

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



MPI National Center on Immigrant Integration Policy

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)***



Learning Network on Newcomer Youth Success

- ***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***



Today's Release

BEYOND TEACHING ENGLISH

Supporting High School Completion by
Immigrant and Refugee Students



By Julie Sugarman



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>



Julie Sugarman



Policy Analyst
National Center on
Immigrant Integration
Policy, MPI

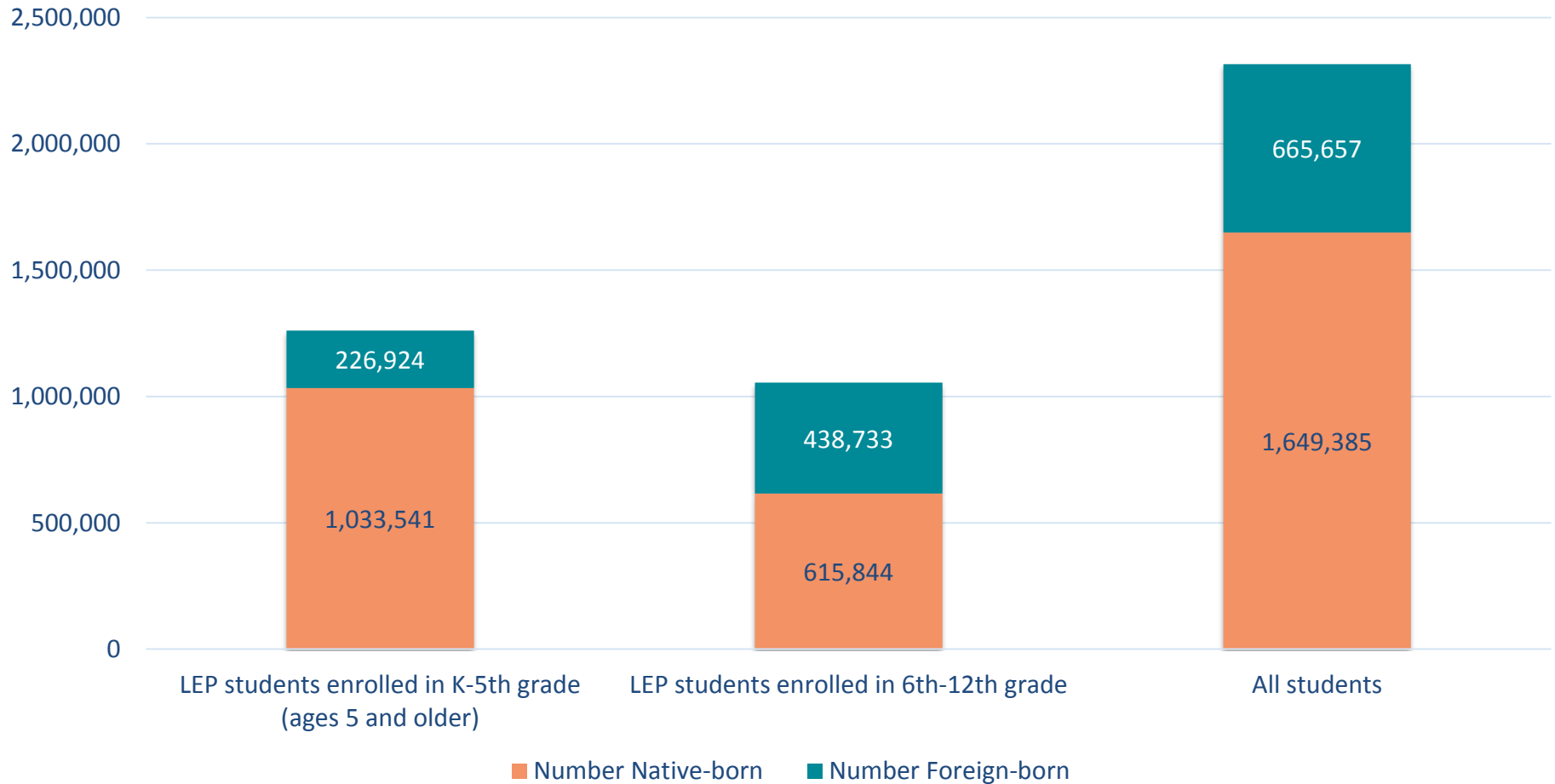
Julie Sugarman is a Policy Analyst at MPI's National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Language Learner (ELL) students in elementary and secondary schools. Among her areas of focus: policies, funding mechanisms, and district- and school-level 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



Source: MPI analysis of U.S. Census Bureau 2015 American Community Survey (ACS) data, accessed through Minnesota Population Center, University of Minnesota, "Integrated Public Use Microdata Series," accessed July 11, 2017, <https://usa.ipums.org/usa>.



