

***Serving Newcomer Immigrant and Refugee
Students in Secondary Schools:
Comparing U.S. and European Practices***

Webinar

MPI National Center on Immigrant Integration Policy

October 22, 2015



Presenters



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



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Logistics

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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

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Rising Numbers of Late-Arriving Students

United States

- Unaccompanied children (UACs) apprehended at U.S. Mexico border rose from 16,000 in FY 2011 to over 68,000 in FY 2014 and nearly 40,000 in FY 2015; most ages 14+
- Over 250,000 secondary-school-age newcomers arrived in 2012

Europe

- Europe could receive one million refugees this year as a result of the current refugee crisis; a significant portion will be minors
- Over 23,000 unaccompanied minors (UAMs) applied for asylum in 2014, nearly twice the number that applied in 2011; most ages 14+
 - Does not include 8,000+ who did not apply for asylum
 - Sweden—one of the top destination countries for UAMs—expects asylum applications for unaccompanied minors to double this year



Significant Capacity-Building Demands for Education Systems

- Physical capacity needs: school facilities, supplies, teachers, administrators, etc.
- Instructional program capacities: ability to support students in developing academic proficiency in host-country language and attaining secondary-school diploma
- Psychosocial and health supports: to address trauma, ensure readiness to learn, and promote successful integration
- Unfortunately, migration or refugee law and policy lens leaves out broader integration—particularly education—needs and costs that must be addressed



Presenter



Barbara Herzog-Punzenberger
Head of Migration and Education, Institute for Education and Psychology, Johannes Kepler University, Linz Austria

Barbara Herzog-Punzenberger is Head of Migration and Education at the Institute for Education and Psychology at the Johannes Kepler University in Linz Austria, a position she has held since 2014. From 2010 to 2014, she was chair of the research program on multi-linguality, interculturality and mobility at the Federal Institute for Research in Education, Innovation and Development in the Austrian School System BIFIE. From 2003 to 2010 she led the Austrian part of the international comparative study of the second generation TIES at the Austrian Academy of Sciences. In her research on the second generation she was also involved in transatlantic comparative work with the U.S. (Russel Sage Foundation, Rockefeller Foundation Study Center) and Canada (University of Calgary, Prairie Center of Excellence for Research in Immigration and Integration). She was member of the EU network of excellence in migration research IMISCOE, and is currently a member of the core-group of the Network of Experts on Social Aspects of Education and Training for the European Commission.

She has been teaching at the University of Vienna, University of Economics in Vienna, University of Salzburg, University of Linz , and University of Hannover. She is particularly interested in the governance of education systems in societies of immigration and has lectured widely on the subject. Dr. Herzog-Punzenberger's research interests cover the areas of sociology of education, inequality, multilingualism, ethnic relations and minorities, political philosophy and mixed methods research.

Newcomer Immigrant and Refugee Students in European Secondary Schools



Dr. Barbara Herzog-Punzenberger, Head of Education and Migration
Institute for Pedagogy and Psychology

Relevant categories

- In statistics of school administration
 - **students with another first language** (than language of instruction)
=> because the system foresees additional resources such as additional staff i.e. teacher hours for the school) and specialized language teachers
 - **extracurricular students** = first two years after arrival (e.g. asylum seekers)
- In public discourse
 - **Students with migration background** (mixed with term „non-nationals“)

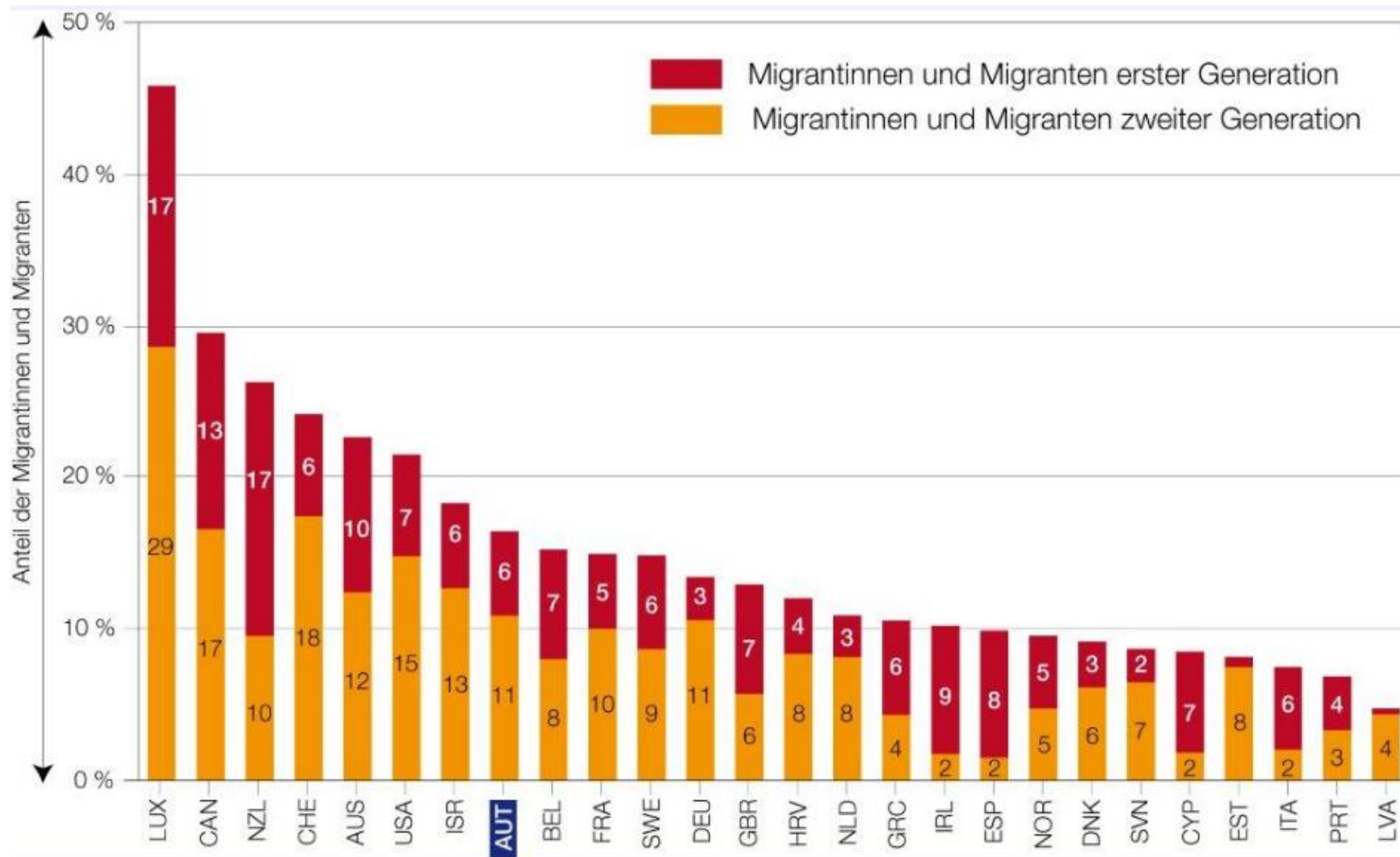
Since OECD's international comparative large scale assessments

