





Attending to the Needs of Newcomers

Deborah J. Short
Center for Applied Linguistics

Research sponsored by the Carnegie Corporation of New York




Newcomer Programs

- Specifically designed for recent immigrants—with no or limited English proficiency and limited formal education
- Enrollment is for a limited time
- Most are programs within a school
- May use sheltered instruction or bilingual approach for curriculum, instruction and assessment



Newcomer students



are found in every state in the U.S.

Newcomer Students

- Literate newcomers
- SIFE (students with interrupted formal education) newcomers
- Late-entrant immigrant newcomers

Newcomer Students' Assets

- First Language/Literacy
- Meta-linguistic Awareness across Languages
- Oral English
- Transfer from Roman Alphabet / Cognates
- Prior Schooling
- World Knowledge / Prior Experiences
- Culture



It isn't that the students are slow. Once you open that door and light shines in, it's incredible what they can accomplish within one year.

Diane Longfield, Bilingual Liaison,
Elgin High School

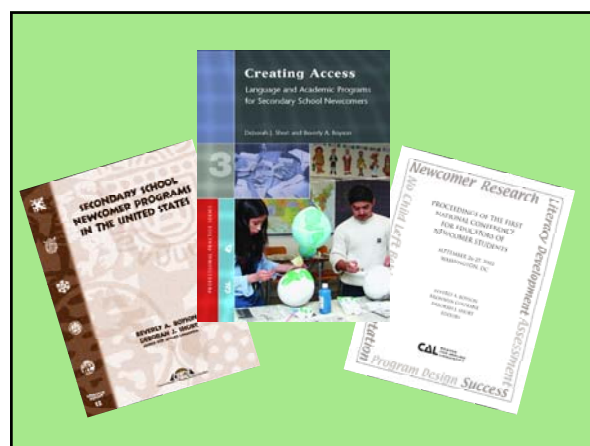


CAL CENTER
FOR APPLIED
LINGUISTICS

CAL's Research on Newcomer Programs

- National Center for Research on Education, Diversity & Excellence (CREDE), 1996–2003
- Office of English Language Acquisition (OELA) (now NCELA), 2001–03
- Carnegie Corporation of New York, 2008–10

- www.cal.org/newcomersurvey



Newcomer Program Goals

- Help students acquire beginning English skills
- Provide some instruction in core content areas
- Guide student acculturation to U.S. schools
- Develop or strengthen native language literacy

Common Features of Newcomer Programs

- Program or courses distinct from regular ESL
- Instructional strategies for literacy development
- Strategies to integrate language & content
- Orientation to U.S. schools and culture
- Appropriate materials, especially for students with no/low literacy & limited formal schooling
- Teachers experienced in working with newcomers
- Paraprofessional support
- Family connections

From Short & Boyson, 2004

Variable Features of Newcomer Programs

- Program location
- Length of daily program
- Length of program enrollment
- Grade levels served
- ESL or bilingual design
- Program articulation
- Content course selection/options for students
- Career education opportunities
- Assessments utilized

From Short & Boyson, 2004

CREDE Research Findings & Preliminary CAL/Carnegie Research Findings

	States #	Programs #	Middle School Sites	High School Sites	Middle & High School Sites
CREDE 2001	30	115	23%	54%	23%
CAL/ Carnegie now	23	63	30%	41%	29%

**CREDE Research Findings
&
Preliminary CAL/Carnegie Research Findings**

	Urban	Suburban	Rural
CREDE 2001	76%	17%	7%
CAL/ Carnegie now	52%	30%	16%

**CREDE Research Findings
&
Preliminary CAL/Carnegie Research Findings**

	ESL Program	Bilingual Program	Native Language Literacy	Varied
CREDE 2001	50%	7%	2%	41%
CAL/ Carnegie now	84%	13%	0%	3%

**CREDE Research Findings
&
Preliminary CAL/Carnegie Research Findings**

	Program within a school	Separate Site	Whole School
CREDE 2001	77%	17%	6%
CAL/ Carnegie now	56%	32%	24%

**CREDE Research Findings
&
Preliminary CAL/Carnegie Research Findings**

	Full Day	Half Day	Less than Half Day	After School	Other/ Combina- tions
CREDE 2001	56%	17%	6%	2%	19%
CAL/ Carnegie now	65%	19%	3%	2%	10%

