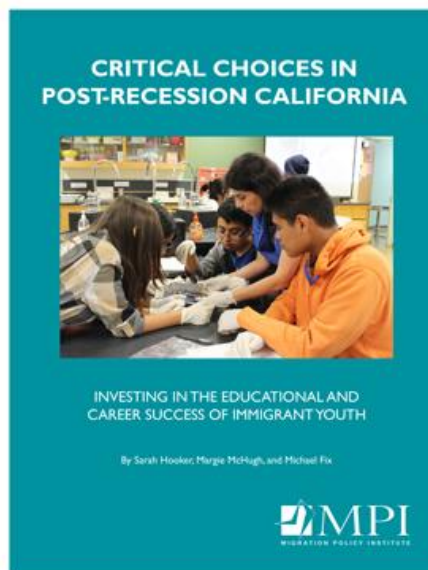


Improving the Educational Outcomes of California's Immigrant Youth: A National Imperative



Migration Policy Institute
June 18, 2014



Presenters

Report Authors

- **Margie McHugh, MPI**
- **Michael Fix, MPI**
- **Sarah Hooker, MPI**

With:

- **Shelly Spiegel-Coleman, Californians Together**
- **Christopher Edley, Jr., University of California Berkeley School of Law and National Commission on Education Equity and Excellence**



Logistics

- The report is available at: <http://bit.ly/ImmEdCA>
- Slides and audio will be available at: <http://www.migrationpolicy.org/events>
- If you have any problem accessing this webinar, please contact us by email at events@migrationpolicy.org or call +1-202-266-1929.
- Use chat function throughout webinar to write questions. Questions written in the chat function may be visible to other participants.
- Or send an email to events@migrationpolicy.org with your question.



MPI National Center on Immigrant Integration Policy (NCIIP)

Areas of Work:

- **Education:**
 - **Early Childhood**
 - **K-16**
 - **Adult Education and Workforce Development**
- **Language Access and Other Benefits**
- **Governance of Integration Policy**
- ***E Pluribus Unum* Prizes**

www.migrationpolicy.org/integration



Report Authors



Margie McHugh
Director
NCIIP



Michael Fix
Chief Executive
Officer & Director
of Studies



Sarah Hooker
Policy Analyst



Study Overview

- **Series of 5 State Case Studies: CA, GA, FL, NY, WA**
- **Immigrant Youth Ages 16-26**
 - **1st generation = born abroad**
 - **2nd generation = born in U.S. to immigrant parents**
- **Cross-Systems: secondary, postsecondary, adult ed**
- **Mixed-Method: fieldwork plus quantitative data analysis**
- **Included Districts and Colleges:**
 - **Anaheim Union High School District, Los Angeles Unified, Oakland Unified, San Francisco Unified, Sanger Unified**
 - **City College of San Francisco, Fresno City College, Fullerton College, Los Angeles Trade Tech College**



California Fiscal and Policy Context: Critical Choices Ahead

- **Recovery from state budget crisis; education funding still below pre-recession level**
- **Proposition 30: Nov. 2012**
- **Local Control Funding Formula (LCFF): 2013-14 Budget**
 - **Local autonomy**
 - **Weighted funds for ELLs**
 - **Required community/ parent involvement in budget process**
- **Common Core/ Next Generation Science Standards**



