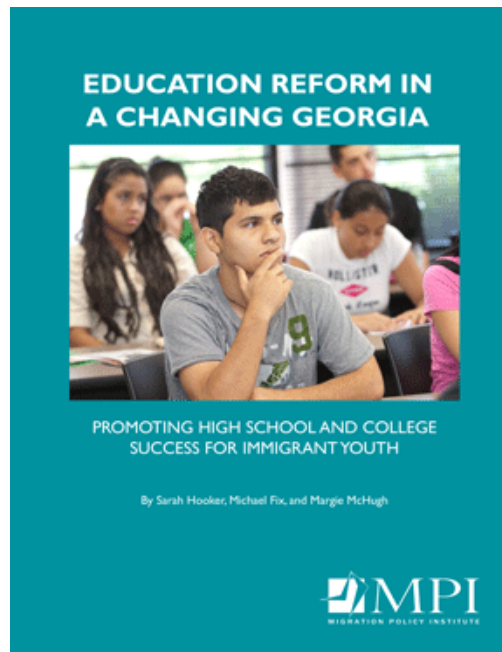


***Education for the Future:
Extending Georgia's High School and College
Reforms to its Growing Immigrant Population***



**Migration Policy Institute
March 20, 2014**



Presenters



Margie McHugh, Director, NCIIP, MPI (*moderator*)

WITH SPEAKERS

- **Michael Fix, Chief Executive Officer, Director of Studies, MPI**
- **Sarah Hooker, Policy Analyst, MPI**
- **Elizabeth Webb, Director of ELL Programs, Gwinnett County Public Schools**
- **Pedro Portes, Executive Director, CLASE, University of Georgia**



Logistics

- The report is available at: <http://tinyurl.com/MPI-GAeduc>
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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**

www.migrationpolicy.org/integration



Study Overview

- **Series of 5 State Case Studies: CA, FL, GA, NY, WA**
- **Immigrant Youth Ages 16-26**
 - **1st generation = born abroad**
 - **2nd generation = born in US to immigrant parents**
- **Cross-Sectional: secondary, postsecondary, adult ed**
- **Mixed-Method: fieldwork plus quantitative data analysis**
- **Areas of Focus:**
 - **Gwinnett County: largest immigrant population; enrolls 1 in 5 ELLs in GA**
 - **DeKalb County: largest refugee resettlement destination**



Presenters



Michael Fix

Chief Executive Officer
& Director of Studies
MPI

Before becoming MPI's CEO, Mr. Fix served as MPI's Senior Vice President and Director of Studies, as well as Co-Director of MPI's National Center on Immigrant Integration Policy. Prior to joining MPI in 2005, Mr. Fix was Director of Immigration Studies at the Urban Institute. He is a Research Fellow with IZA in Bonn, Germany, and a member of the National Research Council's Committee on the Integration of Immigrants into U.S. Society.



Sarah Hooker

Policy Analyst, MPI

Sarah Hooker conducts research and policy analysis related to education, workforce development, and language acquisition at MPI. She manages MPI's field-based research on efforts to promote the high school completion, and postsecondary success of English Language Learners (ELLs) and immigrant youth. Prior to joining MPI, she worked with the American Youth Policy Forum and National Alliance of Latin American and Caribbean Communities.

