EAB

Serving Newcomer Students at the Secondary Level

District Leadership Forum

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1) Executive Summary

Key Observations

Administrators at all profiled districts currently operate newcomer programs through a "program-within-school" model. Research by the Center for Applied Linguistics (CAL) demonstrates that the program-within-school model, in which select or all school sites operate distinct newcomer programs, is the most common approach. The next most common approach is the "separate-site" model, in which administrators dedicate a separate district facility to the newcomer program. Some programs operate for less than a full day and newcomers attend their zoned schools for the remainder of the time. Students enroll in the program for a limited period of time—in most separate-site programs, students stay for only a year.[1] Administrators at District B and District E previously served newcomers through the separate-site model. In addition to a program-within-school model, administrators at District C operate a "whole-school" model, which is the least common approach for newcomer programs. In this model, district administrators dedicate one or more full, four-year high schools to serve only newcomers. This school serves as the home school for newcomers for all four years.[2]

Proactively identify newcomers' academic and social-emotional needs through a comprehensive intake process. Administrators at most profiled districts use a centralized enrollment system in which all new students register at a centralized district office. For newcomers, administrators then conduct assessments and/or interviews with students and their parents to gather information on students' educational backgrounds and social-emotional needs. Administrators use information from these meetings to determine appropriate grade placement decisions and to connect families with school-based and community-based resources. Administrators use this intake process to ensure that all newcomers receive comprehensive evaluations for their academic and non-academic needs.

Provide academic support to high school newcomers through extended day and summer enrichment programming. All ninth-grade newcomers at District G attend hourlong after-school academic sessions, four days a week. Teachers dedicate one day every week to each core content area (i.e., English, math, science, history). In each session, content-area teachers reinforce material from the week and assist students with their homework. Administrators also require all incoming ninth and 10th grade newcomers to attend a four-week-long, half-day summer enrichment program. In the summer program, students learn new content in the core content areas to prepare for the upcoming school year. Administrators at District G target extended day and summer programming to ninth and 10th grade students because these students are the most at-risk for dropping out of school.

Incentivize general education teachers to earn English as a Second Language (ESL) certification to increase the number of teachers prepared to serve newcomers. Administrators at both District B and District F partner with local universities to offer an expedited and less expensive pathway for general education teachers to gain ESL certification. Contacts at both profiled districts expect that an expedited pathway to ESL certification will encourage more general education teachers to earn their ESL certification—thus increasing newcomer program staffing at middle schools and high schools.

1) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 13-15, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
2) Ibid.

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2) Overview of Newcomer Programs

Introduction to Newcomers

Newcomers Represent a Diverse Subgroup within English Language Learners

English language learners (ELLs) represent the fastest-growing student segment of the K-12 population in the U.S.[3] Today, schools across the country serve over two million foreign-born children aged five to seventeen, which comprises approximately 4.1 percent of the total student population.[4]

Among ELLs, newly arrived immigrant adolescents represent one of the most at-risk subgroups for academic failure—especially those with gaps in their formal education and low levels of English literacy. In comparison with newcomers who enter U.S. schools at the elementary level, newcomers at the secondary level have fewer remaining years in school to master the English language.[5] Research suggests that ELLs need at least four to eight years to attain the average academic performance of native English speakers.[6]

Who are Newcomers?

In the Center for Applied Linguistics (CAL)'s comprehensive study of 63 newcomer programs across the U.S., researchers found that districts define newcomers as immigrant students who have spent between one and four years in the U.S. school system.[7] For example, administrators at District A and District C define newcomers as students in their first two and first four years of arrival to a U.S. school, respectively.

Newcomers represent a highly diverse group, including students with refugee status, undocumented students, Students with Interrupted/Inconsistent Formal Education (SIFE), unaccompanied minors, and students with disabilities. Newcomers present diverse educational needs as they bring varying levels of English language proficiency and home language literacy.[8]

Newcomer Programs Provide Specialized Academic Environments to Support Newcomers

Newcomers, like ELLs more broadly, must simultaneously build proficiency in academic English and learn core content material. In addition, newcomers specifically face significant acculturation challenges upon arrival to a U.S. school.[9] For example, newcomers must negotiate their new role and identity in an unfamiliar cultural

3) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 1, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
4) The Council of Chief State School Officers, *Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students* (Washington, D.C.: Council of Chief State School Officers, 2019), 1, https://ccsso.org/resource-library/understanding-and-supporting-educational-needs-recently-arrived-immigrant-english.
5) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 2-3, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
6) Virginia P Collier, "Age and Rate of Acquisition of Second Language for Academic Purposes." *TESOL Quarterly*, Dec 1987. https://onlinelibrary.wiley.com/doi/abs/10.2307/3586986.
7) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 11, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
8) The Council of Chief State School Officers, *Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students* (Washington, D.C.: Council of Chief State School Officers, 2019), 1, https://ccsso.org/resource-library/understanding-and-supporting-educational-needs-recently-arrived-immigrant-english.
9) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 1, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.

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context, learn a new set of social norms, and navigate unfamiliar systems to access social services.[10] To support these students, many districts operate newcomer programs, defined by the Center for Applied Linguistics (CAL) as "specialized academic environments that serve newly arrived, immigrant English language learners."[11]

In effective secondary newcomer programs, as demonstrated by CAL research, administrators and teachers provide newcomers with basic English and academic literacy skill development, ensure access to core content courses that prepare students for postsecondary pathways (e.g., college, careers), and support students' acculturation to U.S. schools.

Characteristics of Successful Newcomer Programs[12]

Characteristic: Provide opportunities for students to build basic English and academic literacy skills.

Example: At School D, District F, and District G, teachers provide literacy development materials and reading interventions adapted for newcomers.

Characteristic: Support students' acculturation to U.S. schools.

Example: Administrators at District A and District C connect newcomers and their families with social services.

