear of Deportation</td>
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<tr>
<td>• Legal Organizations capacity</td>
</tr>
<tr>
<td>• Mental Health</td>
</tr>
<tr>
<td>• Family Reunification/Adjustment</td>
</tr>
<tr>
<td>• Cultural Considerations</td>
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WE ARE ONE CAMPAIGN

Website
New resource guides: https://achieve.lausd.net/weareone

- Students and Families
- Schools
- Community Resources
- DACA Updates
Contact Us

Nicole Mitchell, Coordinator
School Enrollment, Placement & Assessment (S.E.P.A.) Center

Social Media
Facebook.com/LosAngelesSchools
Twitter.com/la schools
Youtube.com/user/LosAngelesSchools

http://achieve.lausd.net/WeAreOne
Julie Sugarman is a Policy Analyst at MPI’s National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Language Learner (ELL) students in elementary and secondary schools. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels.

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Newcomer centers

- Standalone or strand?
- SIFE or all newcomers?
- Length of program?
- Transition to another school?
- Bilingual or English-only instruction?
Issues for Consideration

➢ **Access to resources of a comprehensive high school**
  • *Advanced coursework and electives*
  • *Extracurriculars*

➢ **Specialized services**

➢ **Teacher capacity**

➢ **Integration with non-ELs**

➢ **Travel time and transportation costs**

➢ **Attend one or multiple schools**

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Traditional model

- High school course of study may take 5+ years
- Initial focus on ESL and remedial instruction

Concerns

- Poor outcomes when language taught in isolation
- Disproportionate exclusion of ELs from advanced coursework
- Lack of access to the same curriculum as peers
- Accountability measure related to four-year graduation rate
- Get older students through high school before they age out
Approach

- Create new courses that satisfy requirements to offer for credit
- English language development given dedicated time and embedded into grade-level content
- Train general education teachers to shelter content instruction and support dual teacher certification
- Co-teaching and EL specialist coaching
Need research on accelerated curriculum

- What are English language proficiency and academic outcomes compared to 5-6 year sequence?
- Are students well prepared for post-secondary education?
- Is it appropriate for all newcomers?
- What are the necessary conditions for the approach to be effective?
Marguerite Lukes has been an educator and advocate for immigrant students for more than 25 years. Formerly on faculty at the City University of New York, Dr. Lukes is currently Director of Research and Innovation at Internationals Network for Public Schools. In her role, she is primarily responsible for working collaboratively across the national network of schools to set direction for research, reporting, and analysis. She also engages staff and partners to explore the impact of projects and services leading to innovations in program design. Dr. Lukes has been a teacher, curriculum developer, professional development specialist, university educator, and researcher. She has taught graduate and undergraduate courses in bilingual/multicultural education for pre- and in-service teachers and developed online and distributed learning courses for adult and family educators. She continues to work with community programs in New York City to enhance access to education for Mexican and Latino youth and adults.

Dr. Lukes received her doctorate from New York University, where she conducted research about the educational experiences of Latino migrant youth and designed professional development for schools serving immigrant students throughout New York State. Her research on second language learning, literacy, and the education of immigrant populations has appeared in many academic publications, and she has contributed to several volumes on the education of immigrants. Her recent book *Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers and Alternative Pathways to College* focuses on Latino immigrant youth in New York City and their quest to further their education.
One Learning Model for All: Supporting Academic and Social-Emotional Development through Structures and Pedagogy in Secondary Schools serving ELLs
Internationals Network is.....

A national school development and support organization that works to ensure that immigrant English Language Learners (ELLs) have access to quality public secondary education. A network of 27 high schools, programs and academies serving over 9,000 students from more than 170 language groups across the United States. Based on a practitioner-developed design that has documented success since 1985.
International High Schools & Academies are in New York City, California, Virginia, and Washington, DC
Dilemma #1: Preparation and support of teachers

~10% of US School Population are ELLs. Fewer than 13% of US teachers have received training on instruction for ELLs.
Dilemma #2: Accessible, engaging, relevant instruction.
Dilemma #3: Secondary schools isolate teachers
Key elements of Internationals Schools and Academies

Structural Elements

• Shared cohorts of ELLs grouped heterogeneously (i.e. “detracked”) regarding English and academic proficiency

• Collaborative interdisciplinary teams of teachers share a COMMON PLANNING TIME and a COHORT of students

Instructional Elements

• Integrated language and content instruction

• Collaborative student learning that focuses on experiential projects

• Students’ home languages are used to provide access to core content and scaffold.
Internationals’ Approach

Heterogeneity and collaboration
Experiential learning
Language and content integration
Localized autonomy and responsibility
One learning model for all

NEW YORK CITY ELL GRADUATION RATES
VS. NEW YORK CITY INTERNATIONALS NETWORK GRADUATION RATES (2016)

<table>
<thead>
<tr>
<th>4-YEAR GRADUATION RATE</th>
<th>6-YEAR GRADUATION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>31% International Network Students</td>
<td>74% International Network Students</td>
</tr>
<tr>
<td>New York City English Language Learners</td>
<td>49% New York City English Language Learners</td>
</tr>
<tr>
<td>78% International Network Students</td>
<td>49% New York City English Language Learners</td>
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</tbody>
</table>
Marguerite Lukes, Director of Research and Innovation
Internationals Network for Public Schools

www.internationalsnetwork.org
https://www.facebook.com/InternationalsNetwork
Today’s Release

The report explores the key challenges that U.S. middle and high schools face as they seek to meet the instructional and non-instructional needs of immigrant and refugee students, many of whom have had interrupted formal education. Drawing upon examples of school districts that have been heavily affected by the arrival of newcomer students, this report analyzes how these districts have adapted their policies and practices.

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http://bit.ly/2gUnmG5
Join Next Week’s Webinar

Promising Futures for All Students in U.S. Schools

Monday, Nov. 6, 2017
2:00 P.M. ET, 1:00 P.M. CT,
12:00 P.M. MT, 11:00 A.M.

Speakers:
Kellye Bender, Title III Director,
Cleveland City Schools, TN

Eugene Garcia, Professor Emeritus,
Arizona State University

Kevin Thomas, Associate Professor of
Sociology, Demography, and African
Studies, Pennsylvania State University

Moderator:
Delia Pompa, Senior Fellow, MPI

www.migrationpolicy.org/events
Thank You For Joining Us!

For more information:

Margie McHugh  
Director of NCIIP  
Migration Policy Institute  
mmchugh@migrationpolicy.org

Julie Sugarman  
Policy Analyst  
NCIIP, MPI  
jsugarman@migrationpolicy.org

Reporters can contact:

Michelle Mittelstadt  
Director of Communications and Public Affairs, MPI  
mmittelstadt@migrationpolicy.org  
+1-202-266-1910

For additional information and to receive updates:  
www.migrationpolicy.org  
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