- **Second generation students** are already born in the country (4 mil in EU)
- **First generation students** are born in another country (8 mil in EU)

(Before: first generation = parents and second generation = descendants)

Migration background of 15-year old student population – heterogeneity of proportions across countries 2012

Countries with more than 4% students both parents foreign born



Cities often have very high proportions, with a multiplicity of home/first languages spoken by students - much more widely found than the country averages would suggest

LONDON

- 41% of state school pupils in **London** speak English as an additional language (Language Capital: Mapping the languages of London's schoolchildren, 2012)
- 42 languages are now spoken by more than 1,000 pupils across London and 12 languages are spoken by more than 10,000 pupils
- Bengali, Urdu and Somali are the top languages spoken

VIENNA

- 52% of students in primary schools in Vienna speak German as an additional language (Baseline-Test 2010, BIFIE), now (2015) it is 56% => annual growth-rate 0,5% - 1,5%
- 14% Turkish, 15% Bosnian-Croatian-Serbian, 23% over 100 different languages (many from Eastern Europe)

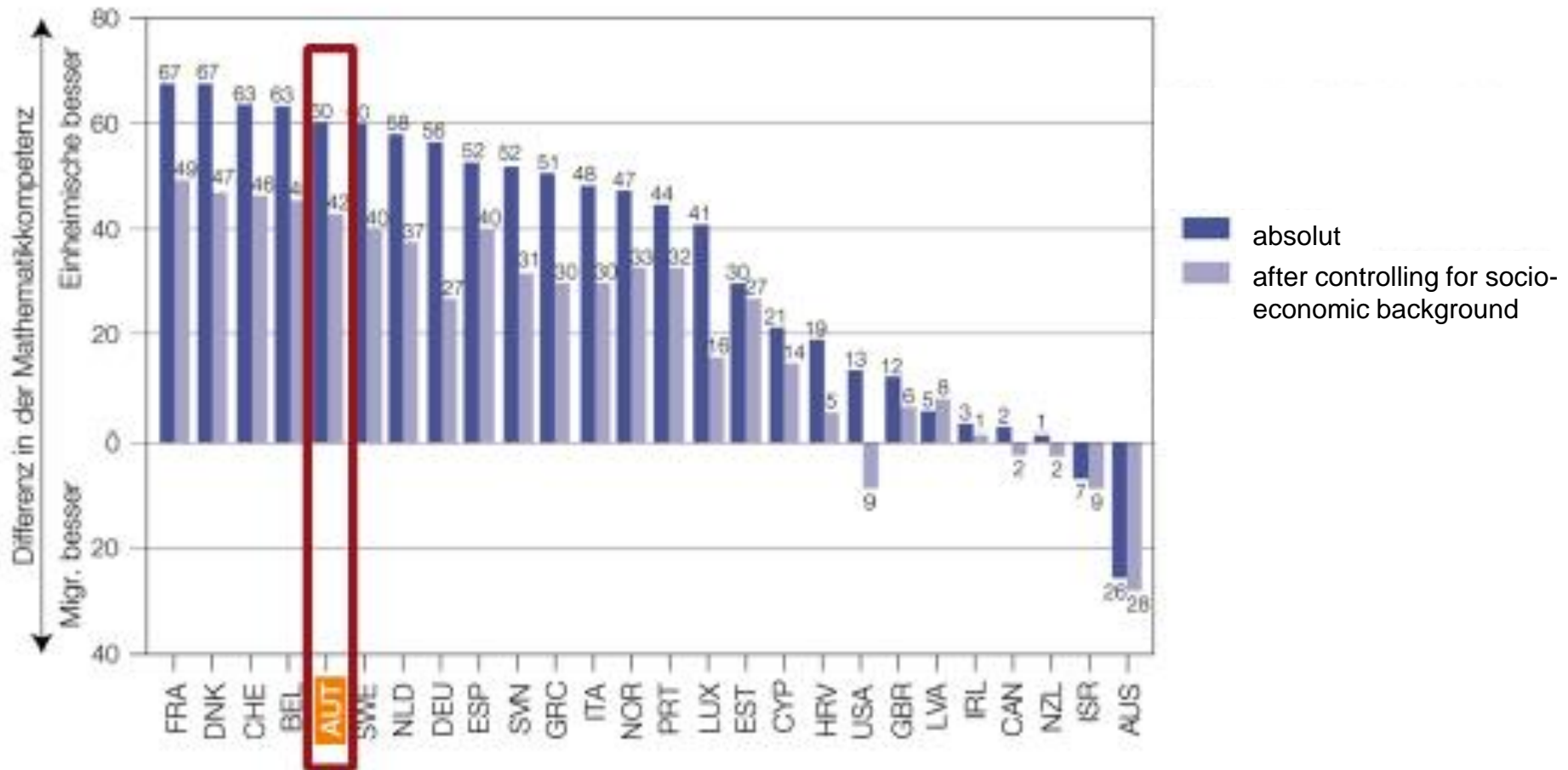
=> Super-diversity with an ever-growing multiplicity of languages esp. in cities

Characteristics of students with migration background in Europe

- Socio-economic background influences participation and success in edu in all countries
 - => degree can be higher (German-speaking) and lower (Scandinavian)
- Immigrant groups show different socio-economic profiles than natives in most countries
 - => oftentimes higher share of unskilled parents with little formal edu
- Diversity of socio-economic profiles of specific immigrant groups across countries
 - => And different rank in pecking order in each of the countries

**PROFICIENCY GAPS BETWEEN
STUDENTS WITH AND WITHOUT
MIGRATION BACKGROUND**

Differences in average scores in mathematic between students with both parents foreign-born and other students PISA 2012



COUNTRIES' DIVERSITY

... of education systems, traditions and policies

... in immigration and integration policies

AND

... in histories concerning group relationships such as

- long-term domination and exploitation in colonial settings
- short-term labour-agreements etc.
- anti-racist struggle

&

DATA GAP

For newly arrived migrant/refugee students

- mostly no breakdown according to year of immigration or length of stay
 - no information on prior knowledge
- => therefore efficiency of policies hard to measure

AND

- lack of policy-monitoring data

results in difficulties concerning controlled comparison of more or less successful strategies in education

NEWLY ARRIVED MIGRANT & REFUGEE STUDENTS

European Commission study shows that NAMS

MOST GENERAL CONCLUSION

- should not be treated as specific target group in education BUT
 - => fall into the broader category of immigrant children with another mother-tongue (than the language of instruction)
- comprehensive educational support systems addressing all kinds of individual needs are more successful

CHALLENGES TO EFFECTIVELY SERVING SECONDARY LANGUAGE LEARNERS

SYSTEM-LEVEL

- Early tracking: German-speaking countries sort students with age 10
 - **later tracking** (e.g. age 14/15) results in bigger shares of diplomas from more demanding school-types
- Half-day schooling: (between 12.00 and 14.00 o'clock)
 - **whole-day schooling** provides students with academic and language support for homework and studying => not dependent on financial or academic capacities of parents