Characteristic: Provide access to core content courses that prepare students for the regular school program as well as postsecondary pathways (e.g., college, careers).

Example: At District G, teachers offer extended time for instruction and support through extended day and summer programming.

Students typically stay in newcomer programs for a limited period of time. Upon newcomer program exit, students often transition to their school's regular language support program that may comprise an English language development (ELD) class—a class designed to support listening, speaking, reading, and writing in English[13]—, sheltered classes (i.e., courses of only ELLs/newcomers that integrate language and core content instruction), and/or bilingual classes. Thus, newcomer programs serve as "on-ramps to the broader educational program."[14] At District C, when students exit from the newcomer program, they still receive substantial support (e.g., an ELD class).

CAL has featured all profiled districts' secondary newcomer programs as exemplary.[15]

10) U.S. Department of Education. *Newcomer Tool Kit* (Washington, DC: 2017), 96-97. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf.
11) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 1, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
12) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 3, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
13) "English Language Development," Colorín Colorado, accessed November 25, 2019. https://www.colorincolorado.org/glossary/english-language-development-eld.
14) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 1, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
15) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), http://www.cal.org/resource-center/publications-products/helping-newcomer-students.

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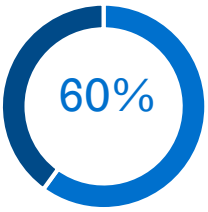
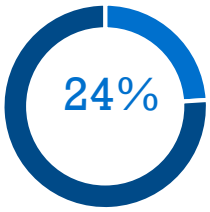
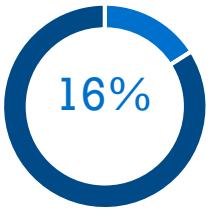
Operate a Program-Within-School Model to Maximize Instructional Time and Promote Community

Administrators at all profiled districts use a program-within-school model for their newcomer programs. CAL research indicates that this approach is the most common. In addition, CAL identified two other newcomer program models: separate-site and whole-school.[16]

Newcomer Program Models[17]

Program-Within-School	Separate-Site	Whole-School
Percentage of Newcomer Programs: 	**Percentage of Newcomer Programs:** 	**Percentage of Newcomer Programs:** 
Location: • Students in this model receive newcomer course instruction in their zoned school or at a select school in the district. • Students stay in the newcomer program for a full day (76 percent of program-within-school examples in CAL's study), half day (16 percent), or less than half a day (8 percent). In the latter two cases, students attend classes at the same school for the remainder of the day.	**Location:** • Administrators dedicate a separate district facility to the newcomer program. Administrators use this model to consolidate limited resources. • Some programs operate for less than a full day. In these cases, newcomers attend their zoned schools for the remainder of the day.	**Location:** • Administrators dedicate an entire school to serve only newcomers. Most programs featured in CAL's study are full, four-year high schools that generally serve students aged 14 to 21.
Length of Stay: • Length of stay varies across programs.	**Length of Stay:** • For over half of these programs, newcomers stay in the program for a year.	**Length of Stay:** • In a whole-school model at the high school level, students typically enter the program in ninth grade and stay for all four years. If students do not graduate in four years, administrators at most whole-school programs allow students to stay for five or six years.
Profiled Districts: • Administrators at all profiled districts use the program-within-school model to serve at least some newcomers.	**Profiled Districts:** • Administrators at District B and District E previously served newcomers through the separate-site model.	**Profiled Districts:** • District C operates one whole-school model for high school newcomers.

Previously, administrators at District B and District E operated a separate-site, half-day program that served middle and high school newcomers. Newcomers typically remained in the program for one year.

16) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 13-15, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
17) Ibid.

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However, in response to an increase in the number of newcomers, administrators at both profiled districts decided to revisit the separate-site model. Contacts at District B and District E note that by switching to the program-within-school model at all secondary school sites, administrators could then ensure that all newcomers receive support services at their respective zoned school sites. Administrators at District B and District E established newcomer programs at all middle and high school sites in the 2014-2015 and 2018-2019 school year, respectively.

Motivations for Implementing a Program-Within-School Model at District B and District E

Maximize Instructional Time

Administrators at District B and District E sought to eliminate instructional time lost when students transitioned to and from a separate-site program.

Cultivate Stronger School Community Connections

In the program-within-school model, newcomers at District B and District E stay at the same school for the entirety of the day. Contacts state that, through this program model, newcomers can ultimately develop stronger connections to the school community (e.g., sense of belonging). When administrators implement this model at all secondary school sites, newcomers can attend their home schools and increase sense of belonging in their respective neighborhoods.

Leverage Increasing Number of Teachers with English as a Second Language (ESL) Certification

At District B, due to an increase in the number of general education teachers with ESL certification, school and district administrators could feasibly staff each school site with teachers certified to deliver instruction to newcomers.

Contacts at District B and District E emphasize that administrators provide newcomer programs at all secondary school sites (i.e., versus at select sites) to promote a more integrated and inclusive culture of community-based schools.

At profiled districts with a higher number of secondary school sites, administrators tend to provide newcomer programs at select sites. For example, District C offers newcomer programs at four of 12 high schools. In comparison, District B and District E comprise two and three high schools, respectively.

Consider Implementing the Whole-School Model to Improve Academic Outcomes

Administrators at District C operate a whole-school model at one high school—School D—and a program-within-school model at three of the district's other high schools. Contacts at District C point to School D as the strongest newcomer program in the district based on academic outcomes. Below are advantages and disadvantages to the whole-school model.

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Advantages and Disadvantages of the Whole-School Model at District C

Contacts note that School D, by nature of its physical location in the city, serves a more linguistically and educationally diverse population of newcomers. Other newcomer programs in the district consistently serve more unaccompanied immigrant youth, SIFE, and students who do not possess literacy in any language. In addition, district administrators concentrate grant-funded resources for refugees at School D. Contacts note that these factors likely impact the difference in academic outcomes.