California Immigrant Youth: State and National Demographic Imperatives

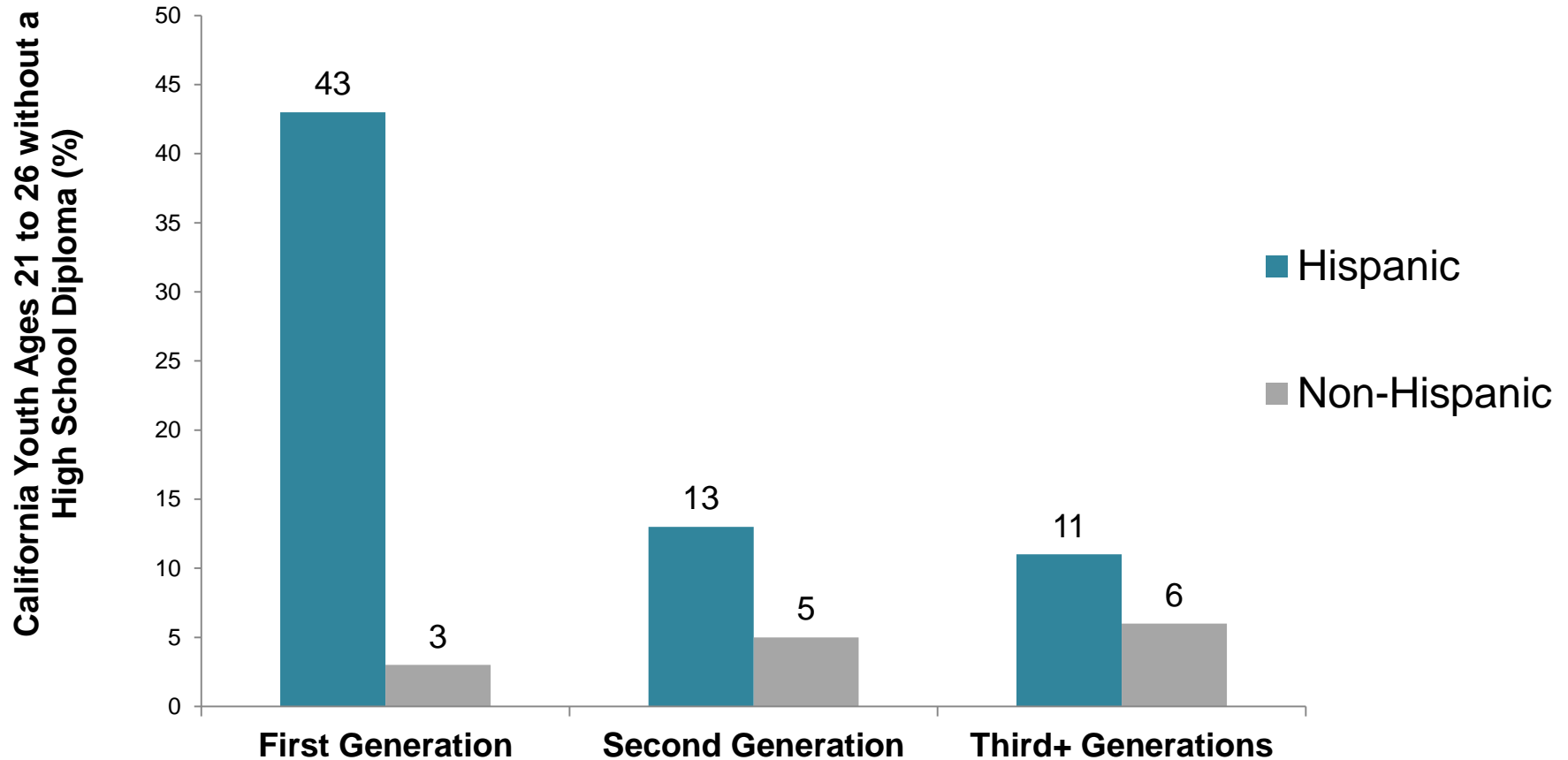
- **54% of CA youth are immigrants or children of immigrants (3.3 million), v. 26% of U.S. youth**
 - **1st generation= 1.1 million**
 - **2nd generation= 2.2 million**

- **CA is home to:**
 - **1/3 of U.S. English Language Learners (K-12)**
 - **Nearly 30% of DACA-eligible youth**

Sources: MPI analysis of pooled 2011-13 Current Population Survey; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2002-03 through 2010-11; Office of Refugee Resettlement, 2012.