CHALLENGES TO EFFECTIVELY SERVING SECONDARY LANGUAGE LEARNERS

SYSTEM-LEVEL

- Parent's choice of schools increasing segregation (socio-economic as well as migrant)
 - **controlled choice** provides less segregated environments for learning
- No assessment of academic and language knowledge at entry
 - **assessment and information exchange with family** to identify the right school and individualized education strategy

CHALLENGES TO EFFECTIVELY SERVING SECONDARY LANGUAGE LEARNERS

SYSTEM-LEVEL

- discrepancies in implementation of national rules at regional and local level
 - a) schools are left to themselves in following broad guidelines and allocating the funds
 - b) education providers do not have autonomy to tailor entitled support to individual needs or local circumstances
- ⇒ **Combination of discretion and national monitoring should be ensured for effective implementation of policies**

Major sources:

European Commission (2013)

„Study on educational support for newly arrived migrant children“

by Public Policy and Management Institute, Lithuania.

http://emn.ie/cat_publication_detail.jsp?clog=1&itemID=2553&item_name=&t=8

European Commission (2015)

„Language teaching and learning in multilingual classrooms“

by ICF Consulting Services Ltd, United Kingdom.

http://ec.europa.eu/languages/library/policy/policy-brief_en.pdf



Presenter



**Julie
Sugarman**
Policy Analyst
Migration Policy
Institute

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, 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, where she developed a toolkit to help practitioners assess the effectiveness of cultural and community orientation programs for refugees settled in the United States and collected data on overseas and domestic cultural orientation practices, successes, and challenges through practitioner surveys and learner assessments.



U.S. Context

- English language learners (ELLs) in 2012-13
 - 4.85 million ELLs in K-12 education (9.8%)
 - Graduation rate of 61.1% (compared to 81.4% for all students)
- Average annual immigration of youth who speak English less than “very well,” 2008 through 2012
 - 55,000 ages 12-17
 - 78,000 ages 18-21



Accountability and Reform Context

- NCLB – School, district, and state accountability for at-risk students
 - Identification of ELLs
 - Results from English proficiency and state standardized tests for the ELL subgroup
- All students having access to grade-level academic content as a civil right
- Challenge to create systems and capacity to close achievement gaps, especially with more challenging learning standards for all students



Secondary ELL Subgroups

- Students with limited or interrupted formal education (SLIFE)
 - May not have literacy in native language
 - May not know how to “do school”
- Non-SLIFE newcomers
- Older newcomers (16-21)
- Long-term English learners
 - Remain in ELL status for more than 4-6 years
 - Many born in US



Challenges in Secondary ELL Education

- Serving students with diverse backgrounds and learning needs
- Programming highly variable based on numbers of ELLs in a school and staff capacity
- Tension between providing tailored services and integrating ELLs with other students
- Supporting socio-emotional needs, post-secondary transition



Recent Shifts in ELL Education

- Definition of ELL student extends beyond attaining basic English to those still developing grade-level academic language
- ELL students are the responsibility of all teachers
- ELL and general education teachers provide both language and content instruction in an integrated fashion
- Role of ELL teacher traditionally providing direct services now may include mentoring/coaching and co-planning/ co-teaching as well



Teacher Competencies

- Cultural and political context of ELL education
- Collaboration and co-teaching
- Second language acquisition and initial literacy instruction
- Instructional practices
 - Language objectives
 - Building on background
 - Interaction
- Assessment practices and use of assessment data



Newcomer Centers

- Variety of implementation models
 - One to four semesters (with transition to neighborhood high school) or duration of middle or high school career
 - Whole school, school-within-a-school, or set of courses
 - One for whole district or a variety of centers
- Differentiate instruction for students with limited literacy in any language and limited formal learning skills
- Acculturation, study skills, academic counseling and support



Issues for Older Newcomers

- May stay enrolled in K-12 system until 20 or 21 in most states if no high school diploma
- Practitioners struggle to know how to serve them (e.g., high school or adult education)
 - Four-year graduate rate as accountability measure for high schools
 - Will students accumulate enough credits in time?
 - Availability of resources (initial literacy specialists, high school content)
- Youth feel pressure to balance school with other priorities (work, family responsibilities)



Presenter



Nora von Dewitz
Scientific Associate
Mercator-Institute for
Literacy and
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University of
Cologne, Germany

Dr. Nora von Dewitz works as a Scientific Associate at the Mercator-Institute for Literacy and Language Education at Cologne University. In the nationwide programme Bildung durch Sprache und Schrift (Education through spoken and written language) she directs projects at the secondary school level and focuses on children with little or no German language proficiency.

She studied General Linguistics at Cologne University, but received her PhD in Language Theory and Applied Linguistics from the Ludwigs-Maximilian-University of Munich having worked on transfer phenomena in second language acquisition. Her PhD was co-supervised at Cambridge University (UK) where she stayed as Visiting Academic. Before starting her job at Cologne University in 2013, she lectured at the universities of New Delhi and Augsburg.

Newcomer Students at German Secondary Schools

October 22nd 2015

Webinar: *Serving Newcomer Immigrant and Refugee Students in Secondary Schools*
Migration Policy Institute

Dr. Nora von Dewitz

Objectives of the study

- Overview of Recent Immigrant Students in Germany
 - Definition
 - Facts and figures
 - Legal framework
 - Models of schooling
 - Support for schools and teachers