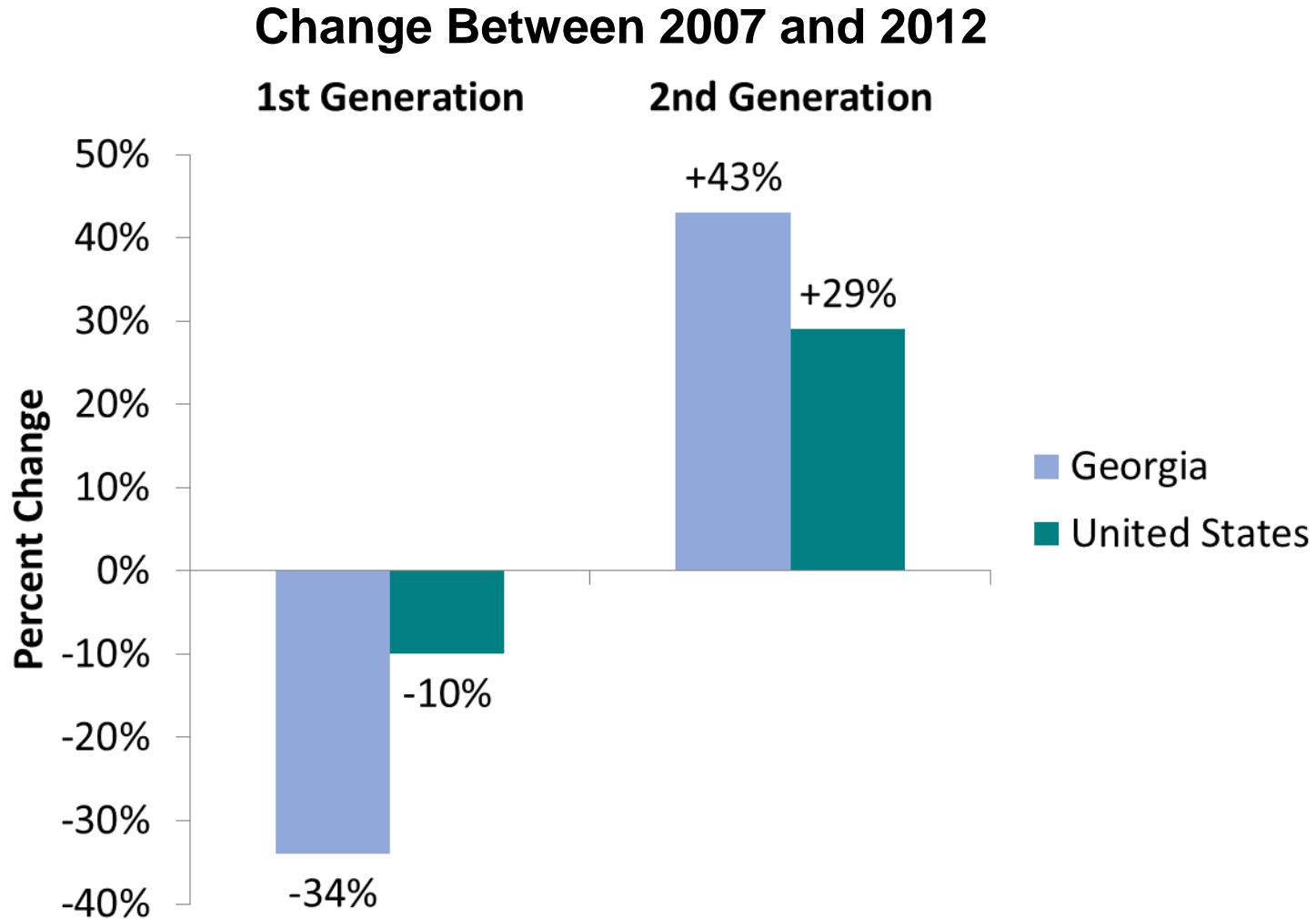


Georgia: The Demographic Imperative

- **1 in 5 Georgia youth are immigrants or children of immigrants (263,000)**
- **Georgia will need 250,000 more college-educated workers by 2020**
- **Georgia's aging population leads to shortages of skilled workers**
 - **Must replace 50% of skilled manufacturing pop by 2020**
- **Latino population particularly young (average age:25) *versus* white population (average age:40)**



Rapid Demographic Transformation: GA Youth Sharp Drop in 1st Generation; Rise in 2nd



Source: MPI analysis of pooled 2006-08 and 2011-13 Current Population Survey.



Key Immigrant Subpopulations for Policy

- **Refugees**
 - **Sixth-largest refugee resettlement destination in the United States (2012)**
- **Unauthorized Youth**
 - **62% of GA 1st-generation youth were unauthorized (v. 47% nationwide) in 2007-2011**
- **Deferred Action for Childhood Arrivals (DACA)**
 - **Approximately 28,000 eligible in GA**
 - **High DACA application rate (67%) in 1st year (v. 52% nationwide)**

*Sources: MPI analysis of pooled Current Population Survey 2006-08, augmented with assignments of legal status to noncitizens by Jeffrey S. Passel; Jeanne Batalova, Sarah Hooker, and Randy Capps, *Deferred Action for Childhood Arrivals at the One-Year Mark: A Profile of Currently Eligible Youth and Applicants*; U.S. Office of Refugee Resettlement, "Fiscal Year 2012 Refugee Arrivals."*