Advantages

- Administrators can dedicate all site-specific resources, such as professional development facilities and materials, to supporting the needs of newcomers. Newcomer teachers do not compete for professional development space and resources with general education teachers.
- Contacts at District C highlight that newcomers at School D graduate at a higher rate compared with newcomers in other high school newcomer programs in the district. Newcomers graduate from School D at a rate of approximately 65 percent, nearly three times as high as the newcomer graduation rate at one within-school newcomer program in the district.

Disadvantages

- Contacts cite concerns that the whole-school model isolates newcomers from the mainstream (i.e., non-newcomer) student population, as newcomers at the whole school model never enter mainstream courses offered at other schools.
- To build a whole-school model, administrators need financial resources (e.g., to construct a new school) and community buy-in. Administrators at District C do not plan to shift all programs to the whole-school model. Contacts cite that it would be difficult to secure community buy-in due to fiscal constraints and the district's multi-year process of closing schools in response to overall declining enrollment.

Despite differences in program structure, School D continues to serve as a role model for other high school newcomer programs in the district. For example, contacts at District C note that administrators at other newcomer programs apply successful practices from School D—such as small-group instruction to address the early literacy gap in newcomers and "community walks" (see **page 29** for more information).

District C Partners with a Nonprofit to Operate the Whole-School Model

Administrators at District C partnered with an external nonprofit organization, **Internationals Network**, to establish the whole-school model at School D.

Internationals Network "designs new schools and programs within existing schools, offers coaching and professional development for administrators, teachers, and other staff, and provides access to a collaborative, thriving network of support and learning."[19]

>9,000

immigrant and refugee students served by 29 Internationals Network schools, including 16 in New York City.[18]

18) "Internationals Network Introductory Information 2019," Internationals Network, provided November 15, 2019; "Heterogeneity and Collaboration," Internationals Network, accessed November 25, 2019, http://internationalsnps.org/about-us/internationals-approach/heterogeneity-and-collaboration/.
19) Ibid.

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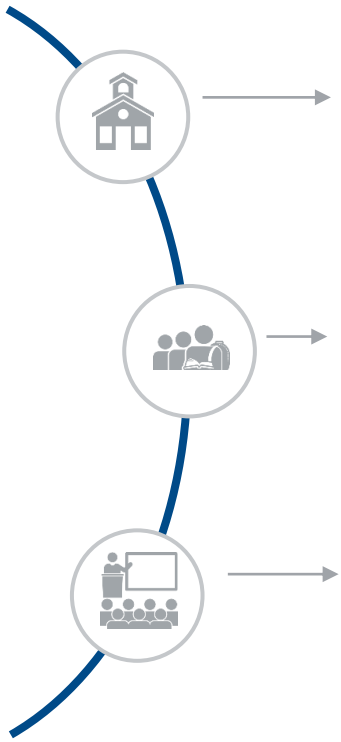
Through the whole-school model, administrators at School D implement the following school and class structures recommended by the **Internationals Network**. The whole-school model specifically facilitates practices such as teacher teaming and student cohorts.

Whole-School Model at School D[20]



School Size

Contacts at School D state that many **Internationals Network** high schools aim to serve 100 students per grade to create small learning environments. School D currently serves 81 freshmen, 135 sophomores, 108 juniors, and 98 seniors.

Mixed Classes

Teachers place students in heterogeneous groups with respect to English proficiency level, literacy level, native language, and/or academic background. Teachers combine ninth and 10th grade classes so that older students can serve as mentors to younger students.

Student Cohorts and Teaching Teams

To promote strong teacher-student relationships, administrators cluster teachers in teams that stay with the same student cohort. At School D, students take core content classes as a cohort.

Research demonstrates that newcomers at **Internationals Network** schools achieve stronger academic outcomes than their peers at non-**Internationals Network** schools. For example, newcomers at **Internationals Network** schools in New York City attain higher scores on English Language Arts (ELA) and math state exams and achieve higher graduation rates.[21]

20) "Internationals Network Introductory Information 2019," Internationals Network, provided November 15, 2019; "Heterogeneity and Collaboration," Internationals Network, accessed November 25, 2019, http://internationalsnps.org/about-us/internationals-approach/heterogeneity-and-collaboration/; "One Learning Model For All," Internationals Network, accessed November 25, 2019, http://internationalsnps.org/about-us/internationals-approach/one-learning-model-for-all/.

21) Ofelia García, CE Sylvan, "Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities," *The Modern Language Journal*, (2011): 393. http://internationalsnps.org/wp-content/uploads/2012/10/5Garcia-Sylvan.pdf.

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3) Program Structure

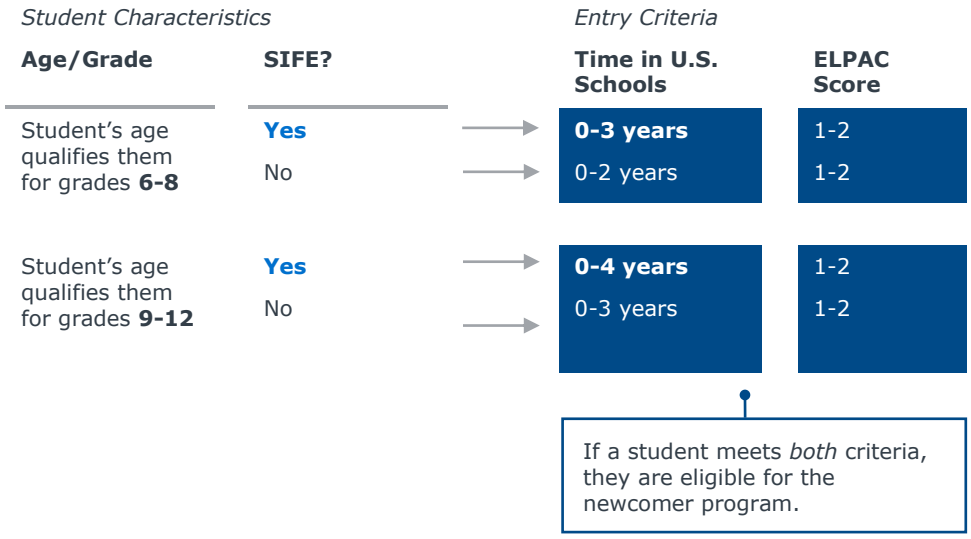
Program Entry and Exit Criteria

Prioritize Immigrant Status and English Language Proficiency When Determining Program Eligibility