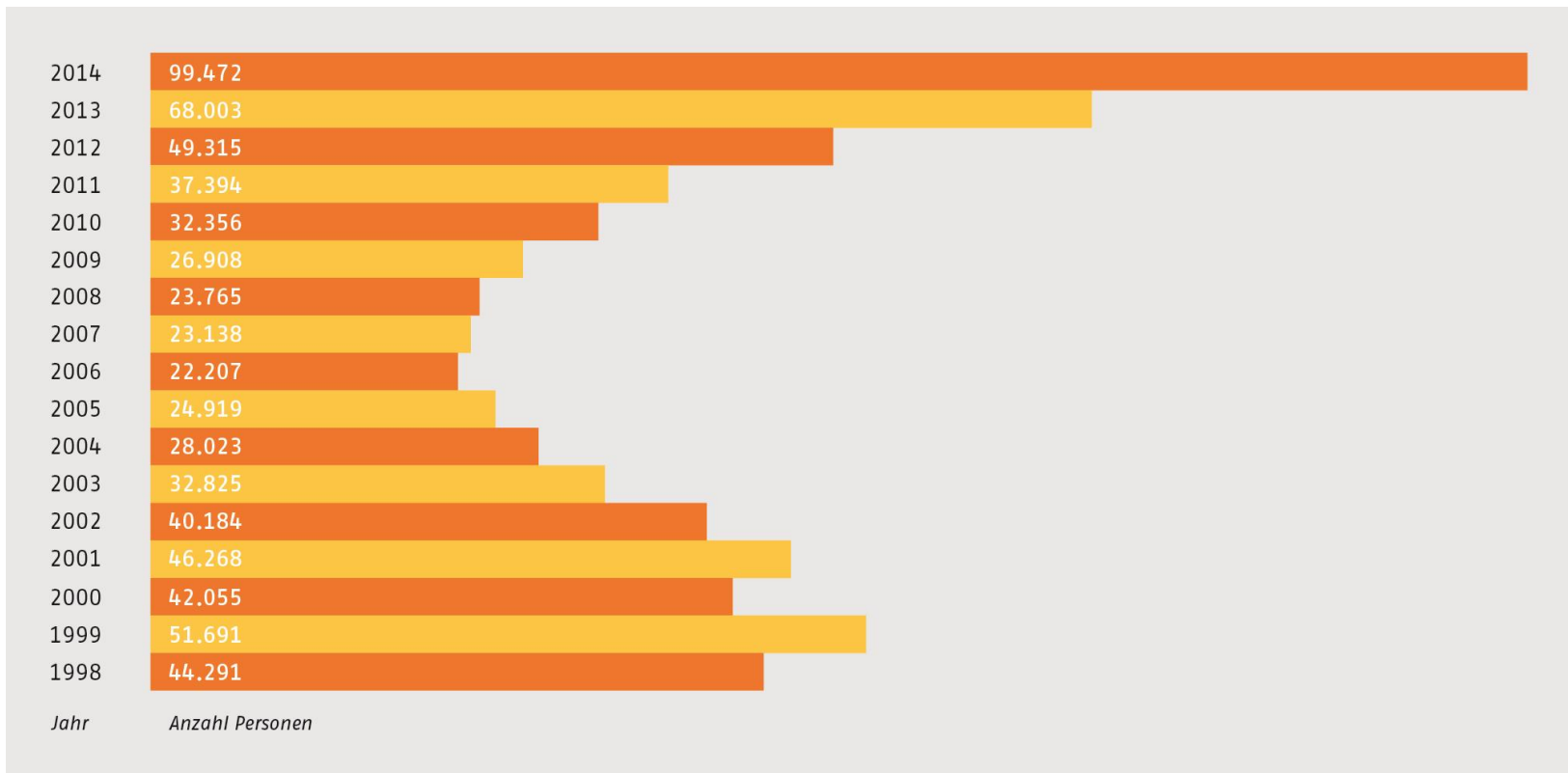
- Recommended actions

Procedure and Data

- Federal Statistical Office
 - Central Register of Foreigners, Mikrozensus
 - Features:
 - Aged 6-18
 - Residence in Germany < 1 year
 - Foreign nationality
- Federal Office for Migration and Refugees
- Survey among state ministries of education
- Regional data (Cologne, Bremen)

Trends and Proportions

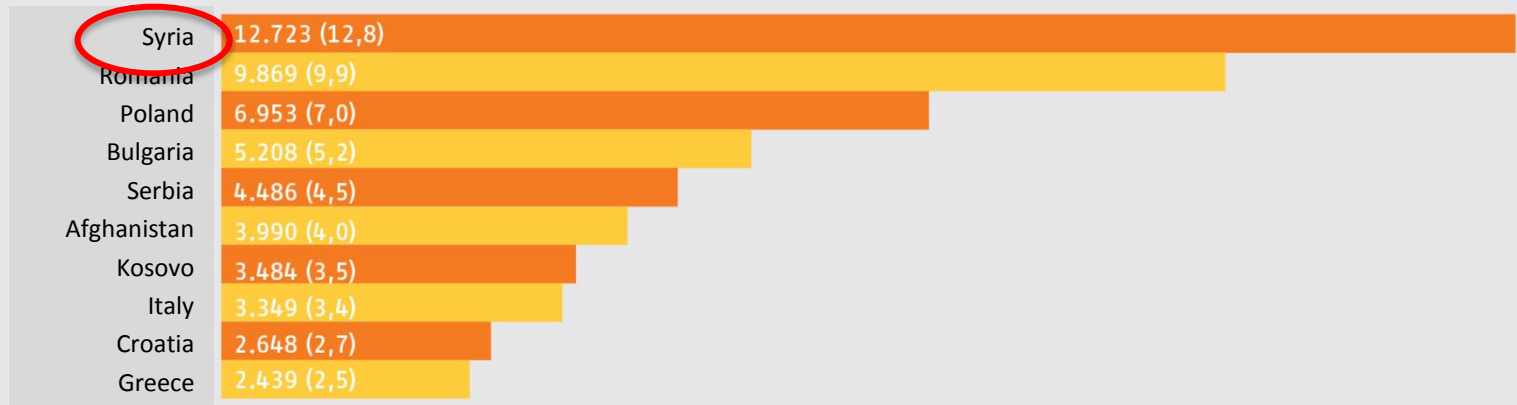
- Rising numbers since 2006
- Intervals of higher and lower numbers



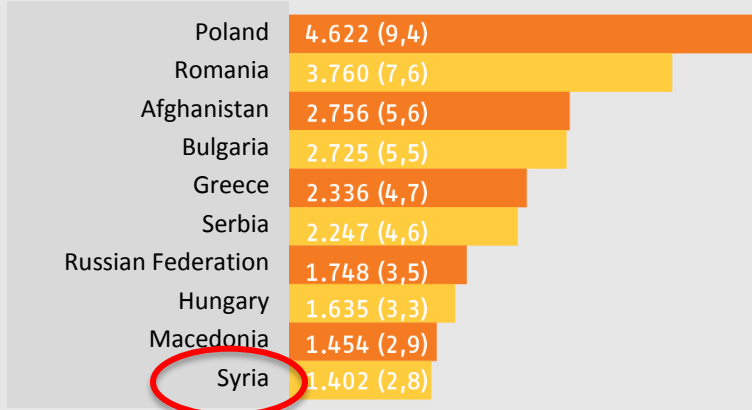
Quelle: Statistisches Bundesamt, Ausländerzentralregister (eigene Berechnungen)

Countries of Origin

2014 (Gesamtzahl: 99.472)