Census Estimate of Newcomer Youth Arrivals

- ***Average annual arrivals of LEP youth, 2010-2014***
 - ***154,100 age 12 to 21***
 - ***49,800 age 14 to 17***

Source: Migration Policy Institute (MPI) tabulation of data from the U.S. Census Bureau 2011, 2012, 2013, 2014, and 2015 ACS.



Unaccompanied Children Released to Sponsors, FY 2014–17

Fiscal Year	Number of Unaccompanied Children
2014	53,515
2015	27,840
2016	52,147
2017	42,416
Total	175,918

Source: U.S. Department of Health and Human Services, Office of Refugee Resettlement, “Unaccompanied Alien Children Released to Sponsors by State,” updated October 26, 2017, www.acf.hhs.gov/orr/programs/ucs/state-by-state-uc-placed-sponsors.



Refugee Arrivals

➤ *Total U.S. arrivals*

Fiscal Year	Number of Arrivals
2014	69,987
2015	69,933
2016	84,994
2017	53,716

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

Sources: Refugee Processing Center, “Admissions and Arrivals—Refugee Admissions Report,” updated September 30, 2017, www.wrapsnet.org/admissions-and-arrivals/. U.S. Department of Homeland Security (DHS); “2015 Yearbook of Immigration Statistics—Table 15. Refugee Arrivals by Relationship to Principal Applicant and Sex, Age, and Marital Status: Fiscal Year 2015,” updated December 15, 2016, www.dhs.gov/immigration-statistics/yearbook/2015/table15.



About the 2014-16 Story

➤ *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*



About the 2014-16 Story

➤ *Education issues*

- *Accountability for ELs (passage of ESSA)*
- *Attention to subgroups of ELs*
- *Trend toward integration of ELs into general education*



Enrollment: Concerns

- ***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



Coordinator
School Enrollment
Placement & Assessment
(S.E.P.A.) Center, Student
Health and Human
Services Division, Los
Angeles Unified School
District

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.



WE ARE ONE L.A. UNIFIED
STANDING WITH IMMIGRANT FAMILIES

LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT HEALTH & HUMAN SERVICES



Student Health &
Human Services

Nicole Mitchell, Coordinator

School Enrollment Placement &
Assessment (SEPA) Center





| 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

The image displays a collection of official forms used for student enrollment in the Los Angeles Unified School District. The forms include:

- STUDENT RESIDENCY QUESTIONNAIRE**: A form for gathering residential information, including school, grade, and address details.
- STUDENT ENROLLMENT FORM**: A central form for providing student information, including name, date of birth, and contact details.
- PARENT/GUARDIAN STATEMENT OF AFFIDAVIT**: A form where the parent or guardian certifies the accuracy of the enrollment information.
- HOME LANGUAGE AND ANCESTRY INFORMATION**: A form for documenting the student's home language and ancestry.
- STUDENT EDUCATIONAL INFORMATION**: A form for providing details about the student's previous educational experience.
- CAREGIVER AUTHORIZATION AFFIDAVIT**: A form for authorizing a caregiver to act on behalf of the parent or guardian.





| 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



LOS ANGELES UNIFIED SCHOOL DISTRICT
SCHOOL BASED CLINICS
 Serving Students and their Siblings ages 3-18
 (& Special Education Students thru age 22)

Services offered include:
 Physical exams (routine and sports)
 Immunizations
 Primary care & visits
 Reproductive health care at locations marked with (*)
 (STD testing, birth control and pregnancy testing)