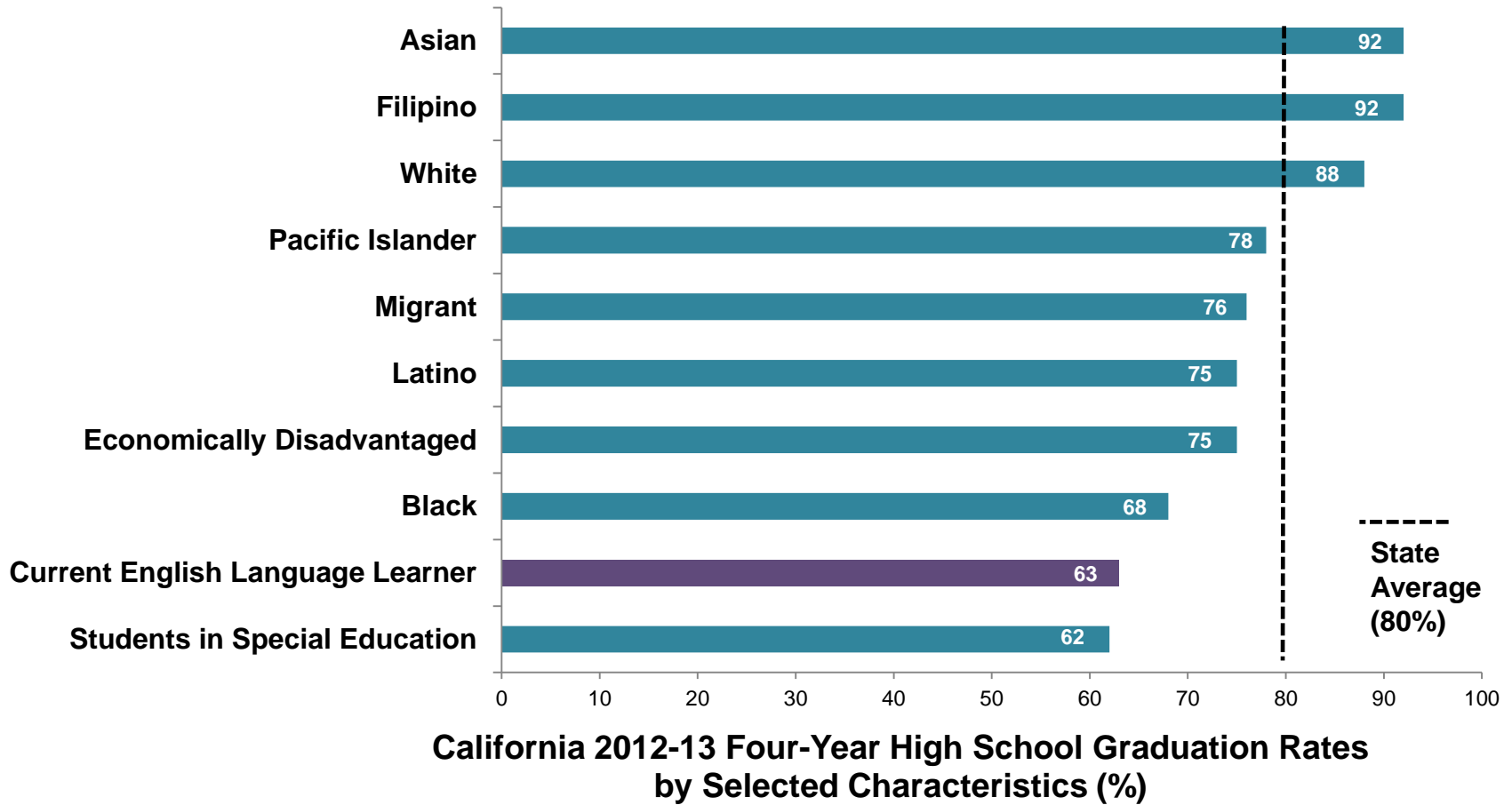
Share of CA Youth *Without* a H.S. Diploma/ Equivalent, Ages 21-26



Source: MPI analysis of 2009-13 CPS-ASEC Data.



ELL High School Graduation Rates Lag



Source: California Department of Education, DataQuest. <http://data1.cde.ca.gov/dataquest/>.



High School Level: Challenges

Diverse Educational Needs

- **Newcomers, Long-term ELLs, Former ELLs**

Limited ELL-Focused Professional Development for Mainstream Teachers/ Administrators

- **Demands of Common Core**

Time Pressures on High School ELLs

- **Language and content requirements**
- **Access to college- and career-prep courses**

Insufficient College Counseling

- **2nd-highest Counselor Caseloads in U.S.**



High School Level: Promising Practices/ Policies

- **CA Long-Term ELL Legislation (2012)**
- **Pathways for different ELL subgroups — SF, LA**
- **Summer school for ELLs — SF**
- **Oakland International High School: late-arriving youth**
- **Training counselors on college access for DACA/ DREAM youth: Educators for Fair Consideration**