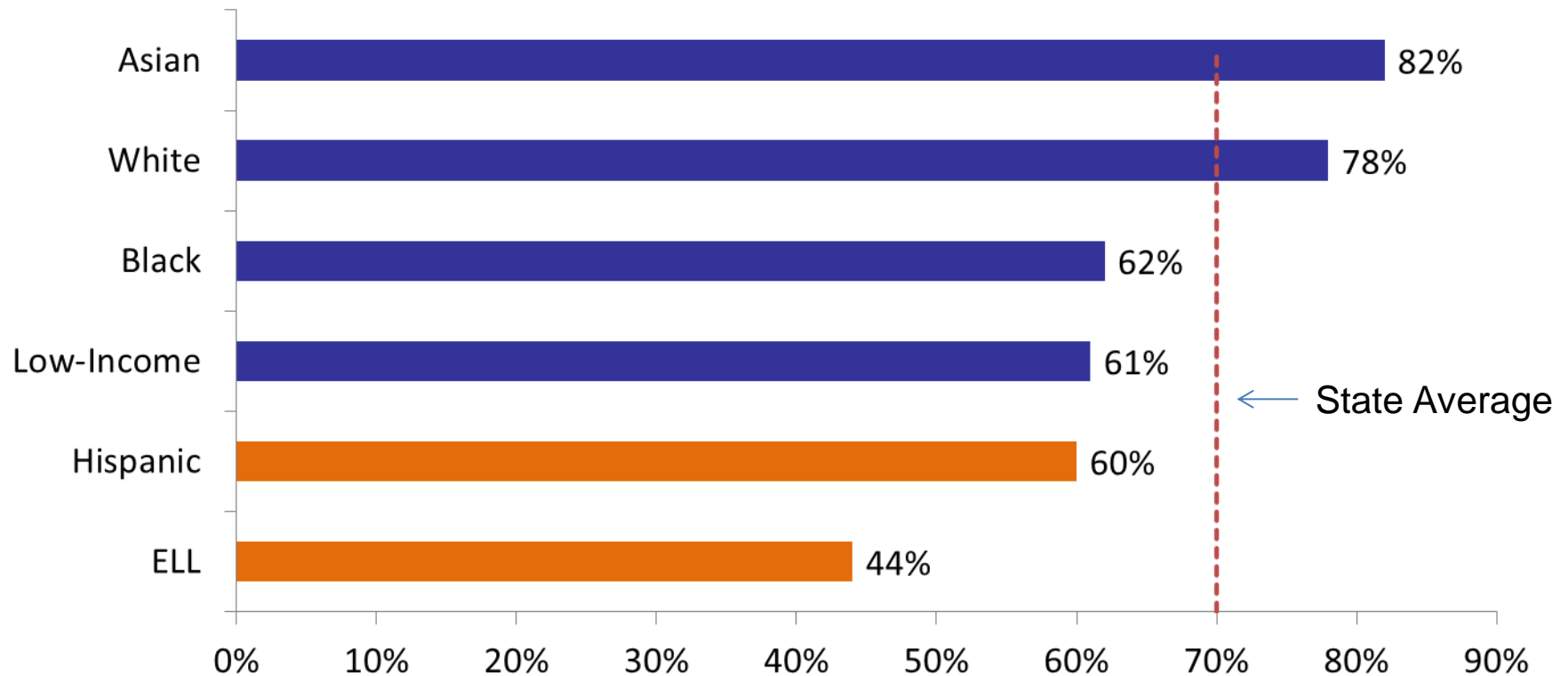


Georgia English Language Learners (K-12)

- **5% of students in K-12 (91,000)**
- **Diverse ELL Subpopulations**
 - Newcomers**
 - 40% of high school ELLs have been in U.S. schools for less than 3 years**
 - Students with Interrupted Formal Education (SIFE)**
 - Long-term ELLs**
 - 29% of high school ELLs have been in U.S. schools for 6+ years**
 - Former ELLs (limited data)**



