Attending to the Needs of Newcomers

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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
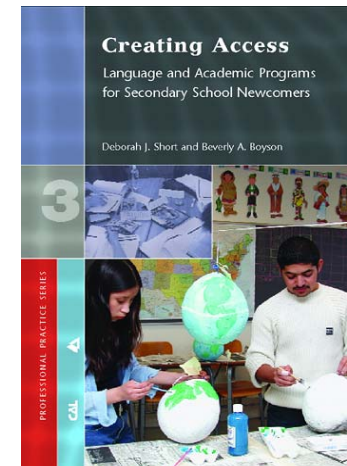
Newcomer students are found in every state in the U.S.

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'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

SECONDARY SCHOOL NEWCOMER PROGRAMS IN THE UNITED STATES

BEVERLY A. BOYSON
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CENTER FOR APPLIED LINGUISTICS

RESEARCH REPORT 12

CREDE
Center for Research on Education, Diversity & Excellence

Creating Access
Language and Academic Programs
for Secondary School Newcomers

Deborah J. Short and Beverly A. Boyson

3

PROFESSIONAL PRACTICE SERIES

CAL

Newcomer Research

No Child Left Behi...

Literacy Development Assessment

PROCEEDINGS OF THE FIRST
NATIONAL CONFERENCE
FOR EDUCATORS OF
NEWCOMER STUDENTS

SEPTEMBER 26-27, 2002
WASHINGTON, DC

BEVERLY A. BOYSON
BRONWYN COLTRANE
DEBORAH J. SHORT
EDITORS

CAL CENTER FOR APPLIED LINGUISTICS

...tation Program Design Success

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)**
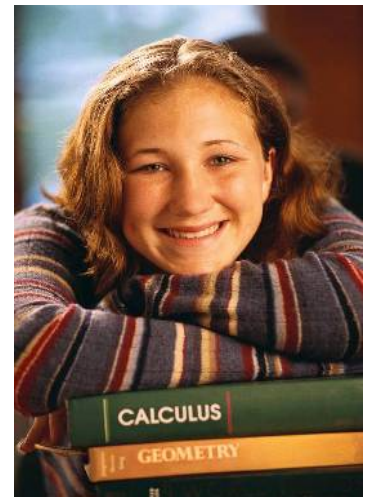
Literacy Development

- **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**
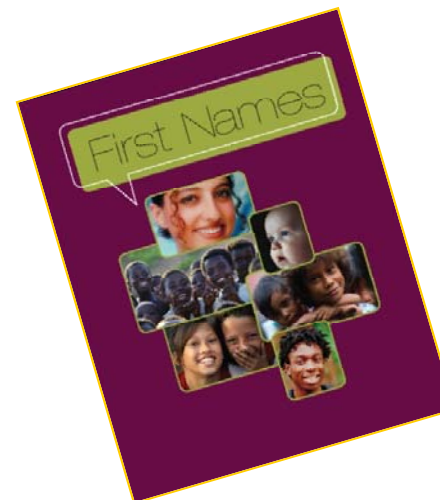
High School Credits

- 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

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