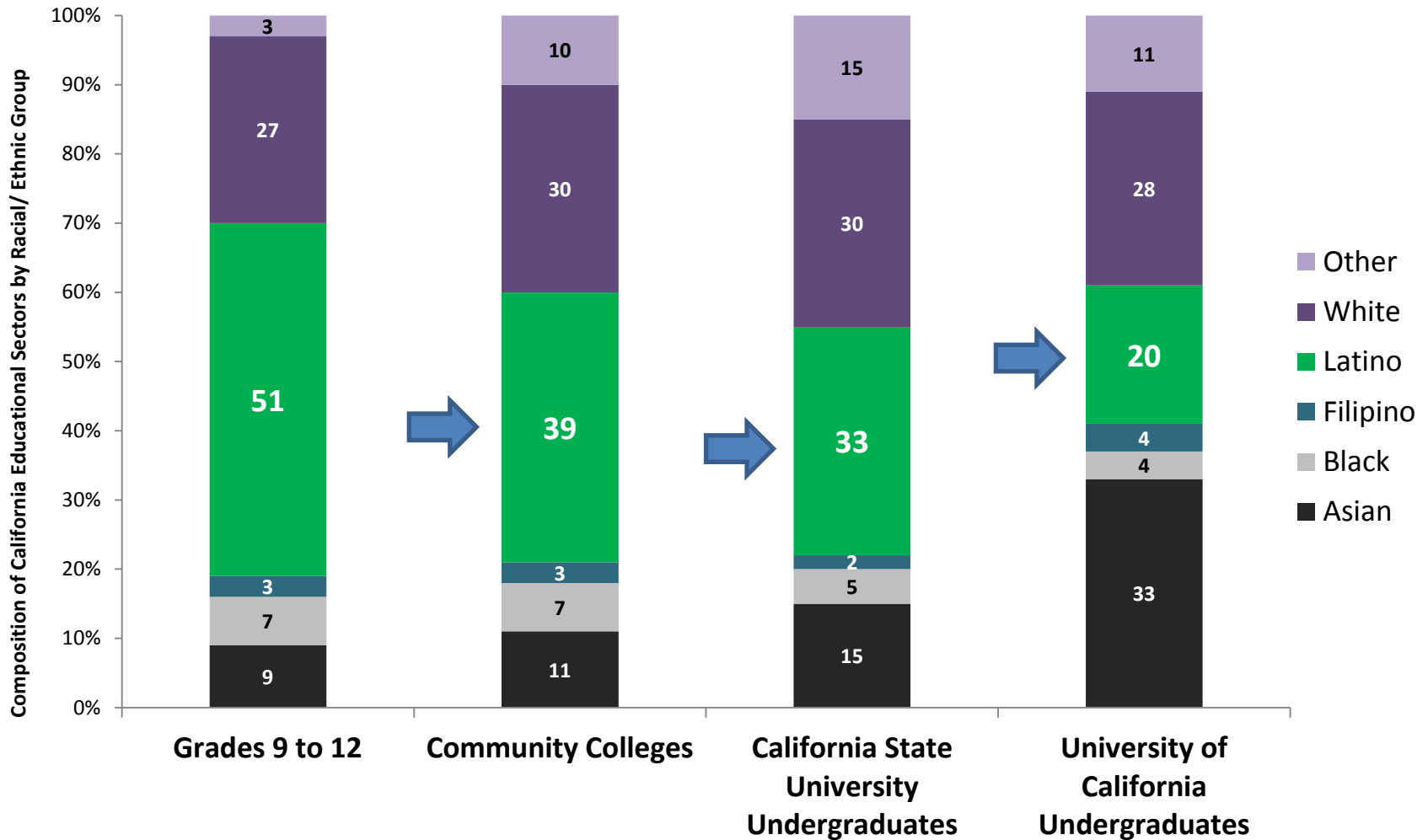


High School Level: Recommendations

- **Build capacity for immigrant parent engagement in LCFF spending decisions**
- **Leverage LCFF to:**
 - **Re-invest in expanded learning time for ELLs**
 - **Improve teacher/ administrator PD focused on ELLs**
 - **Restore college counseling capacity**



Uneven Enrollment in California's Educational Institutions, 2012



Source: California Department of Education; California Community Colleges Chancellor's Office; California State University; University of California.