ELL and Hispanic HS Graduation Rates Lag

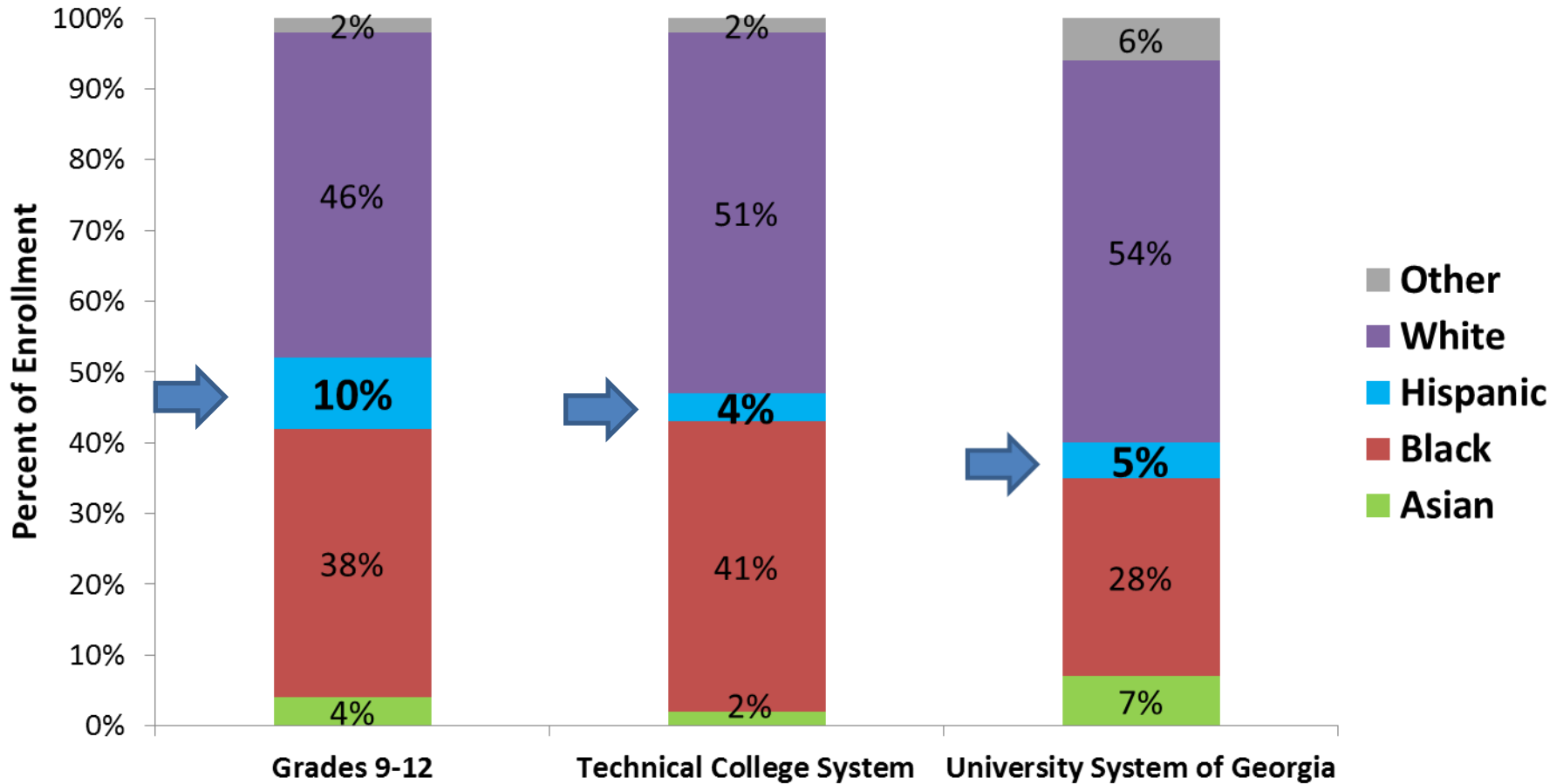


Four-year graduation rates, Georgia, 2011-12.

Source: U.S. Department of Education, "Ed Data Express," <http://eddataexpress.ed.gov/state-tables-report.cfm>.



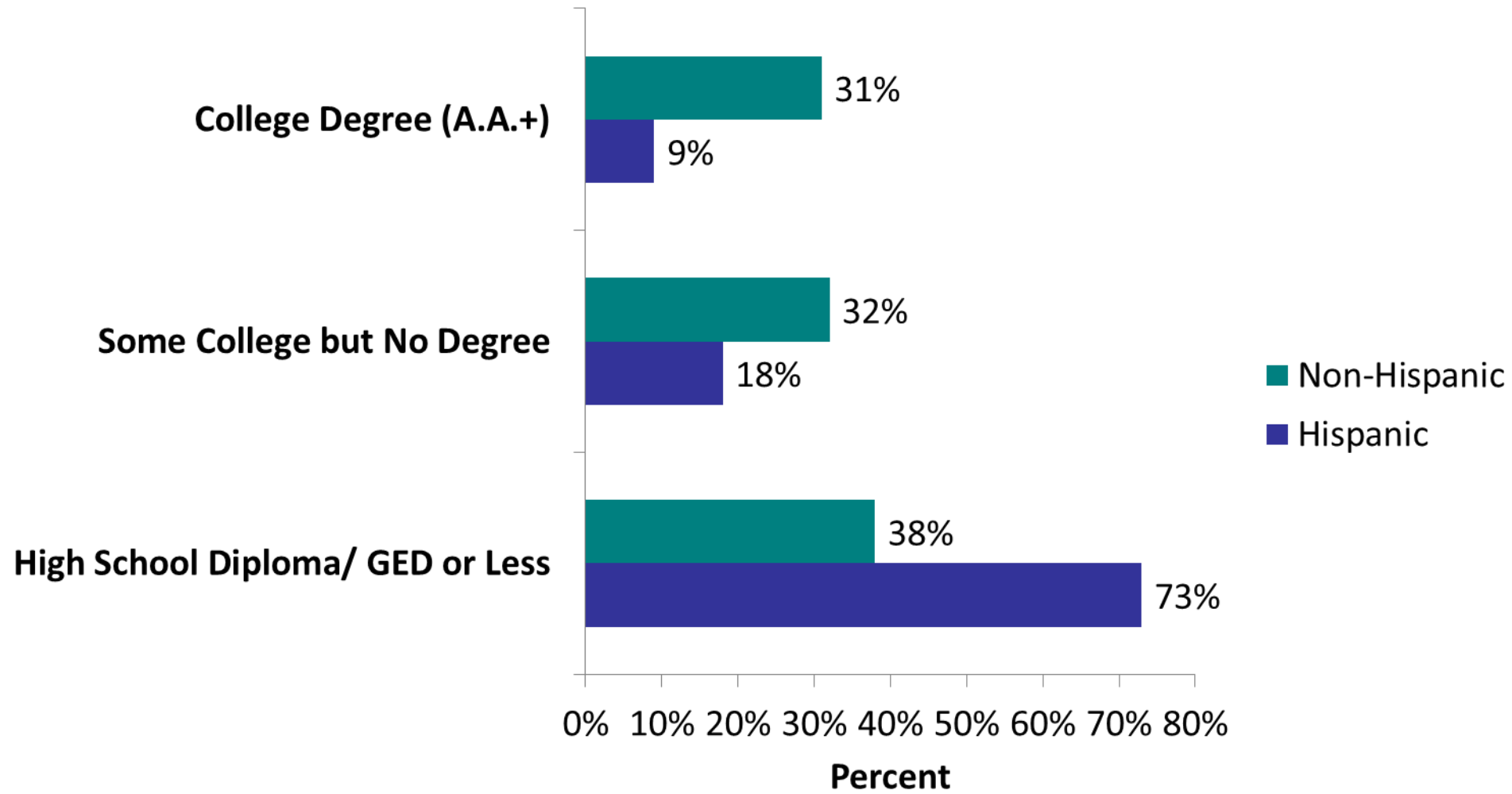
Uneven Enrollment in Georgia's Educational Institutions, 2012