**CREDE Research Findings
&
Preliminary CAL/Carnegie Research Findings**

	1 year enroll- ment	1 year + summer	Less than 1 year	More than 1 year	Other
CREDE 2001	43%	13%	6%	38%	
CAL/ Carnegie now	43%	22%	5%	13%	17%

Attending to Instructional Needs

- Course options and supports
- Targeted literacy development
- Options for high school credits
- Technology access
- More instructional time

Types of Courses

	2001	Now
■ ESL, ELD	100%	90%
■ L1 literacy/language arts	42%	30%
■ Content instruction	97%	87%
■ Cross-cultural orientation to U.S.	81%	62%
■ Career/vocational	42%	13%
■ Reading intervention	----	48%

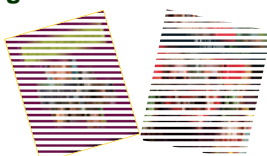
Course Options

- Content-based ESL
- Sheltered science, social studies, math (including SIOP)
- Pre-Algebra (in high school)
- Adjunct (ESL + ESL study skills; ELA + ESL 2)



Literacy Development

- Basic and Content Vocabulary
- Phonemic Awareness and Phonics
- Oral Language Practice
- Constructing Meaning from Print (comprehension) – including background knowledge for content
- Fluency
- Grammar Practice
- Hi-lo Readers



High School Credits

- Advocacy for newcomer courses
- Advocacy for home country transcripts
- Online and credit recovery options (e.g., LUCHA, Apex)

Technology Access

- Computer programs for learning English and for Reading (e.g., Rosetta Stone)

More Instructional Time

- After school programs
- Summer school
- Saturday programs
- Field trips

Burbank M.S. Recent Arrival Program, Dos Ventanas Hacia el Mundo

- 3 year, full day, bilingual program within a school
- Content instruction in native language + intensive ESL
- Moving towards 50-50 Spanish/English instruction for content over 3 years
- Students may move to dual language maintenance or sheltered English at advanced high level
- Separate summer program for newcomers

International Newcomer Academy Fort Worth ISD

- 1 to 2 year, separate site, full day program for immigrant and refugee students in grades 6-9
- Literate and SIFE (preliterate) students
- ESL/sheltered content program
- Goal: transition to secondary schools thru orientation to US, acquisition of basic English, content knowledge (math, science, soc studies)
- Extra/co-curricular activities, collaborative projects with other programs, community service

Attending to Needs Effectively

- Flexible course scheduling
- Flexible length of enrollment
- Careful staffing
- Family & social service connections
- Diagnostic assessments
- Progress assessments
- Transition practices
- Advocacy for courses, credits and time

Challenges that Remain

- NCLB testing requirements
- AYP at separate school sites
- High school graduation in 4 years
- Instructional materials and curricula

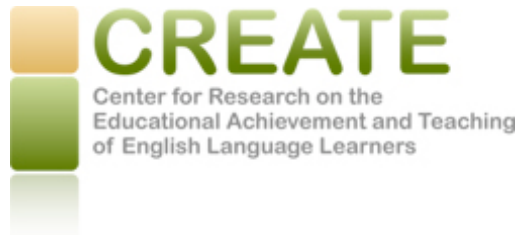


- 2008-09 Program Profiles will be on CAL's website in November
- If you'd like to participate in the survey, go to www.cal.org/newcomersurvey



Selected Bibliography

- Boyson, B. A., Coltrane, B. & Short, D. (2002). *Proceedings of the first National Conference for Educators of Newcomer Students* (Report). Washington, DC: CAL. (www.ncela.gwu.edu)
- Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. Portsmouth, NH: RMC Corporation.
- Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R. (1998). *Through the golden door: Effective educational approaches for immigrant adolescents with limited schooling*. McHenry, IL: Delta Systems & CAL.
- Short, D. & Boyson, B. (2004). *Creating Access: Language and Academic Programs for Secondary School Newcomers*. Delta: McHenry, IL.
- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners*. Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. (www.all4ed.org)



Outside the Box: Programs and Practices for ELLs

Attending to the Needs of Newcomers

Deborah Short, Ph.D.

Center for Applied Linguistics (CAL)

Research Funder: Carnegie Corporation of New York

NEWCOMER PROGRAM STUDENTS AND GOALS

Who are Newcomer Students?