Postsecondary Education: Challenges

- **Capacity challenges:**
 - **Enrollment cut by 500,000 students**
 - **Waiting lists**
- **Developmental education (required by at least 70%)**
- **Placement testing process: problematic for ELLs**
- **Limited guidance; need for social services, transportation, childcare, etc.**
- **Confusing transfer process**



PSE: Promising Practices and Recommendations

Promising Policies/ Practices:

- CA Dream Act (2011)
- Student Success Act (2012)
- Student Equity Plans
- Learning Communities: *Puente*, *Camino* (Fresno), Metro Academies (San Francisco)

Recommendations:

- Use new student support resources to enroll/ retain students with multiple barriers to success
- Improve assessment and counseling for ELL students
- Build longitudinal data system; track ELL/ Former ELL outcomes at PSE level



Adult Education: Challenges

- **Immigrant youth more than twice as likely to lack HS diploma/ GED than state average-**
 - **Increased need post-DACA**
- **Massive cuts and program closures since 2009**
 - **“Flexibility:” 50-60% of state adult ed funds redirected to other purposes**
- **Long course sequences; poor alignment across systems**
- **Winners and losers as resources rationed**



Adult Education: Looking Ahead

Promising Policies/ Practices:

- **AB 86 (2013): Regional consortia of K-12 and community college providers of adult education**
 - **Focus on postsecondary education goals**
 - **Consequences for less-prepared learners?**

Recommendations:

- **Rebuild capacity to meet learner needs across basic skills spectrum**
- **Scale up integrated basic education/ skills training programs**
- **Expand program availability/ options for youth seeking DACA**



Presenter



**Shelly
Spiegel-Coleman**
Californians Together

Shelly Spiegel-Coleman, the Executive Director of Californians Together, leads a coalition of 23 statewide professional, parent, and civil-rights organizations focused on improving schooling for English learners. Spiegel-Coleman was Senior Project Director for the Multilingual Academic Support Unit for the Los Angeles County Office of Education. She previously served as a member of the English Learner Advisory Committee to the California State Board of Education and has served as a member of California State Superintendent Tom Torlakson's transition team, as well as the Public School Accountability Act Advisory Committee, English Language Development Standards Project, and the California Curriculum and Supplemental Materials Commission.

State Policies and State/Local Advocacy Efforts

Shelly Spiegel-Coleman

Californians Together

www.californianstogether.org

Local Control Funding Formula (LCFF)

Equity Intent

- “Equal treatment for children in unequal situations is not justice”. Governor Jerry Brown, January 2013
- Local Control Funding Formula recognizes that students with additional academic needs (LI, ELL, FY) need additional financial resources to support their education
- Districts must develop a three year Local Control Accountability Plan (LCAP) describing goals, actions, services and expenditures.
- This is the opportunity to define a comprehensive plan for serving first and second generation immigrant students and English learners.

What are the key issues for districts and school sites?

Long Term English Learners – how can LCAP address this?

Need for teacher collaboration and planning time to implement the new ELD standards – Can LCAP provide for this?

Newcomers – how can LCAP provide needed supports?

Parent education and recruitment to bilingual programs, honoring waivers, building bilingual programs – how can LCAP support this?