Call for an appointment: 213-202-7590

ID	CLINIC NAME	ADDRESS	CLINIC DAYS	CLINIC HOURS	PHONE / FAX
C	Central PTA Clinic	1000 Venice Boulevard Los Angeles, CA 90015	Monday - Friday	9:00 AM - 3:00 PM	213-743-3690 FAX 213-743-3694
NS	Columbia Clinic	21250 Thibault Street Culver Park, CA 91304	Monday - Friday	9:00 AM - 3:00 PM	661-762-1270 FAX 661-762-1210
M	Michael Godfrey Clinic @ Marchion Elementary School	1301 Marchion Street Los Angeles, CA 90033	Monday - Friday	9:00 AM - 3:00 PM	323-222-0146, ext. 154 FAX 323-222-0128
W	Wellspring High School Clinic *	3232 North Highland Avenue Los Angeles, CA 90028	Mondays, Wednesdays, Thursdays, Friday	9:30 AM - 3:00 PM	323-978-2000 FAX 323-993-2328
E	Wright Elementary School Clinic	3100 Wilshire Avenue Los Angeles, CA 90058	Monday - Friday	9:00 AM - 3:00 PM	323-978-7600 323-978-2287 FAX 323-932-0713
NW	Kennedy High School Clinic *	11234 Sepulveda Avenue Culver Hills, CA 91344	Monday - Friday	9:00 AM - 3:00 PM	661-762-1270 FAX 661-762-1210
NS	Lawrence Middle School Clinic	10200 Van Nuys Avenue Chatsworth, CA 91311	Monday & Thursday	9:00 AM - 3:00 PM	818-710-7900 FAX 818-710-7947
E	Assessment High School Clinic *	836 South Mariposa Street Los Angeles, CA 90033	Monday - Friday	7:30 AM - 3:00 PM	323-760-4576 FAX 323-760-4580
E	San Miguel Healthy Start	9301 San Miguel Avenue Southgate, CA 90220	Monday - Friday	9:30 AM - 3:00 PM	323-564-6209 FAX 323-564-6800
NS	School District Health Clinic	4415 Bellows Boulevard Van Nuys, CA 91410	Thursday	7:30 AM - 3:00 PM	818-710-2300 FAX 818-998-9020
E	J.P. Street Elementary School	2342 East J.P. Street Los Angeles, CA 90033	Tuesday & Friday	9:30 AM - 3:00 PM	323-948-2600 FAX 323-284-2300
C	School Enrollment & Placement Assessment Center (SEPA) at SEPA Center @ Florence Elementary	1130 Angeleno Street Los Angeles, CA 90016	Monday - Friday	7:30 AM - 3:00 PM	323-430-3004 FAX 323-441-2887
NS	Taylor PTA Clinic	10911 Taylor Avenue Beverly Hills, CA 91211	Monday - Thursday	9:00 AM - 3:00 PM	818-499-6113 FAX 818-499-6114
NS	Wellness Clinic, Deborah Vele Elementary, CA 91335	8305 Delmar Avenue Beverly Hills, CA 91335	Wednesday & Friday	7:30 AM - 3:30 PM	818-434-3811 FAX 818-750-9893

Wellness Centers

The Wellness Network integrates and coordinates care for students and their families with a focus on prevention, education, early intervention and screening by:

- Connecting students and families to preventive and primary care resources that currently exist, demonstrating what, and promoting resources to fill those gaps.
- Utilizing a variety of LAUSD and community assets within a school complex. Examples include health, mental health and dental services; PTA and Healthy Start programs; community-based partners, providers and organizations; City and County services and school facilities.
- Building a shared understanding among stakeholders that advancing wellness supports student achievement, which is one of the most important outcomes.

• 14 new LAUSD Wellness Centers open
 • More than 53,000 patient visits in 24 months