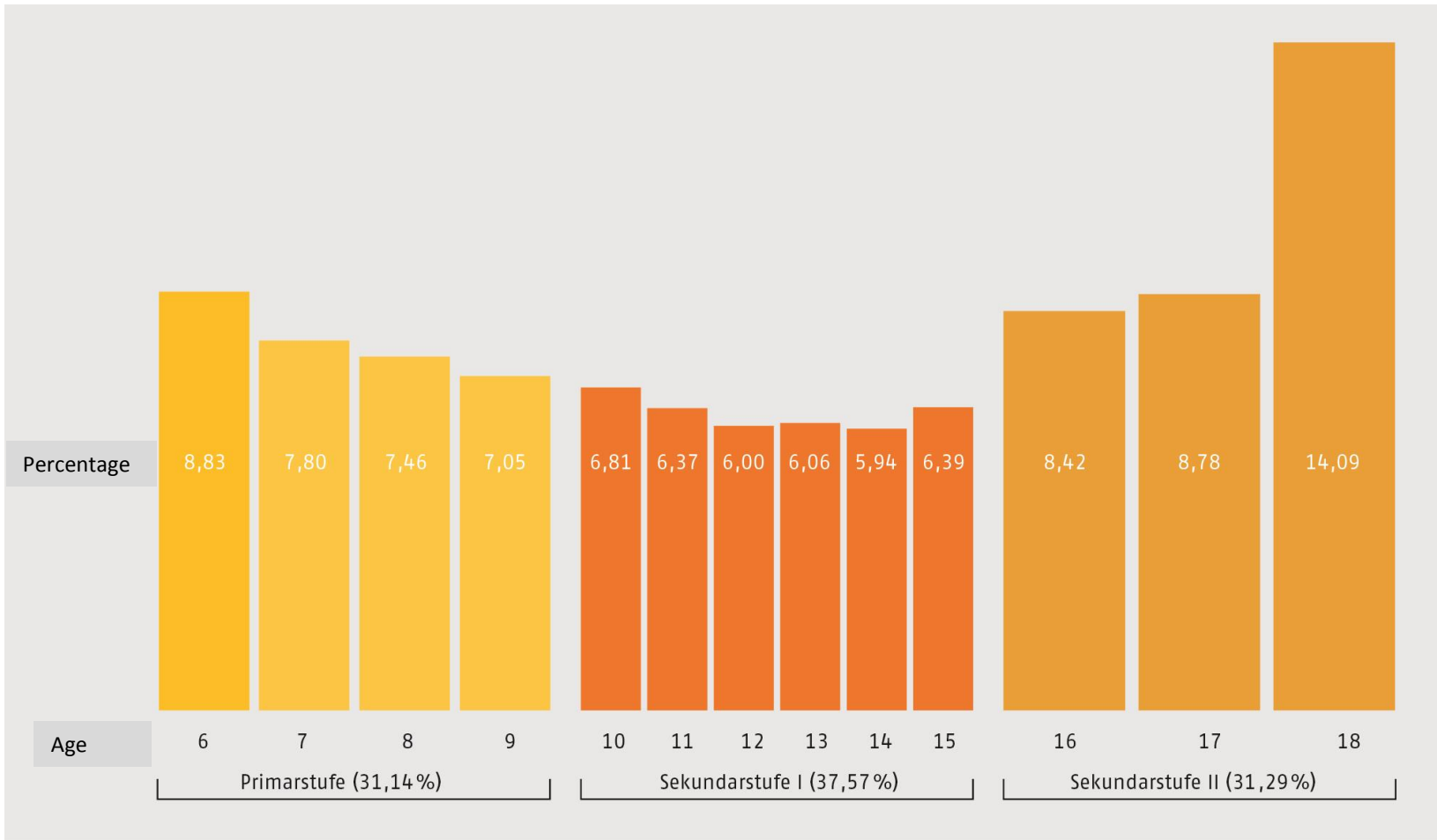
2012 (Gesamtzahl: 49.315)



Source: Federal Statistical Office, Central Register of Foreigners (own calculation)

A joint project of the Mercator-Institute for Literacy and Language Education and the School of Education of the University of Cologne, Germany.

Age Groups



Source: Federal Statistical Office, Central Register of Foreigners (own calculation)

A joint project of the Mercator-Institute for Literacy and Language Education and the School of Education of the University of Cologne, Germany.

8. Oktober 2015

Models of Schooling

- Mainstream class vs. parallel class
- Specific vs. general training
- Five Models of schooling:
 - **Submersive**: mainstream class
 - **Integrative**: mainstream class plus additional language lessons
 - **Semi-integrative**: partly in mainstream and parallel classes
 - **Parallel**: parallel class only
 - **Parallel model 'graduation'**: parallel class till graduation

German-Centres in Schleswig-Holstein (DaZ-Zentren)

- Challenges:
 - Large region
 - Few big cities
- Response:
 - Centres across locations
 - 3-stage-model: parallel and integrative
 - 6 months of German language training
 - Switching location

Concluding Remarks

- Immigration is not a temporary phenomenon
- No “one-size-fits-all” solutions
- Agreement on minimum standards needed



Presenter



Christina Wong
Special Assistant to
the Superintendent
San Francisco
Unified School
District

Christina Mei-Yue Wong joined the San Francisco Unified School District in 2009 and serves as a Special Assistant to Superintendent Richard Carranza. She facilitates the implementation of the district's Master Plan for English Learners under the Lau Consent Decree.

Ms. Wong works closely with a number of district departments to implement the Master Plan for English Learners and ensures that English Learners have the necessary systems of support to succeed academically, such as consistent and differentiated implementation of English Language Development Standards, language pathways that provide ELs with access to the core curriculum, and access for EL families to translated documents and interpretation services in order to meaningfully engage in their children's education.

Prior to working at SFUSD, Ms. Wong served as the Director of Community Initiatives at Chinese for Affirmative Action (CAA), a civil rights organization based in San Francisco. For over 10 years, she was the lead CAA staff for policy work on K-12 education including language access, multilingual programs, school integration, violence prevention, and other issues related to educational equity.

She is a graduate of University of California, Hastings College of the Law and University of California in Davis with a degree in Chinese and Japanese Language and Literature.



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

Serving Secondary Newcomer Students

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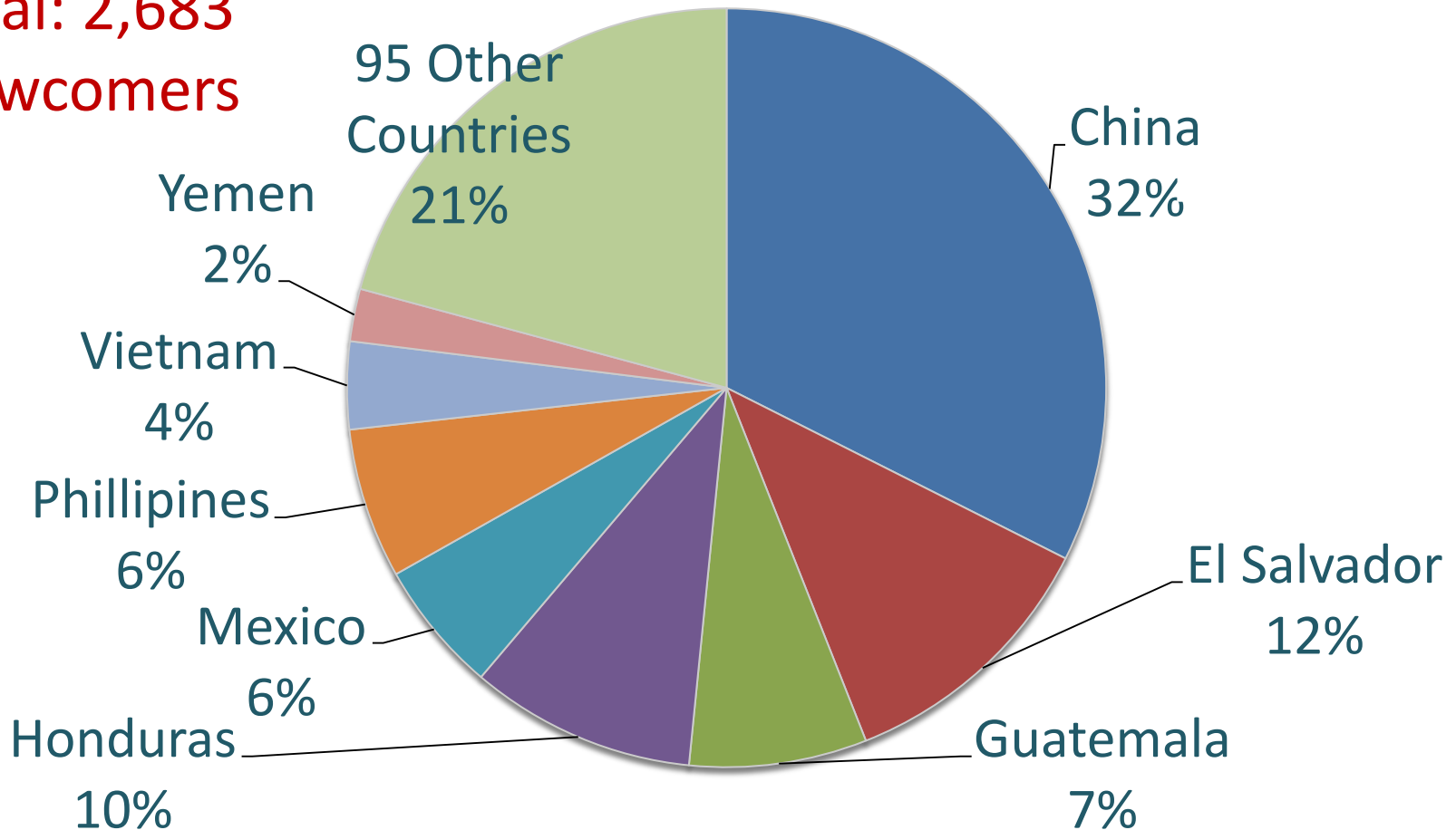
[10.22.15]