Administrators at both District C and District G consider recent immigrant status and low English language proficiency as criteria for newcomer program entry. For example, at District C, administrators rely primarily on time spent in U.S. schools (i.e., the number of years a student has attended any U.S. school) and scores on the **English Language Proficiency Assessments for California (ELPAC)** to determine an immigrant student's eligibility for entry in a newcomer program. The ELPAC assesses students in the four domains of English: listening, speaking, reading, and writing. Students receive a summative ELPAC score that ranges between one and four.[22]

An immigrant student at District C must meet *both* criteria related to time in U.S. schools and criteria related to ELPAC summative scores to enter the newcomer program. The students' age and Student with Interrupted/Inconsistent Formal Education (SIFE) status determine the criteria a student must meet. If students exceed either the ELPAC score criterion or the time-in-U.S.-schools criterion for their age and SIFE status, they do not enter the newcomer program. SIFE-designated students can enter the newcomer program even if they've spent a longer time in U.S. schools, compared to their non-SIFE peers.

Secondary Newcomer Program Entry Criteria at District C[23]



At District G, administrators use additional criteria related to performance on math and native language proficiency assessments. Immigrant students must meet any of the below criteria to enter the newcomer program.

22) "English Language Proficiency Assessments for CA," California Department of Education, accessed November 25, 2019, https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp.
23) "OUSD Newcomer Classification Entry/Exit Criteria," District C, provided November 19, 2019.

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High School Newcomer Program Entry Criteria at District G

Does not have any school experience or is SIFE

Scores below basic levels in mathematics and native language proficiency

Speaks little to no English

Does not possess a transcript or a record of cumulative grades from their home country

Contacts at District G note anecdotally that, in their experience working at two different districts that operate the same newcomer program approach, students who fit the above criteria are extremely likely to drop out of school (i.e., close to 100 percent drop-out rate) without the newcomer program. Contacts at District G report that students in the district's newcomer program graduate at a rate that ranges between 35 and 50 percent. Contacts note that the five-year-graduation rate for students in the program increases to 75 to 80 percent.

CAL research confirms that the above approaches by District C and District G are common. Administrators in most (i.e., 89 percent) of newcomer programs use students' immigrant status as a recent arrival to the U.S. to determine newcomer program eligibility. In addition, 73 percent of newcomer programs use results of an English language proficiency exam—taken during registration—as an additional criterion.[24]

Use Both English Language Proficiency Assessments and Teacher Recommendations to Determine Program Exit

Administrators at both District C and District G use English language proficiency (as determined by state and external assessments, respectively) as one criterion for newcomer program exit. For example, at District G, newcomers must achieve a minimum score of 4.5 on World-Class Instructional Design and Assessment (WIDA)'s **Assessing Comprehension and Communication in English State-to-State (ACCESS)** test. In addition, newcomer teachers must provide a recommendation stating that a student is eligible to exit the program.

In addition to English language proficiency (i.e., ELPAC score), administrators at District C use time in U.S. schools and reading level to determine exit from the newcomer program. Any student who meets *any* of the three criteria below for their grade level should exit the newcomer program. For example, a grade 6-8 SIFE who has spent four or more years in U.S. schools, receives an ELPAC score of three or above, *or* achieves a minimum third grade reading level exits the newcomer program.

24) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 11, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.

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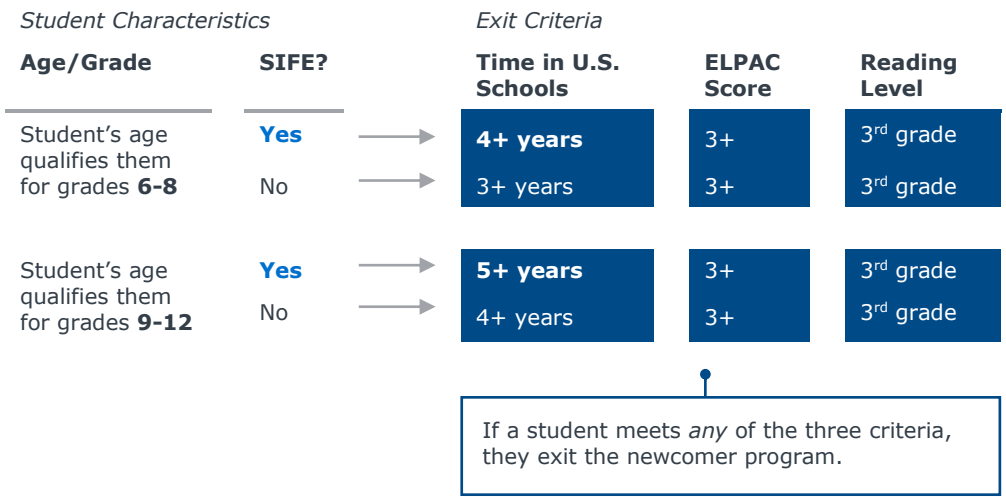
Secondary Newcomer Program Exit Criteria at District C[25]



From district-wide literacy data analysis and from CAL research, administrators at District C identified that high school newcomers are prepared to exit newcomer programs once they achieve a third-grade reading level—which correlates to a score of 520 on the **Scholastic Reading Inventory (SRI)** assessment.[26] EAB research confirms that a third-grade reading level marks the shift from learning to read to reading to learn.[27] Contacts at District C additionally cite research that demonstrates that, beginning at the third-grade reading level, students are ready to decode texts that are "more varied, complex, and challenging linguistically and cognitively."[28] Based on this research, contacts suggest that that students who read at a third-grade level can enter mainstream (i.e., general education) classes.