Source: Georgia Department of Education; Board of Regents of the University System of Georgia, Technical College System of Georgia.



Educational Attainment of Youth 21-26



Source: MPI analysis of pooled 2009-2013 Current Population Survey.



Policy and Practice Considerations: **High School**

Targeted Approaches to Diverse ELL Needs

- **Newcomers: analyzing foreign transcripts, orientation to U.S. education system**
- **Long-term ELLs: ongoing language support plus rigorous core courses**
- **Former ELLs: tracking long-term outcomes in data systems; continued focus on advanced literacy**

Teacher Training and Credentialing

- **ESOL endorsement for veteran teachers**
- **Professional development for content-area teachers and administrators**



Policy and Practice Considerations: High School

Strategies to Promote On-Time Graduation for ELLs

- Expanded learning time
- Access to core courses

Participation in College- and Career-Prep Programs

- Barriers to CTE, dual enrollment, and early college schools: scheduling, cost, transportation, legal status barriers (for DACA/ unauthorized)





Policy and Practice Considerations: Adult Education

Transfer from Noncredit ESL to Credit Courses in Technical Colleges

- **Current ABE reform initiatives (i.e. Accelerating Opportunity) do not include ESL pathways**

Enrollment Policies: Legal Status Barriers to Adult Education

- **No path to DACA eligibility for youth without high school diploma/GED**





Policy and Practice Considerations: Postsecondary Education

Remediation and Transition to College-Level Courses

- Extend developmental education reforms to English Learners

Strategies to Increase Retention and Success

- Comprehensive mentoring/advising and scholarship programs





College Access for DACA Youth in Georgia

- **Barred from state's most selective public colleges**
- **Charged out-of-state tuition rates (3-4 times higher than in-state)**
- **Some private scholarships available, but generally competitive and may not cover full tuition**



Presenter



Elizabeth Webb

Director of ELL Programs
Gwinnett County Public Schools

Elizabeth Webb has served as the Director of English Learner Programs for Gwinnett County Public Schools since 2011. Prior to joining the GCPS, she spent eleven years at the Georgia Department of Education, first as World Language Coordinator, then as Director of Innovative Academic Programs, which included providing leadership and oversight for ESOL and Title III, as well as other programs. She began her career teaching both English Language Arts and German, and then spent four years as the founding Executive Director for Friends of Goethe, now known as the Goethe-Zentrum.

Gwinnett County Public Schools (GCPS)

Our core business is teaching and learning, with an emphasis on learning.

The vision of GCPS is becoming a system of world-class schools.