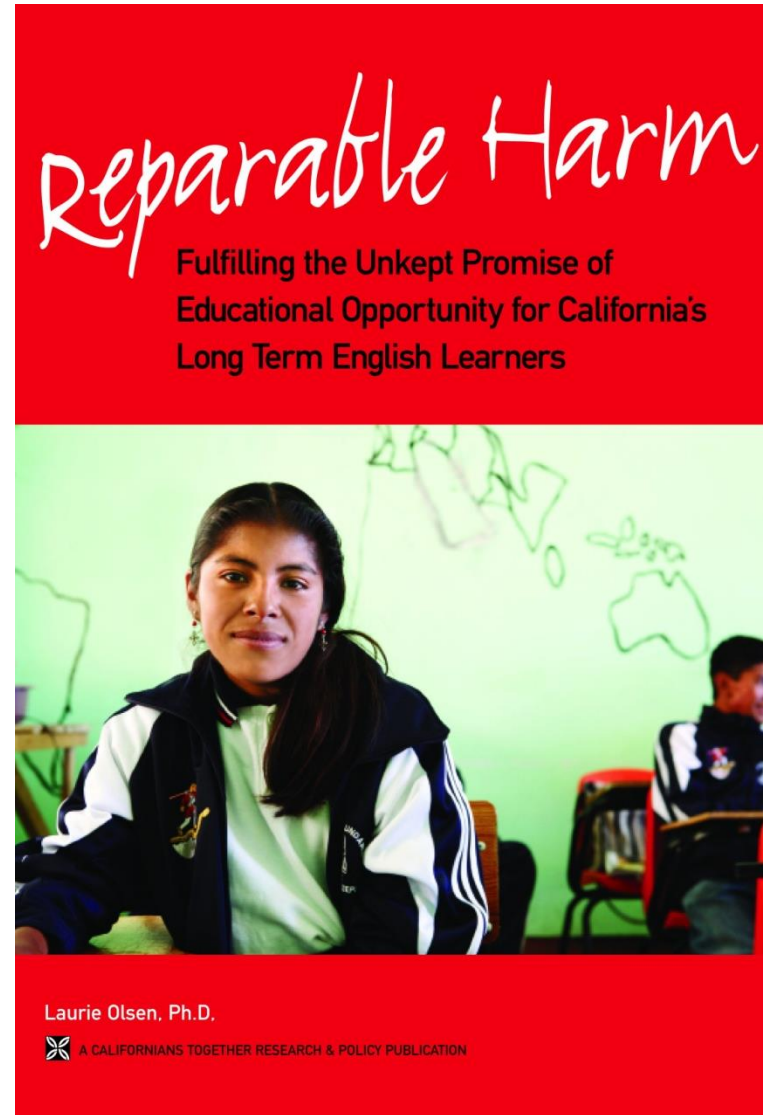
Ensuring access to college preparatory courses, and counseling for ELLs – how might LCAP funds contribute to this?

Profiles of Your District/School EL Student Population

- Newcomers
- Accelerated, Highly Literate, High Achieving, and Well Educated ELs
- Underschooled Students
- Long Term English Learners (LTELs)
- Students at Risk of Becoming LTELs
- Struggling Fluent English Proficient Students
- Student in Programs Leading to Biliteracy
- ELs Making Normative Progress

Reparable Harm *Survey (2010)*

- Data from 40 school districts
- Data on 175,734 ELLs grades 6 - 12
- 31% of California's ELs grades 6 – 12
- Districts vary (*EL enrollment, size, context*)
- # years, English proficiency, achievement, definition, placement
- 59% of 6-12 grade ELs are LTELs



Two courses created per the LAUSD Master Plan for ELs (2012):

- Advanced ELD
- Literacy and Language for ELs

Pilot of LTEL Courses, spring 2013

- 8 schools, both middle and senior high
- 15 teachers
- 6 different published instructional curricula

Data collection

- Experiences and data collected from pilot program to inform course and curriculum recommendations

Moving towards rollout

- Selection of published curricula and novels
- Instructional guide
- Initial teacher training: approximately 1200 teachers in 7 sessions in multiple locations
- Also trained: School-site EL Coordinators, Title III Coaches, Administrators

Rollout

- Purchase and delivery of materials
- **UCOP application submitted and courses approved for B credit**
- All LTELs placed in the two courses fall 2013
- Ongoing follow-up training for teachers


AB 2193 (Lara) LTEL Legislation

- Definition for LTELs and Students at risk of becoming LTELs
- State to report the school and district numbers for each cohort.
- This month the numbers will be posted on CDE website and accessible through Data Quest
- District can request student ID numbers for the students by grade level, school or district to know who the students are.

LCFF Priority #2

ENGLISH LEARNER SUCCESS IN THE COMMON CORE STATE STANDARDS (CCSS)

Your Voice, Your Advocacy: A guide for parents on how your support and the CCSS can help your children succeed in school



CaliforniansTogether
Championing the Success of English Learners

- in collaboration with -

cabe
California Association for Bilingual Education

NCLR
NATIONAL COUNCIL OF LA RAZA

A Californians Together publication written by Alliance for a Better Community (ABC)

- Implementation of CCSS for all students and English Language Development Standards for ELs
- The language demands of the CCSS for 1st and 2nd generation immigrant students is very high. They are written for native English speakers and little to no direction was given when instructing ELs
- The school and district conversations mirror the lack of specificity for ELs
- Need for advocacy

Californians Together's Key Advocacy Messages

- Now ALL teachers will need to support language development
- The Common Core calls for a change in teaching pedagogy from teacher-directed and primarily teacher talk → student talk, discussion, inquiry, collaboration
- California teachers using existing adopted curriculum and pedagogies have not been using the strategies that are called for by the Common Core Standards
- ELD Standards must be simultaneously rolled out with the CCSS to inform scaffolding in instruction and access for 1st and 2nd generation immigrant EL students

Biliteracy for All Students

The Time is Now

- “Fluency in a second language helps our students be well-prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation and world.”