CAL research confirms that districts vary in their definition of students' readiness to transition out of the secondary newcomer program. For example, some districts define readiness as achievement of a certain score on an ESL or reading assessments, while other districts rely on additional factors such as teacher recommendations and class performance.[29]

Staffing

Hire Teaching, Support, and Administrative Staff for the Newcomer Program

Administrators at District A and District C staff newcomer programs with teaching, support, and/or administrative positions.

25) "OUSD Newcomer Classification Entry/Exit Criteria," District C, provided November 19, 2019.
26) Ibid.
27) "Narrowing the Third-Grade Reading Gap," *EAB*, 2018, 5. https://eab.com/research/district-leadership/study/narrowing-the-third-grade-reading-gap-research-brief/.
28) Jeanne S Chall, VA Jacobs, "The Classic Study on Poor Children's Fourth-Grade Slump," *American Federation of Teachers*, (2003). https://www.aft.org/periodical/american-educator/spring-2003/classic-study-poor-childrens-fourth-grade-slump.
29) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 11, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.

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Newcomer Program Staffing Approach at Profiled Districts[30]

Teaching Staff

- Administrators at District C determine the number of full-time equivalent (FTE) newcomer teachers using the formula: (number of students x 6) / 160 = number of FTE teachers. Administrators use this formula to determine general staffing (i.e., including non-EL teachers) for secondary schools across the district.
- Each secondary school site at District C manages its own recruitment process for newcomer teachers.

Support Staff

- At newcomer programs in District C, a bilingual community assistant oversees family engagement. Contacts report that, in the past, sites also hired case managers and community school managers to provide wraparound support to newcomers.
- At District A, administrators hired a parent liaison to oversee the newcomer intake process as well as a "Student Success Advocate" to support newcomers' outcomes throughout the year. For example, the Student Success Advocate works with teachers and families to increase attendance, monitor grades, and identify at-risk students. The advocate also coordinates with the health department to secure services for students.
- Administrators at District A hire interpreters to assist parents in school-based events, such as parent-teacher conferences and parent orientation.

Administrative Staff

- Administrators at District C strongly recommend that secondary sites designate one school administrator to oversee newcomer teacher coaching and evaluation.

Title III Funding

Use Title III Funding to Hire Program Staff, Provide Professional Development, and Offer Resources for Newcomer Families

Administrators at profiled districts use Title III funding to support newcomer programs. Specifically, administrators apply this funding toward staff positions, instructional materials, professional development opportunities, and enrichment opportunities and resources for newcomers.

30) "High School Newcomer Program Guidance," District C, provided November 19, 2019.

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Application of Title III Funding at Profiled Districts

Staff Positions

- Administrators at District A use Title III funding to fund the position of the parent liaison, who oversees the newcomer intake process at the district.
- Administrators at District B and School D use Title III funding to hire paraprofessionals. Paraprofessionals provide support to the lead teacher. For example, paraprofessionals may conduct small-group instruction to reteach content.

Instructional Materials and Professional Development

- Administrators at District G use Title III funding to purchase high-interest reading material tailored to specific reading ability levels.
- Administrators at District B and District F use Title III funding for internal professional development (e.g., EL training) and/or external professional development opportunities (e.g., participation in statewide EL conferences).

Enrichment Opportunities and Resources

- Administrators at District G use Title III funding for extended day and summer programming for newcomers.
- Prior to the districtwide move to 1:1, administrators at District A provided each newcomer and their families a loaner laptop (i.e., Chromebooks). Contacts note that the loaner laptop ensured that students could consistently access assignments and readings at home.

Master Schedules

Design Sheltered Classes for Newcomers to Fit into the Standard School Schedule

Administrators at all profiled districts provide sheltered core content instruction to newcomers. In these sheltered classes, where newcomers receive instruction apart from their native English-speaking peers, teachers integrate language support into content learning. For example, teachers "use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students." However, students in sheltered classes still receive the same grade-level content instruction as their peers in mainstream classrooms—ensuring progress towards graduation from high school.[31] At profiled districts, newcomers take sheltered classes that fit into the standard school schedule.

For example, at District A, administrators place high school newcomers in one of two pathways based on English language proficiency, as determined by performance on the WIDA ACCESS test. Administrators then design individual newcomer schedules accordingly.

31) "What is Sheltered Instruction?", The Education Alliance at Brown University, accessed November 25, 2019, https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/what-sheltered-instruction.

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High School Newcomer Schedule Design at District A

Pathway 1

Eligibility:

- Students score a 1.9 or below on the WIDA ACCESS test *or* who have experienced interrupted formal education.

Schedule:

- In the first two years, students take all sheltered core content classes.

Pathway 2

Eligibility:

- Students score between 2.0 and 2.9 on the WIDA ACCESS test.

Schedule:

- Students take a combination of sheltered classes, co-taught mainstream classes where a core content teacher and an EL teacher deliver instruction, and/or full mainstream classes. Administrators schedule newcomers in clusters of four to six students to mainstream courses, so that the EL teacher can conduct small-group instruction when needed.
- Teachers and administrators customize the balance of sheltered classes and mainstream classes for each student. For example, based on performance in certain core content areas, a student might take sheltered ELA, a co-taught science class, and a mainstreamed math class.

By designing sheltered classes to fit the standard school schedule, administrators ensure logistically that ELLs in Pathway 2 may take a combination of sheltered and mainstream classes.