Outcomes

- **Share Newcomer context in San Francisco.**
- **Describe our system of support for Newcomers.**
- **Identify opportunities and challenges in supporting Newcomers.**

Number of SFUSD Newcomers with U.S. Entry Years of 2013 - 15

Total: 2,683
Newcomers



San Francisco Unified School District

K-12 Newcomer Pathways

Elementary

stand alone sites

- Chinese Education Center
- Mission Education Center

Middle

pathways within a school

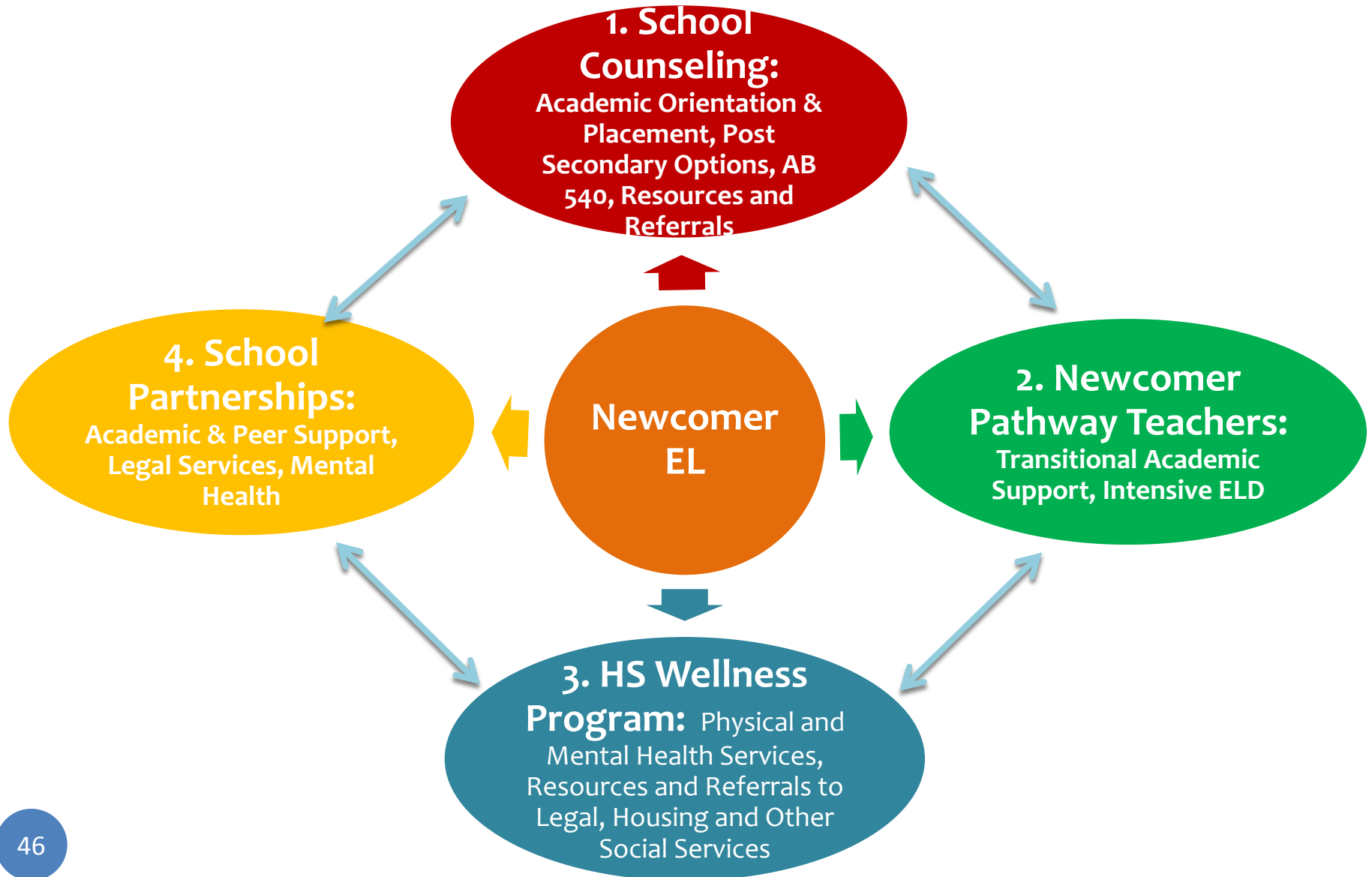
- Everett
- Francisco
- Marina
- Visitacion Valley

High

pathways within a school

- Galileo
- Lincoln
- Marshall
- Mission
- SF International
- Washington

SFUSD System of Support for High School Newcomers



Number of Newcomer Students from Central America Entering SFUSD Each Year

School Year	El Salvador	Guatemala	Honduras	TOTALS
2010-11	107	29	12	148
2011-12	51	27	24	102
2012-13	95	66	49	210
2013-14	130	108	113	351
2014-15	174	115	164	453
2015-16 [as of 10.20.2015]	96	52	48	196

NEW Caminos: Supporting Newcomer Students and Families

District Program Coordinator -

- ★ Provides education and consultation at Newcomer Pathway sites.
- ★ Develops support programs with teachers and student support staff.
- ★ Makes community connections to mental health services.
- ★ Connects students to free legal services.