DEPARTMENT
OF CURRICULUM
& INSTRUCTION



Key Understanding

**English Learners (ELs) are
ELs all day,
every day.**

*Every segment of instruction should be
taught in a manner that allows them to
comprehend and engage
with academic content.*



Personalized Support for Immigrant Youth and Families

- Provide intake services for students entering grades 6-12 through International Newcomer Center
- Support access to high school advisement for ELs
- Communicate effectively with and provide training for linguistically diverse parents



Continuous Improvement of Teaching and Learning

- Provide training and credentialing for faculty on understand the needs of and differentiating instruction for ELs
- Provide extended learning opportunities for ELs
- Know and articulate how language proficiency level relates to course performance
- Think carefully about course placement and course sequence for high school ELs

Presenter

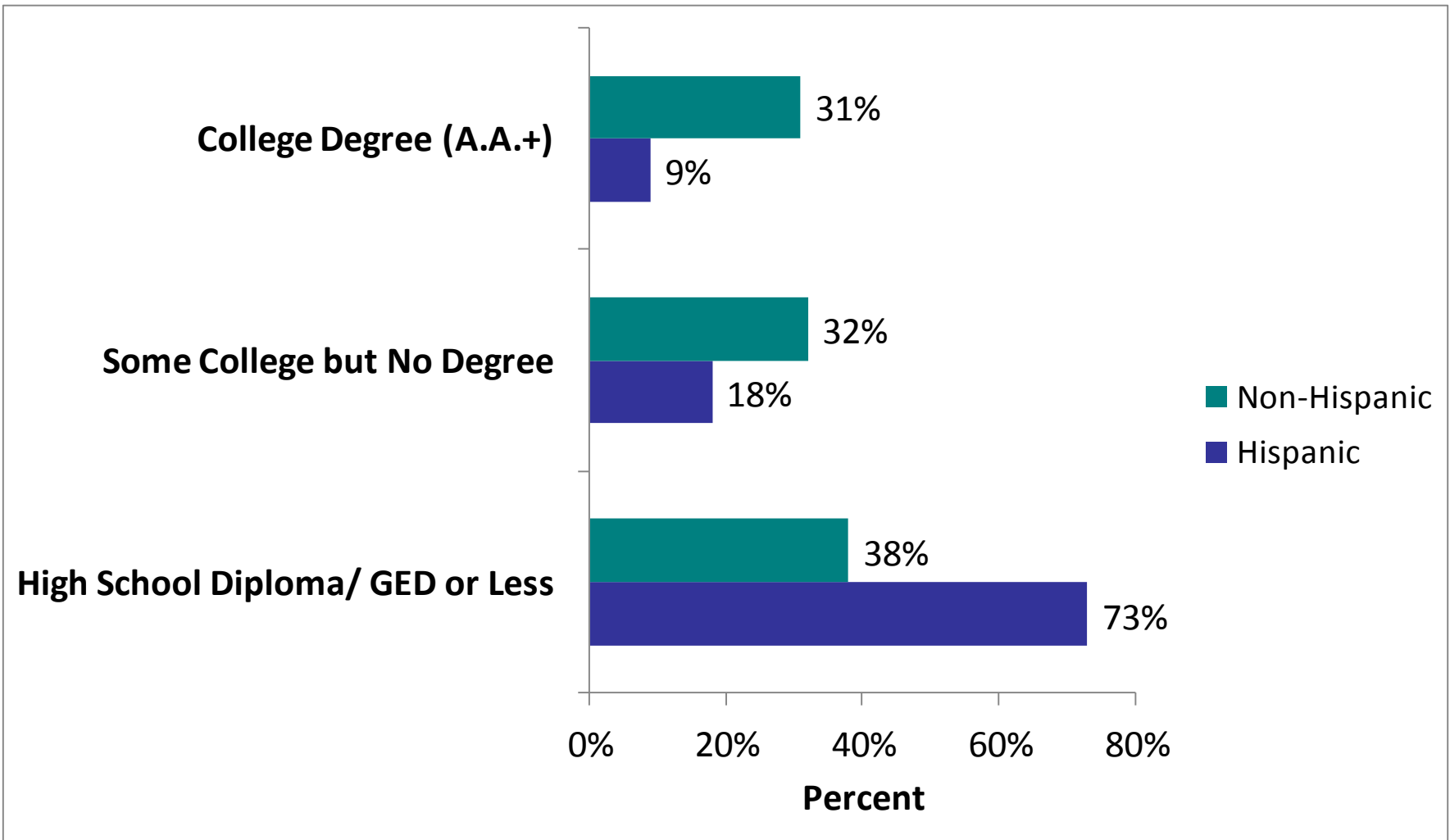


Pedro Portes

Executive Director,
Center for Latino
Achievement and
Success in Education
(CLASE),
University of Georgia

Dr. Portes is The Goizueta Foundation Distinguished Chair of Latino Teacher Education and Professor in the Department of Counseling and Human Development Services. A past Fulbright Scholar to Peru and Colombia Dr. Portes received the American Educational Research Association's 2005 Research Award in Human Development. He has published scores of research articles on human development, learning, home environment and intellectual growth. His books (including *Dismantling Educational Inequality*, 2005) provide a guide for CLASE's focus on the integration of children of immigrants and teacher education.