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Sample High School Schedule for SIFE in Pathway 1, Year 1 at District A[32]

Period	First Semester (Sheltered Classes)	Second Semester (Sheltered Classes)	Teacher(s)
1 (8:55 am-9:45 am)	ELD	English 9	Teacher certified in both ESL and English
2 (9:50 am-10:40 am)	ELD	English 9	Teacher certified in both ESL and English
3 (10:45 am-11:35 am)	Math Foundations (co-taught)	Math I	Math-certified teacher and ESL-certified teacher
4 (11:40 am-12:35 pm)	Math Foundations (co-taught)	Math I	Math-certified teacher and ESL-certified teacher
Lunch (12:35 pm-1:15 pm)	-	-	-
5 (1:20 pm-2:10 pm)	World History	Health	Teacher certified in both ESL and Social Studies (first semester) PE teacher (second semester)
6 (2:15 pm-3:05 pm)	World History	Health	Teacher certified in both ESL and Social Studies (first semester) PE teacher (second semester)
7 (3:10 pm-4:00 pm)	Elective (usually a language class (native language if applicable))	Elective (Spanish III/IV/AP)	Teacher certified in elective

32)"Suggested Sample Schedule – 2019-2020 High School," District A, provided November 26, 2019.

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Sample High School Schedule for SIFE in Pathway 1, Year 2 at District A[33]

Period	First Semester (Sheltered Classes)	Second Semester (Sheltered Classes)	Teachers
1 (8:55 am-9:45 am)	English 9	English 10	Teacher certified in both ESL and English
2 (9:50 am-10:40 am)	English 9	English 10	Teacher certified in both ESL and English
3 (10:45 am-11:35 am)	Elective	Elective	-
4 (11:40 am-12:35 pm)	Biology (co-taught)	World History	Biology/World History-certified teacher and ESL-certified teacher
Lunch (12:35-1:15 pm)	-	-	-
5 (1:20 pm-2:10 pm)	Biology (co-taught)	World History	Biology/World History-certified teacher and ESL-certified teacher
6 (2:15 pm-3:05 pm)	Math Foundations (co-taught)	Math II	Math-certified teacher and ESL-certified teacher
7 (3:10 pm-4:00 pm)	Math Foundations (co-taught)	Math II	Math-certified teacher and ESL-certified teacher

Similarly, administrators at District C provide sheltered classes to high school newcomers within the first two years of arrival to a U.S. school. Administrators also prioritize heterogeneous grouping and gradual mainstreaming (i.e., transition into general education classes with native English speakers) when designing newcomers' schedules.

33)"Suggested Sample Schedule – 2019-2020 High School," District A, provided November 26, 2019.

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High School Newcomer Schedule Considerations at Programs-Within-Schools at District C[34]

Heterogeneous Grouping

- Administrators design newcomer schedules so that courses include students at varying ability levels. For example, newcomers in one class may speak different native languages, possess varying levels of English language acquisition, and have completed a different amount of time in U.S. schools.
- In heterogeneous classes, students with stronger English language skills demonstrate more fluent models of English expression—and serve as role models to beginning English students.
- Students with stronger English language skills reinforce their knowledge through teaching their peers—and thus benefit from working with peers with lower English language skills.

Gradual Mainstreaming

- Administrators schedule students in mainstream classes in at least one core content area during their third year at District C.
- Administrators schedule students in mainstream classes in all core content areas during the fourth year (except ELD), with the exception of extenuating circumstances (i.e., SIFE).

34) "High School Newcomer Program Guidance," District C, provided November 19, 2019.

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4) Academic and Social-Emotional Support

Academic Support

Integrate English Language and Literacy Development into Newcomers' Schedules

Administrators at profiled districts provide newcomers with opportunities for intensive English language and literacy development during classes. Newcomers build English language proficiency and hone literacy skills through sheltered instruction, ELD classes, reading interventions, and instruction in their native language.

Strategies to Promote English Language and Literacy Development at Profiled Districts[35]

Sheltered Instruction

All profiled districts provide sheltered instruction to newcomers, in which teachers integrate English language and content instruction in newcomer/ELL-only settings. Administrators at most profiled districts follow the Sheltered Instruction Observation Protocol (SIOP) model. The SIOP model consists of eight core components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment.[36]

ELD Class

All profiled districts provide an ELD class for newcomers. In the ELD class, students develop listening, speaking, reading, and writing skills in English.[37]

Reading Interventions

According to CAL research, 56 percent of secondary newcomer programs, including School D and District F, provide reading intervention classes for students. Examples of reading intervention materials include **Finish Line for ELLs** and **Grammar Sense**.[38]

Instruction in Native Language

- While newcomer teachers most often use English as the language of instruction, some newcomer teachers do deliver instruction in students' native languages, provided that enough students in the program speak the same language and teachers also speak the same language.[39]
- For example, at District G, where approximately 96 percent of students and staff speak Spanish, teachers deliver core content classes in Spanish to newcomers.

35) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 17, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
36) "What is the SIOP Model?", Sheltered Instruction Observation Protocol, accessed November 25, 2019, http://www.cal.org/siop/about/
37) "English Language Development," Colorín Colorado, accessed November 25, 2019, https://www.colorincolorado.org/glossary/english-language-development-eld.
38) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 19, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
39) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 17, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.

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Provide Additional Academic Support Through Extended Day and Summer Enrichment Programming

Contacts at multiple profiled districts note that the school day does not fully address newcomers' diverse academic needs. Thus, administrators at District G mandate that all ninth-grade newcomers participate in after-school academic sessions, and that all incoming ninth- and tenth-grade newcomers attend a summer enrichment program.