Wellness Center	Community Partner	Wellness Center Address	Partner Phone
Belmont High School	Arden Pacific Health Center LAUSD - Union Placed Health	180 Union Place, Los Angeles 90028	(323) 444-3005 x451 (213) 244-4411
Carson High School	South Bay Family Health Center	2716 E. 235th Street Carson 90740	(714) 271-6800
Cherokee High School	F.A.E. Clinic	3010 7th Avenue Los Angeles 90043	(323) 750-1820 x5008
Elizabeth Learning Center	North East Community Clinic	4411 Elizabeth Street, Culver Hills 91011	(323) 623-7500
Francisco High School	UNDA Community Clinic	7621 E. Anson Boulevard Los Angeles 90003	(323) 404-6270
Gege Middle School	North East Community Clinic	2979 De Anza Avenue, Huntington Park 90255	(323) 424-9449
Garfield High School	Beverlywood Community Health Center	921 S. Woodland Avenue, Los Angeles 90022	(323) 288-8191
Harwood High School	LAUSD - Union Placed Health	1100 Orange Street, Los Angeles 90029	(323) 988-2200
Jefferson High School	South Central Family Health Center	3410 S. Hooper Avenue, Los Angeles 90011	(323) 908-4200 x4462
Jordan High School	Watts Healthcare, Inc.	10110 S. Jordan Street, Los Angeles 90022	(323) 488-5819
Lincoln Education Center	Watts Healthcare, Inc.	914 S. 119th Street, Los Angeles 90007	(323) 488-2376
Marston High School	St. John's Child Care and Family Center	6100 S. Vermont Avenue, Los Angeles 90027	(323) 541-7413
Mosman High School	Watts Community Healthcare Child and Family Learning Center	9118 Haskell Avenue, North Hollywood 91643	(818) 762-8838 (818) 788-5888
Washington Prep	St. John's Child Care and Family Center	1055 W. 119th Street, Los Angeles 90047	(323) 787-0771 x7710

Oral Health Initiative

Our Oral Health Screening Initiative, piloted within only 6 out of the 1,091 LAUSD schools, showed promising results.



2,491 Children were screened and received dental services





| S.E.P.A. Center Services cont.

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





| S.E.P.A. Center Services cont.

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





| S.E.P.A. Center Services cont.

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





| Challenges

- Anti-immigrant rhetoric
- Fear of Deportation
- Legal Organizations capacity
- Mental Health
- Family Reunification/Adjustment
- Cultural Considerations





| WE ARE ONE CAMPAIGN



Home DACA Resource Guides* FAQ* Discussion Tools* Resources*




DACA RENEWAL SCHOLARSHIPS
 FOR MORE INFORMATION



Office of Human Relations, Diversity and Equity
 The office provides support services to Local Districts and schools to foster a safe and respectful District, school and community culture. For

Deferred Action for Childhood Arrivals (DACA)

Upcoming Events & Information
 St. John's - Anti-Immigration Fraud Event
 October 24, 2017
[Read More](#)
 Apply Online for the Section 8 Waiting List Lottery
[English](#) | [Spanish](#)

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

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Youtube.com/user/LosAngelesSchools

<http://achieve.lausd.net/WeAreOne>



Julie Sugarman



Policy Analyst
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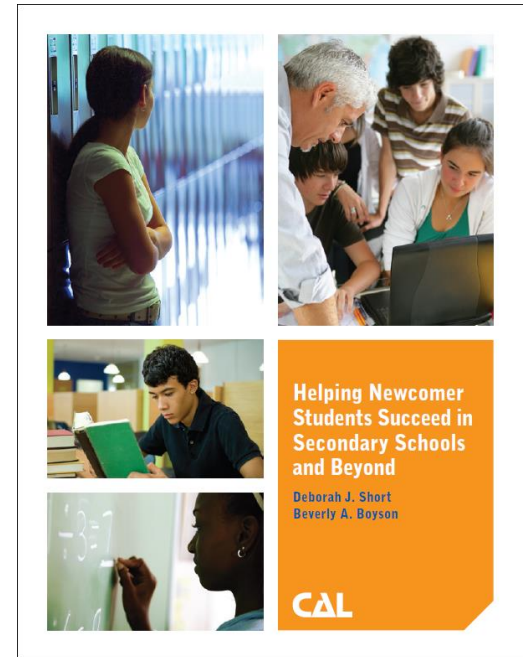
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Program Models

➤ *Newcomer centers*

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



<http://bit.ly/2z65NeM>



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***



Trend: Accelerate Access to H.S. Credit

➤ *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*



Trend: Accelerate Access to H.S. Credit

➤ *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*



Trend: Accelerate Access to H.S. Credit

➤ *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?*



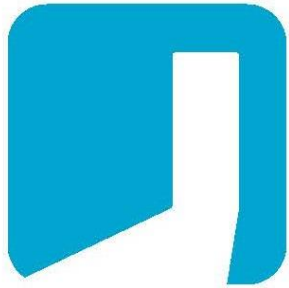
Marguerite Lukes



**Director of
Research and
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Internationals
Network for Public
Schools, Inc**

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.