Educational Attainment of Youth 21-26



Source: MPI analysis of pooled 2009-2013 Current Population Survey.

Policy and Practice Considerations: High School

Strategies to Promote On-Time Graduation for ELLs

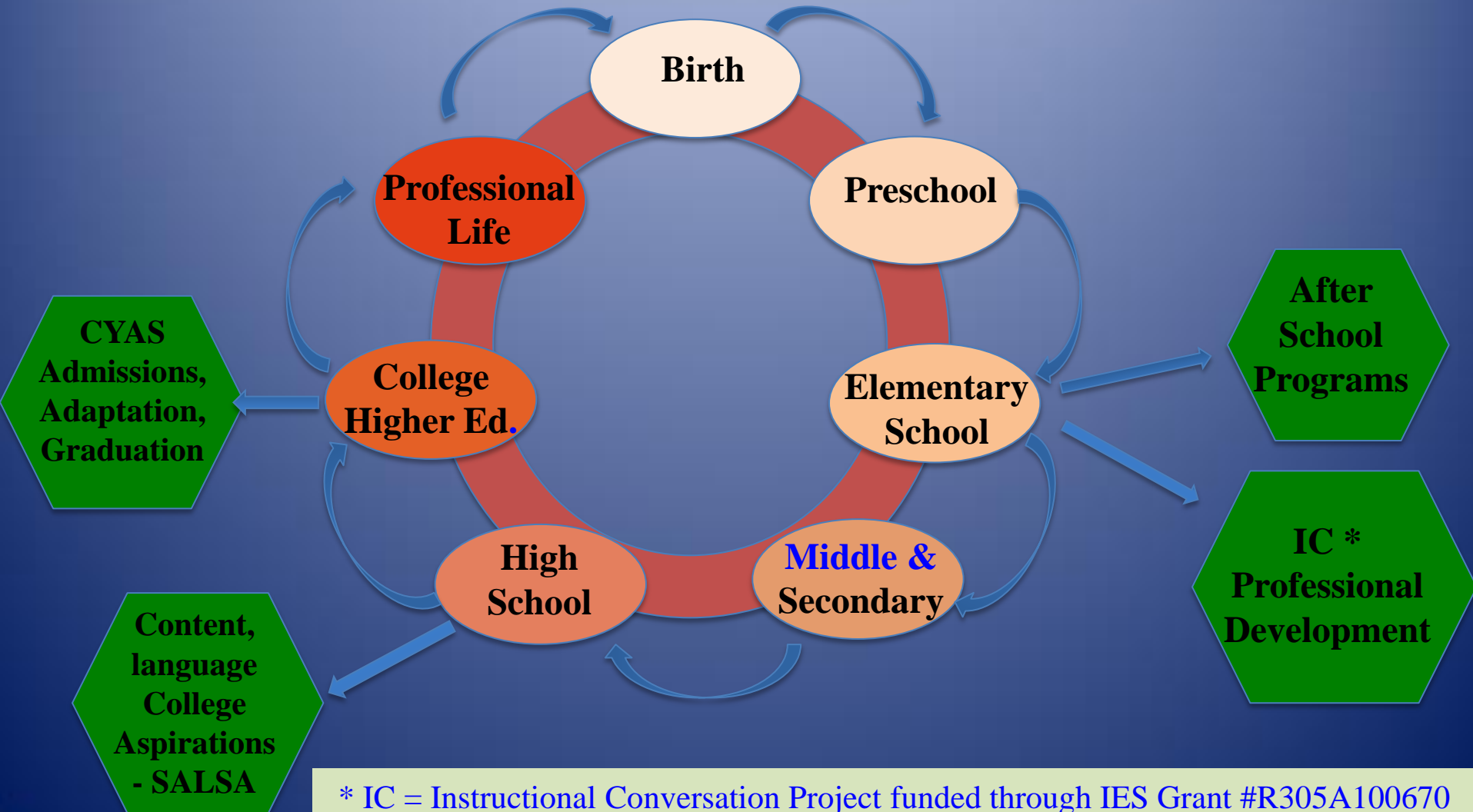
- Expanded learning time
- Access to core courses

Participation in College- and Career-Prep Programs

- Barriers to CTE, dual enrollment, and early college schools: scheduling, cost, transportation, legal status barriers (for DACA/ unauthorized)