Administrators at District G target extended day and summer programming to ninth and 10th grade students because these students represent the most at-risk group for dropping out of school. Administrators mandate students' attendance in both programs to ensure that all newcomers receive robust academic support to increase their academic achievement and boost their likelihood of retention and graduation. Contacts additionally note that extended day and summer programming provide a structured, safe environment for newcomers. Administrators cover the costs of extended day and summer enrichment program with Title III funding.

Academic Support Outside of the School Day at District G

Newcomers

Extended Day

Ninth Grade

Structure:

- Students attend hourlong after-school sessions (i.e., 3:00 to 4:00 pm) for four days a week.
- Teachers dedicate each day of the week to one core content area: English, math, science, and history.
- In each session, content-area teachers reinforce material from the week and assist students with homework.

Accommodations:

- Administrators provide dinner to students.
- To accommodate students who provide childcare after school, administrators allow students to bring their younger siblings to these sessions.

Summer Enrichment

Incoming Ninth and Tenth Grade

Structure:

- Students attend a four-week-long, half-day (i.e., 8:00 am to noon) summer enrichment program.
- Students learn new content in core content areas to prepare for the upcoming school year.
- To build strong teacher-student relationships, administrators typically hire content-area teachers from the school year to teach in the summer program.

Accommodations:

- Administrators provide breakfast and lunch to students.
- Administrators assist students who have social security numbers to enroll in a work study program that pays students to participate in the summer enrichment program.

Similarly, administrators at District C provide summer programming to high school newcomers. Contacts note that, through summer programming, newcomers can recover course credits. However, more importantly, contacts state that newcomers

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who participate in summer programming better maintain their English language progress and demonstrate more school engagement.

Social-Emotional and Wellness Support

Newcomers Face Unique Non-Academic Challenges Upon Arrival to a U.S. School

Contacts at District C report that newcomers face multiple non-academic challenges, confirmed by recent research on the district's secondary newcomers (i.e., interviews with over 40 newcomers) conducted by the Goldman School of Public Policy at the University of California, Berkeley. For example, newcomers may face challenges related to "adapting to a new family, learning a new language, navigating school, [and] processing trauma." In addition, newcomers may not understand their legal situation, worry about their uncertain future (e.g., due to family separation, immigration status), and fear police and authority figures.[40] These challenges can create significant barriers to newcomers' success in schools. From research results, administrators at District C identified the three following non-academic support areas for newcomers: assistance in navigating the legal system, help with cultural adaptation, and support with mental health needs.

Use School-Level Resources and Community Partnerships to Address Diverse Needs of Newcomers

Administrators at profiled districts support newcomers' diverse needs through school-level resources and partnerships with local organizations. For example, at District G, a dedicated guidance counselor and social worker host 1.5- to two-hour long workshops twice a month for all high school newcomers. In these workshops, the dedicated guidance counselor and social worker discuss social-emotional topics to facilitate students' cultural adaptation. Based on concerns and questions that arise during the workshops, the guidance counselor and social worker provide individual counseling to students in follow-up.

At School D, administrators leverage both school-level resources and community partnerships with local organizations to provide wraparound services (including social-emotional support) to newcomers and their families.

40) "High School Newcomer Program Guidance," District C, provided November 19, 2019.

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Example Wraparound Services Provided to Newcomers and Their Families at School D[41]

Area	Support and Services
Mental Health and Social-Emotional Support Services	• Administrators provide in-school counseling, cultural groups, and mentorship opportunities in over eight languages.
Health Services	• Administrators coordinate referrals to local health care providers and assist newcomer families with enrolling in health care plans. • Administrators partner with a community clinic to provide school-based health services, such as vaccinations, health education, and primary care visits.
Legal Services	• District administrators track unaccompanied immigrant students' engagement with legal service providers starting from the time of enrollment. Approximately 37 percent of students at School D are unaccompanied minors. • Administrators coordinate referrals to legal service agencies, with an emphasis on supporting legal access for unaccompanied minors.
Support with Cultural Adaptation	• Administrators partner with local organizations—such as **Soccer Without Borders** and **Refugee and Immigrant Transitions** (a community-based nonprofit)—to provide after-school programs centered on team-building (e.g., soccer, basketball, music), life skills programming, and academic support (e.g., tutoring).

Differentiating Support

Proactively Determine Newcomers' Academic and Social-Emotional Needs During Centralized Enrollment Process

Administrators at District A, District C, District E, and District F use a centralized enrollment system in which all new students register at one centralized district office. For newcomers, administrators then conduct intake interviews with students and/or their parents to gather information on students' academic backgrounds. For sample interview questions used by District C, refer to the **Appendix (page 35).** Administrators consult this information to determine appropriate grade placement and align district supports with students' academic and non-academic needs. Administrators use this intake process to ensure that all newcomers receive comprehensive evaluations for their specific needs.

Administrators at District A use the below intake approach.

41) "Student Support Services, A Full Service Community School," School D, accessed November 25, 2019. https://www.oaklandinternational.org/student-support-services; "School D 2019-2020 Student Demographics," School D, provided October 28, 2019.

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Newcomer Intake Process at District A

Operate a Centralized Registration Process

- All new students complete a home language survey at the district's centralized enrollment office.
- If a student indicates a home language other than English, administrators from the centralized enrollment office direct the student and their family to the district's newcomer welcome center.

Administer Student Assessments

- At the newcomer welcome center, administrators determine—in an interview with the family—if the student's home language is more dominant than English.
- If so, the student completes three assessments: the state-designated English language proficiency assessment, a district-designed literacy assessment, and a district-designed math assessment—the latter two in the student's home language if available.
- Contacts note that administrators offer literacy and math assessments in 20 different languages.

Conduct Parent Interviews and Orientation

- The newcomer program's parent liaison interviews the parents to understand the student's educational history. The parent liaison evaluates the student's transcript, if available.
- The parent liaison shows parents a series of short videos, which are available in a variety of languages, that explain district policies (e.g., attendance and tardiness, lunch services).