Building Resiliency

Resilience Theory

- **Paradigm Shift:**

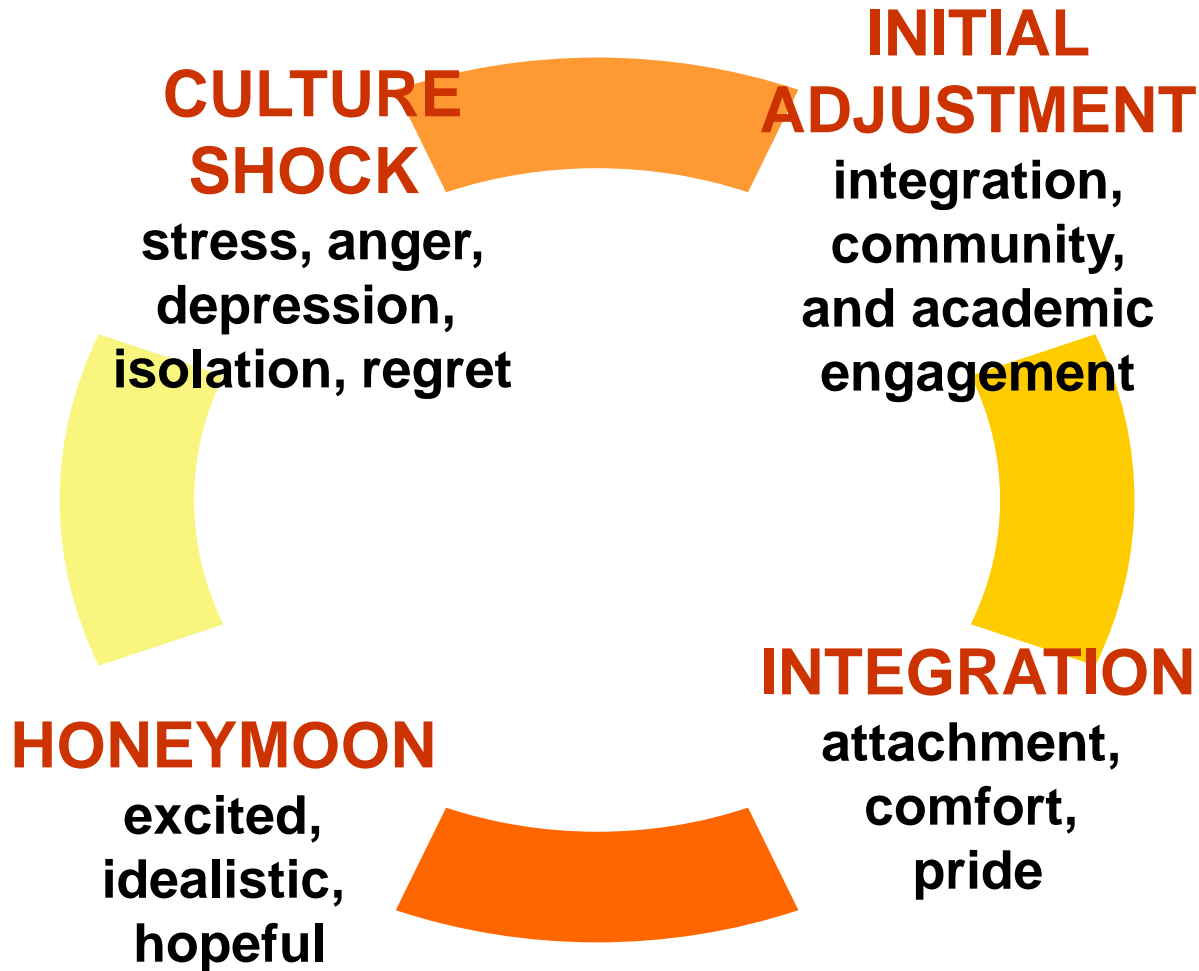
“...from risk to resilience, from control to participation, from problem-solving to positive development, from Eurocentrism to multiculturalism...”

- **Multiculturalism & Cultural Competency as Process**

- **Understanding Risks & Enhancing Strengths**

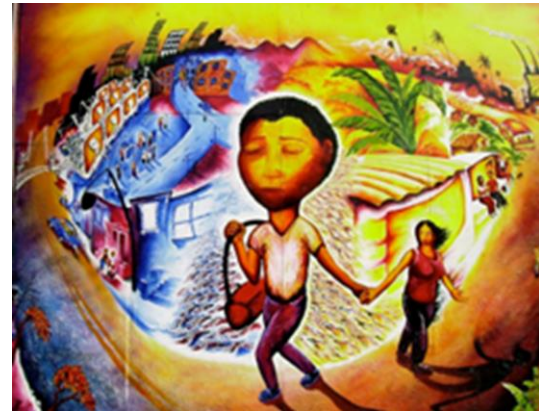
- **Struggle and The Immigrant Narrative**