A Developmental Life-cycle Framework for Reducing Severe Group Disparities

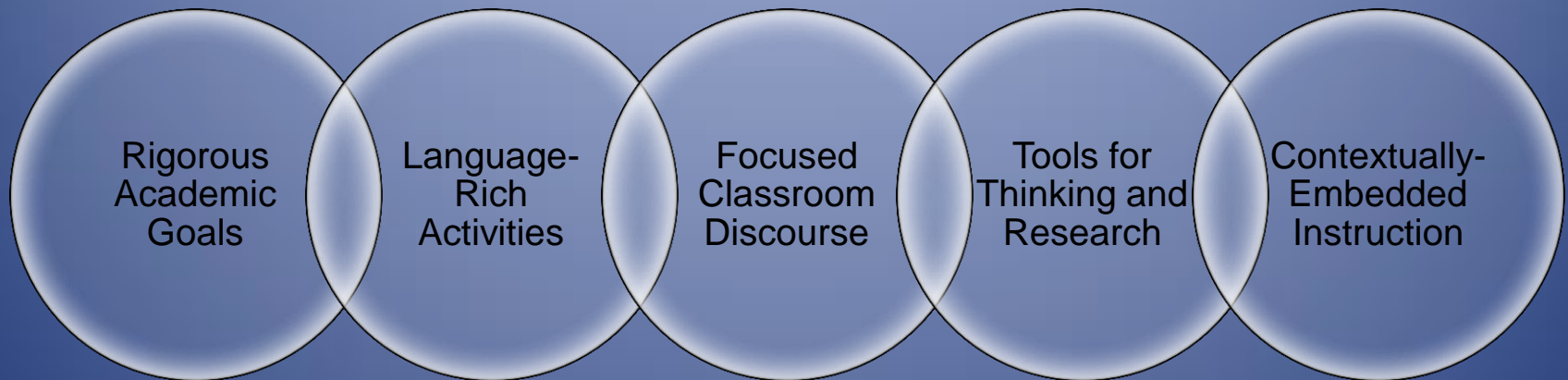


* IC = Instructional Conversation Project funded through IES Grant #R305A100670

The 5 Standards for Effective Pedagogy

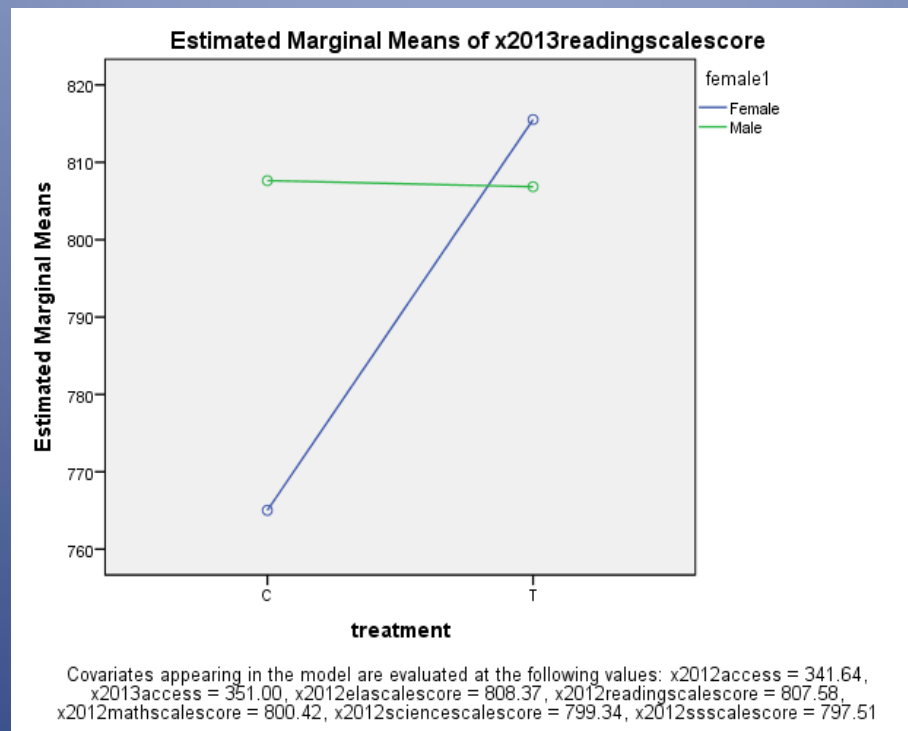


What is Instructional Conversation?



English Language Learners in 5th Grade

Reading Score by Gender and Treatment





Question and Answer Session

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Thank You For Joining Us!

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For additional information and to receive updates:

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

Student photos courtesy of Georgia Gwinnett College and Georgia Perimeter College