INTERNATIONALS NETWORK FOR PUBLIC SCHOOLS

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

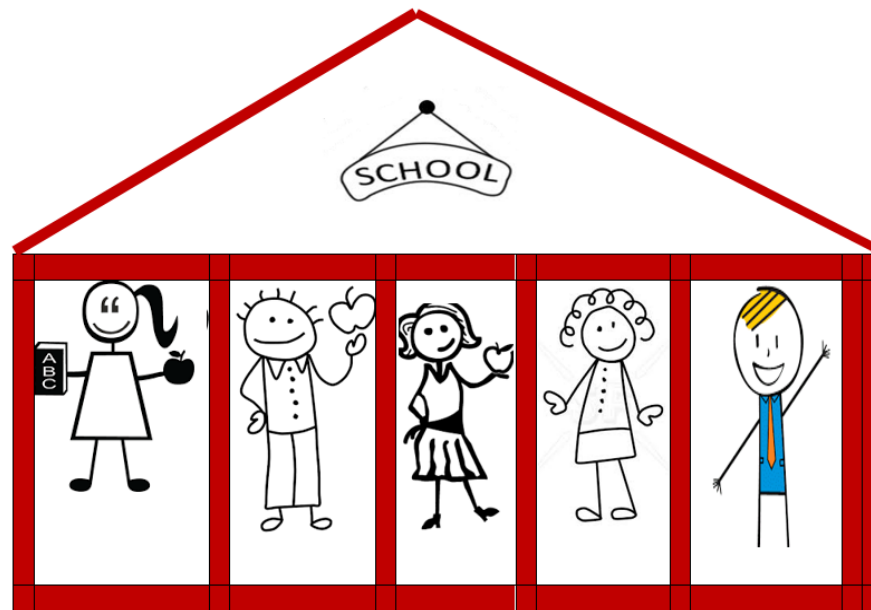


- 1 The International High School at LaGuardia Community College
- 2 The Manhattan International High School
- 3 The Brooklyn International High School
- 4 Bronx International High School
- 5 The International High School at Prospect Heights
- 6 The Flushing International High School
- 7 International High School at Lafayette
- 8 International Community High School
- 9 Pan American International High School
- 10 Oakland International High School
- 11 Pan American International High School at Monroe
- 12 San Francisco International High School
- 13 International High School at Union Square
- 14 ELLIS Preparatory Academy
- 15 Crotona International High School
- 16 Claremont International High School
- 17 TCW International Academy Network
- 18 International High School for Health Science
- 19 International Academy at Cardozo
- 20 Francis Hammond International Academy
- 21 International High School at Largo
- 22 International High School at Langley Park

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

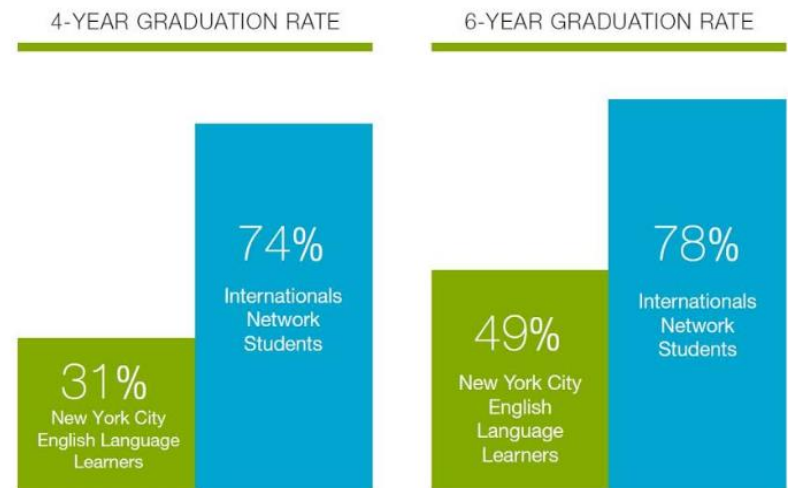
- **Integrated** language and content instruction
- **Collaborative** student learning that focuses on **experiential projects**
- **Students’ home languages** are used to provide access to core content and scaffold.



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)



Marguerite Lukes, Director of Research and Innovation
Internationals Network for Public Schools

www.internationalsnetwork.org

<https://www.facebook.com/InternationalsNetwork>



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By Julie Sugarman



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://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
<http://bit.ly/elftre116>



*The National
Academies of*

SCIENCES
ENGINEERING
MEDICINE



Thank You For Joining Us!

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