1. Literate Newcomers: students with on-grade-level educational backgrounds who have literacy skills and academic schooling in their own language
2. SIFE Newcomers: students with disrupted or weak educational backgrounds and below-grade-level literacy in their own native language
3. Late entrant immigrant newcomers: students who enter after first quarter or semester

Why Establish a Newcomer Program?

To provide intensive language development and academic/cultural orientation, for a limited time, before placing the newcomers in the regular language support and academic programs.

What Are the Main Goals?

1. Help students acquire beginning English skills
2. Provide some instruction in core content areas
3. Guide the students' acculturation to the school system in the U.S.
4. Develop or strengthen native language literacy

How Are the Programs Designed?

Most programs incorporate principles from the ESL, sheltered content instruction, and bilingual education research for curriculum, instruction, and assessment. Most newcomer classes include strategies for improving adolescent literacy and for integrating language and content instruction. They also help students acclimate to their local environments and connect students and families to outside services.

NEWCOMER RESEARCH

Findings from CAL/CREDE Study (1996 – 2000) (IES); CAL Study (2001-2003) (OELA)

- 115 programs are located at 196 sites in 30 states as of 1999-2000 school year.
- 76% of programs in urban metropolitan areas, 17% suburban, and 7% rural.
- 54% of programs served high school students, 23% of programs served middle school students, and 23% of programs served both middle and high school students.
- 75% of the programs were established in the 1990s, over 20% in the 1980s.
- Over 90 countries of origin and approximately 60 native languages were represented.
- 95% of the programs served some Spanish speakers within the student population, 38% served some Vietnamese speakers, and 22% served some Somali speakers.

Wide variability in program design and implementation existed.

- 77% of programs were programs within a school, 17% at a separate site. 6% whole school.
- 43% of the programs enrolled students for 1 year; 13% for 1 year plus summer; 38% enrolled students for more than 1 year; and 6% enrolled them for less than 1 year.
- 56% of the programs were full-day, 17% were half-day, 6% were less than half-day, 2% were after-school, and 19% were a combination of these options.

Programs were flexible, individualizing instruction and course scheduling, as best possible.

- 50% were ESL programs, 7% bilingual programs, and 2% native language literacy programs. 41% offered ESL, bilingual, or native language literacy depending on student.
- 100% of programs offered ESL, 97% provided content through English and/or L1.
- 42% of programs offered native language literacy courses in one or more of students' L1.
- 24 non-English native languages were used for content instruction/instructional support in 63 programs. Math was the most common content course offered (in 79% of programs).
- 81% provided students with cross-cultural information or orientation to the U.S.
- 42% of the programs offered career awareness courses.

Preliminary Findings from CAL/Carnegie Study, 2008-2010 (N=63) as of August 2009

- 63 programs are located in 23 states.
- 52% of programs are in urban metropolitan areas, 30% suburban, and 16% rural.
- 41% of programs serve high school students, 30% of programs serve middle school students, and 24% of programs serve both middle and high school students. 5% have other designs such as middle for half day, high school for other half.
- Over 90 countries of origin and approximately 75 native languages were represented.

Wide variability in program design and implementation continues.

- 56% of programs are programs within a school, 32% at a separate site.
- 24% whole school (students enter and stay for all of middle or high school)
- 43% of the programs enroll students for 1 year; 22% for 1 year plus summer; 13% enroll for > 1 year; 3% enroll for 1 semester; 2% for a summer; 17% have varied enrollment.
- 65% of the programs are full-day; 19% are half-day; 3% are less than half-day; 2% are after-school only; and 10% are a combination of these options.

Programs are flexible, individualizing instruction and course scheduling, as best possible.

- 84% of programs are ESL programs, 13% are bilingual programs, and 0% are native language literacy programs. 3% offer a combination of ESL, bilingual, or native language.
- 90% of programs offer ESL, 2% no language instruction (others offer sheltered English language arts alone or in combination with ESL)
- 87% provided content through English, 27% offer content through L1.
- 30% of programs offered native language literacy/arts courses in one of students' L1.
- 48% offer reading interventions.

- 62% provided students with cross-cultural information or orientation to the U.S.
- 13% of the programs offered career awareness or vocational education courses.