Tom Torlakson, State Superintendent of Public Instruction, ELA/ELD Framework (in press)

California State Seal of Biliteracy

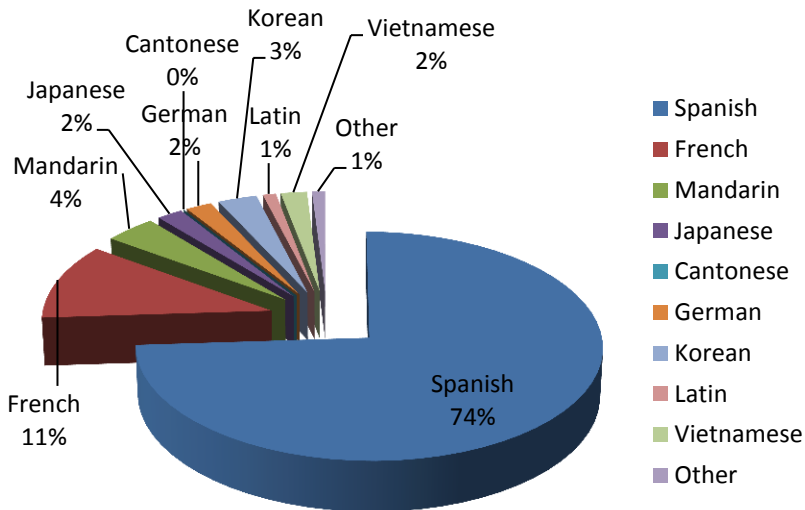
First in the Nation



- *An award granted to high school seniors (by a school, district and/or the state) upon graduation certifying attainment of mastery of two or more languages (one of which is English)*
- *New York, Illinois, New Mexico, Texas, So Carolina, Washington, Dearborn Public Schools*
- *Considering: Massachusetts, Florida, DC Public Schools*

Results

California State Seal of Biliteracy Language of Proficiency (07/17/13)



- After 2 years over 32,000 seniors recognized
- Numbers doubled in second year
- 40% former ELs
- 29 languages including sign language

California Campaign for Biliteracy

A campaign across California to develop strong, articulated, equitably accessible preschool through high school programs and learning opportunities that will prepare students with high level proficiency in two or more languages.





Presenter



Christopher Edley, Jr.

University of California Berkeley
School of Law/
National Commission on Education
Equity and Excellence

Christopher Edley is the Former Dean and Orrick Distinguished Professor of Law at the University of California Berkeley School of Law. Edley recently co-chaired the congressionally chartered National Commission on Education Equity and Excellence (2011-13), which was charged with revisiting the 1983 report, *A Nation at Risk*, and recommending future directions for reform. He chairs the follow-on effort, For Each & Every Child. Edley served in White House policy and budget positions under Presidents Jimmy Carter and Bill Clinton, and served on Barack Obama's Transition Board with responsibility for Education, Immigration and Health. Edley was a Harvard Law Professor for 23 years.



Question and Answer Session

Use chat function to write questions.

Or email events@migrationpolicy.org with your questions.

- Slides and audio will be available at: <http://www.migrationpolicy.org/events>
- The report is available at: <http://bit.ly/ImmEdCA>
- If you have any questions about the report, please email communications@migrationpolicy.org



Thank You For Joining Us!

For more information:

Michael Fix

CEO and Director of Studies
Migration Policy Institute
mfix@migrationpolicy.org

Margie McHugh

Director of NCIIP
Migration Policy Institute
mmchugh@migrationpolicy.org

Sarah Hooker

Policy Analyst
Migration Policy Institute
shooker@migrationpolicy.org

For additional information and to receive updates:

www.migrationpolicy.org
www.migrationpolicy.org/integration