Process of Cultural Adaptation

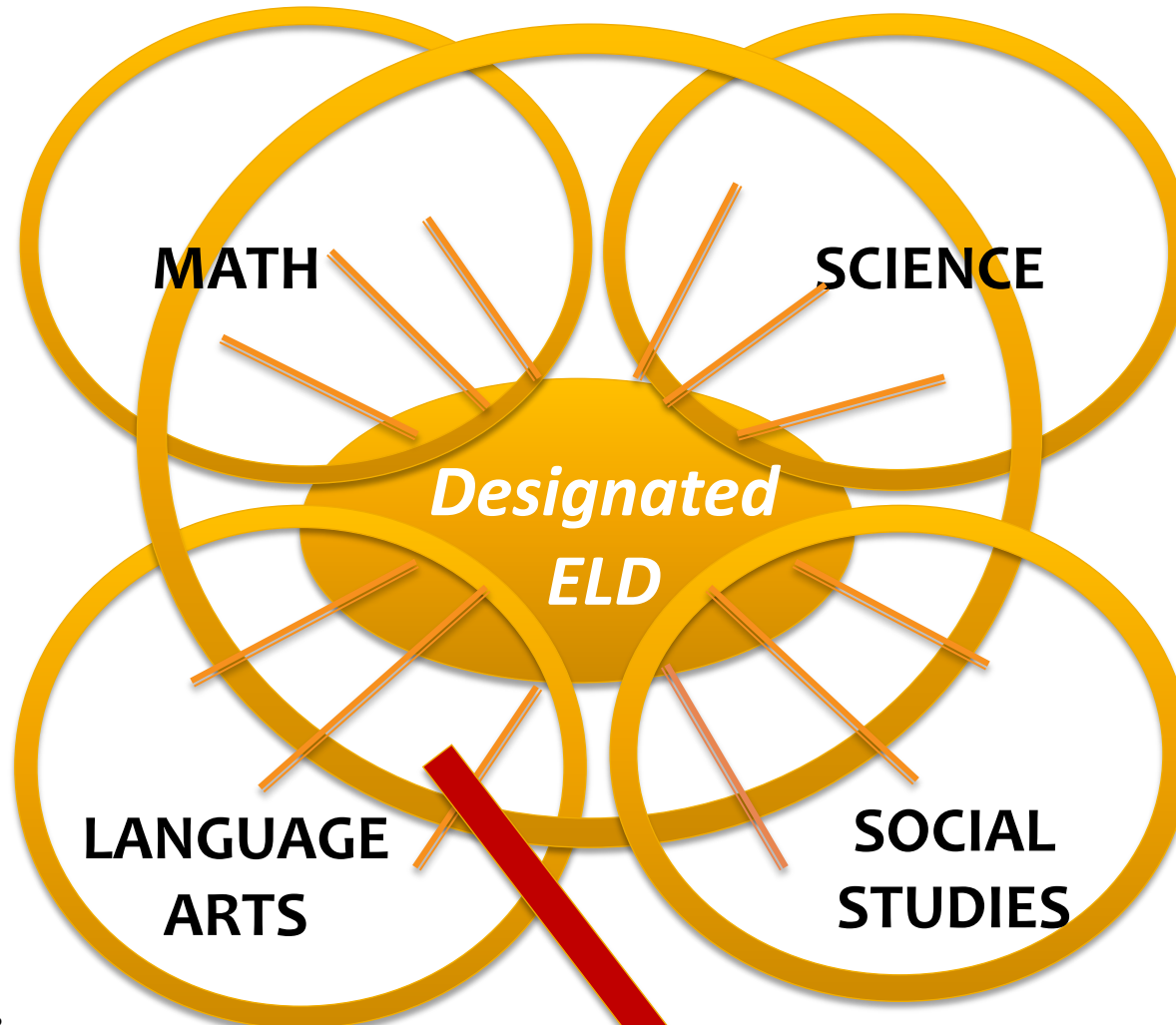


Assessments and Considerations

- **Stages of Adaptation**
- **Challenges as Strengths**
 - Biculturalism and Bilingualism
 - Family and Education
 - Health and Wellness
- **Areas of Focus**
 - **General:** Legal Status, Family Reunification, and Housing
 - **Education:** Students with Interrupted Formal Education (SIFE) and Special Education
 - **Risk Behaviors:** Substance Use, Gangs, and Sexual Activity
 - **Medical Needs:** Insurance, Primary Care, Immunizations, and Sensitive Services
 - **Mental Health:** Grief and Loss, Trauma and Anxiety



California English Language Development Standards



Structures to Provide Linguistic and Academic Support for Newcomers

DISTRICT LEVEL:

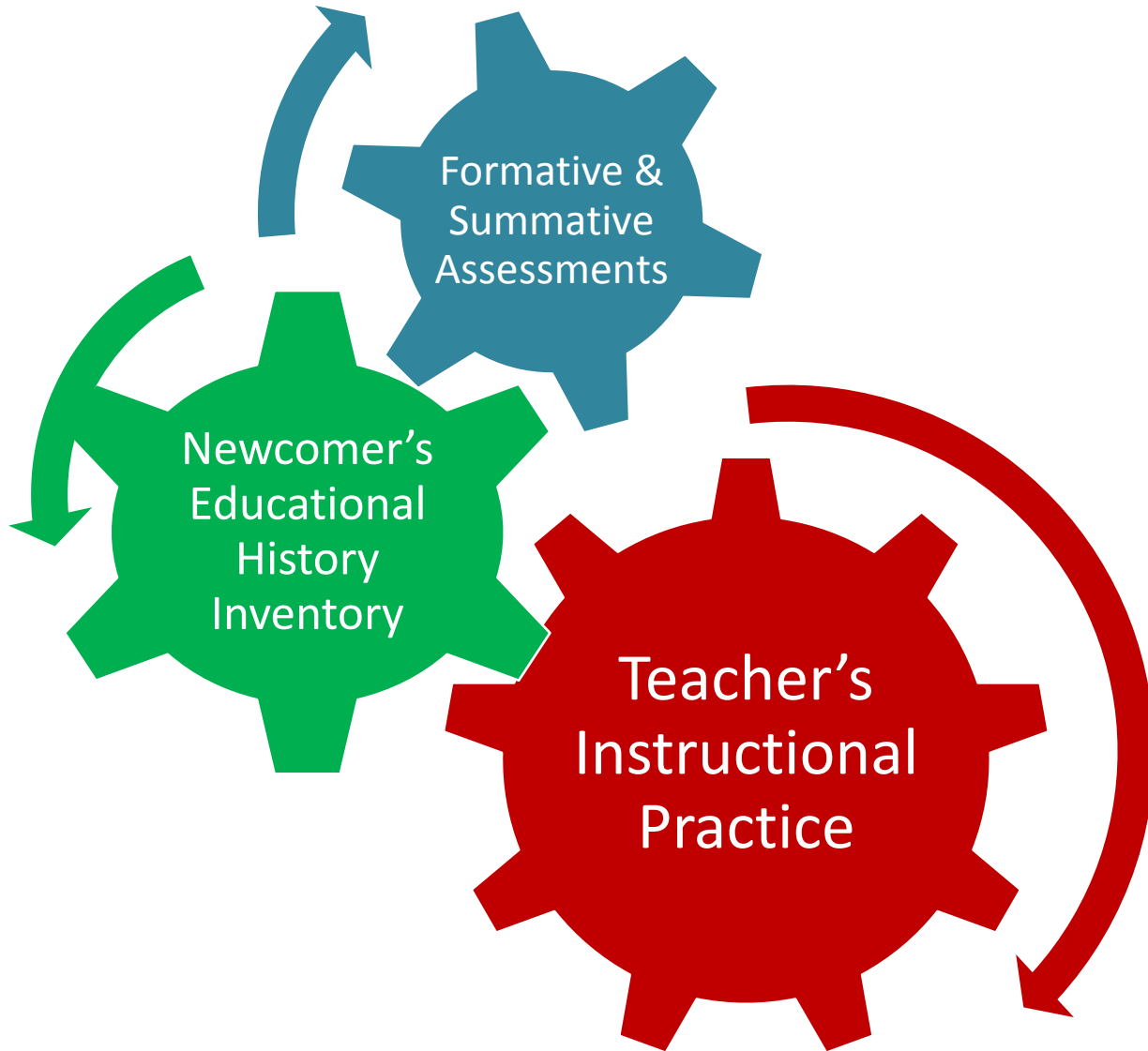
- **Newcomer Professional Learning Communities by Content Area:** Content teachers from all Newcomer Pathways design curriculum to address the needs of Newcomers.
- **Foundational Literacy and Systematic English Language Development:** Newcomer pathway teachers receive ongoing professional development and site-based coaching.

Structures to Provide Linguistic and Academic Support for Newcomers

SCHOOL LEVEL:

- **Dedicated Bilingual Newcomer Counselor:** review foreign transcripts and provide placement and orientation.
- **Newcomer English Learner Liaisons:** teacher leaders who share best practices to support Students with Interrupted Education (SIFE) with other teachers at their school.
- **Common Planning Time:** the master schedule is designed to allow all Newcomer teachers to have the same planning time.
- **Bilingual Family Liaison:** provide orientation and transitional support to Newcomer families.

Data-driven Instructional Practice





Q & A

Use Q&A 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>
- Oct. 27 Webinar - Young Refugee Children: Their Schooling Experiences in the United States and in Countries of First Asylum <http://bit.ly/1027refchld>
- If you have any questions, please email events@migrationpolicy.org



Thank You For Joining Us!

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