WHAT'S WORKING

What Was Working In 2001 & Is Working Now

- flexible scheduling
- careful staffing plus targeted professional development
- connections with families and social services
- focus on cross-cultural orientation

What's Working Better Now

- diagnostics and tracking, including better ELP tests
- transition practices (shadowing, auditing, teacher input, committees, benchmark scores)
- options and advocacy for high school credits (e.g., LUCHA)
- literacy development materials for adolescents, reading interventions
- technology options (e.g., Rosetta Stone)
- pre-Algebra in high school
- doubling up courses (e.g., ESL study skills with ESL 1)
- more time for instruction and support (e.g., after school, summer, Saturdays)

What's More Problematic Now

- meeting AYP in separate newcomer centers
- graduating students in 4 years as per NCLB regulations

PROGRAM EXEMPLARS

International Newcomer Academy

The International Newcomer Academy (INA) in Fort Worth, TX is a combination middle school/high school program that operates for a full day at a separate site, open to students from all attendance zones. Newcomer students are new to the U.S (0-1 year in U.S. schools) and score an A or B (non-English speaker) on the English Language Oral Proficiency Test. They enter Grades 6-9. Most are literate and educated in their native languages, some are preliterate or undereducated. In 2008-09, 450 students attended from 18 countries. The goals of INA are to (1) orient students to U.S. schools, (2) develop basic communicative/academic oral and written English proficiency, and (3) continue/develop knowledge and skills in core content subjects so that student can make a successful transition into the secondary ESL program (the Language Center program) at the home campuses. INA's academic program includes two to three classes of ESL instruction daily plus math, science, and social studies (as per grade-level) and electives (e.g., art, music). INA offers physical education for middle school and a variety of sports and physical activities for high school. It provides extra/co-curricular activities, including field trips, collaborative projects with other schools, clubs, and community service projects. Most students remain in INA program for 1 year or less, and then transfer to the Language Center program closest to their home school. Students who remain longer than 1 year are those who are preliterate or undereducated. These students may remain at INA for up to 2 years.

ESL Welcome Center

The ESL Welcome Center (Columbus, OH) serves 500 middle and high school students at a separate site. The program provides a full day of English instruction, sheltered content instruction in English, elective courses, and orientation to the U.S. plus after school and summer options. When it began in 1999, the program lasted for 1 year, but now students may stay until graduation, although about half of the students return to a home school at 10th grade. The program has a graduation coach to help those who remain. Most students are from East Africa, Mexico and Central America; more than half have had two years of interrupted education. Literacy practices include phonics, technology, small group tutoring, specially designed materials for adolescents. The 33 teachers 28 bilingual instructional assistants, guidance counselor, and family liaison represent the cultural diversity of the students.

SELECTED BIBLIOGRAPHY

- Boyson, B. A., Coltrane, B. & Short, D. (2002). *Proceedings of the first National Conference for Educators of Newcomer Students* (Report). Washington, DC: CAL. (www.ncela.gwu.edu)
- Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. Portsmouth, NH: RMC Corporation.
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. New York: Cambridge University Press.
- Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R. (1998). *Through the golden door: Effective educational approaches for immigrant adolescents with limited schooling*. McHenry, IL: Delta Systems & CAL.
- Olsen, L. (2000). Learning English and learning America: Immigrants in the center of a storm. *Theory into Practice*, 39, (4), 196-202.
- Short, D. & Boyson, B. (2004). *Creating Access: Language and Academic Programs for Secondary School Newcomers*. Delta: McHenry, IL.
- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners*. Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

The CREDE study created the first national database of secondary newcomer programs (available on-line at www.cal.org/newcomerdb). However, it has not been updated since 2001-02. The new research study funded by the Carnegie Corporation of New York will update the database in Fall 2009.

Join the research. Tell us about your middle or high school newcomer program. Take the survey at www.cal.org/newcomersurvey

Literacy Resources Used By Newcomer Programs

Hampton-Brown's Basics and Inside the USA (Natl Geographic School Publ.)	RIGOR, Bridges, Navigations (Benchmark)
Rosetta Stone	Grammar in Context (Heinle)
Keys to Learning (Longman)	Fundamentals ((Natl Geographic School Publ.)
Champion of Ideas – Red (Ballard & Tighe)	Everyday English (Scott Foresman)
	Oxford Picture Dictionary (Oxford)
	Theme Book Kits (Natl Geographic School Publ.)