Connect Families with District and Community Resources

- During the interview, the parent liaison encourages parents to share any concerns they have (e.g., food insecurity) and explains how the district can assist. For example, officials may connect families with local community organizations.

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The parent liaison considers student assessment scores and information from parent interviews to make a recommendation for appropriate grade placement. The parent liaison includes this recommendation, along with relevant background information, in a student profile—which she emails to the principal, EL teachers, social worker, and transportation director (the district provides transportation for all newcomers). Site-level staff use this information to further differentiate supports to newcomers.

Sample Newcomer Profile at District A

Summary

- Enrollment (i.e., grade, school)
- Eligibility for newcomer program
- Parent's perspective (i.e., agree or disagree with placement)

Educational Background

- Most recent grade completed in home country
- Type of school attended in home country: locale (e.g., rural, suburban, urban), structure (e.g., private, public)
- School year designation in home country
- Arrangement of grades in student's home country
- Interpretation of transcript from home country
- Summary of performance on district-administered assessments

Schedule Recommendation

- SIFE Pathway 1 or Pathway 2

Additional Background and Needs

- Background information on family situation (e.g., timing of arrival in U.S., whom student lives with), if available
- Example needs include food assistance, clothing assistance, health services, and counseling services

Transportation

- Indicate need for district-provided transportation

Transition to Postsecondary Institutions

Profiled Districts Align College Transition Supports with Newcomer Program Model

Since the whole-school model at the high school level aims to provide all the support that newcomers need to graduate from high school and enter postsecondary pathways (e.g., college, technical or trade school, job), staff in this model more often customize transition-to-higher-education support to newcomers.[42] For example, at School D, a dedicated community college transition liaison helps newcomers complete community college applications and manage financial paperwork in the enrollment process. In addition, the liaison works closely with students during their first few months of community college to ensure that students enroll in appropriate courses and understand available academic and social-emotional support resources.

42) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 25, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.

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In contrast, CAL research confirms that, in most program-within-school models, newcomers rely on regular school counselors for support in college and career planning.[43] For example, at District F, which operates a program-within-school model, newcomers access the same college counseling resources as their non-ELL peers. Administrators do not customize these services to newcomers.

Research literature provides additional strategies—regardless of program model—for administrators to support the transition to higher education for newcomers.

In the report **Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready**, Stanford Graduate School of Education profiles case studies of schools that boost ELLs' readiness for postsecondary education.

Strategies to Prepare Newcomers for the Transition to Higher Education[44]

Organize field trips to community colleges and four-year institutions.

Provide access to dual enrollment and Advanced Placement (AP) courses, so students can familiarize themselves with college-level work.

Provide an elective course to seniors dedicated to college preparation, where students identify potential colleges, complete college and financial aid applications, and learn college norms and effective study skills.

Host group information sessions with parents of juniors and seniors to discuss the college and financial aid application processes. Discuss college preparatory course options (e.g., AP, dual enrollment).

Invite high school graduates who are currently enrolled in college to come back as guest speakers to share their experience.

Ask counselors to develop and periodically review individualized graduation plans to ensure that newcomers are on track for graduation.

43) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 23, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.
44) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 25, 49, 54, http://www.cal.org/resource-center/publications-products/helping-newcomer-students; U.S. Department of Education, *Newcomer Tool Kit* (Washington, DC: 2017), 137. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf.

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Family Engagement

Partner with Parents to Increase Newcomers' Academic and Behavioral Outcomes

Contacts at multiple profiled districts note the challenge of engaging parents of newcomers at the secondary level. Contacts at both School D and District G highlight different norms of collaboration in other countries. Research literature confirms that many newcomer families, in their home countries, did not collaborate with teachers because doing so would be interpreted as "interfering with professionals."[45] Contacts at profiled districts also cite language barriers, transportation logistics, work schedules, and childcare responsibilities as barriers to consistent parent participation. For example, at School D, 40 percent of students commute over 45 minutes to attend the school. Contacts at School D note that while administrators strive to conduct at least one teacher conference with each newcomer family each year, administrators do not always achieve this goal.

Despite the above challenges, administrators at profiled districts aim to engage parents of newcomers through multiple strategies.

45) U.S. Department of Education, *Newcomer Tool Kit* (Washington, DC: 2017), 133. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf.

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Parent Engagement Strategies at Profiled Districts

For additional newcomer parent engagement strategies, review **pages 131-151** of the U.S. Department of Education's **Newcomer Tool Kit**.

Provide Classes for Parents

- Administrators at District G offer twice-a-week, hourlong English classes to parents. Parents can choose beginner or intermediate classes during the day or evening.
- Administrators at School D provide daily English classes for parents of newcomers—in partnership with the community-based nonprofit Refugee and Immigrant Transitions—in addition to weekly technology, cooking, and gardening classes.

Build Family-School Relationships

- At District G, a community liaison works closely with parents and the school's guidance counselor and social worker.
- At School D, every staff member (including teachers) conducts at least two home visits a year.
- At School D, administrators organize "community walks" on professional development days, where students lead teachers through a walk in their neighborhood and explain assets, resources, and challenges of their respective immigrant community.
- Administrators at District G host celebrations of U.S. holidays (e.g., Thanksgiving dinner).

Connect Parents to Community Resources

- Administrators at District G host monthly workshops, in which speakers from local organizations present on topics, such as resources for homeless families. Contacts note that over 100 parents attend these monthly workshops.
- The U.S. Department of Education suggests that newcomer programs offer recommendations on available supports in areas including health, nutrition, disability, social support, trauma, and domestic violence.[46]

Host a Community-Wide Orientation to Introduce Families to Community Organizations

Administrators at District A host an orientation specifically for newcomer families. Administrators offer the orientation, which is held at the district's high school, four times during the summer. Administrators invite representatives from local organizations and agencies, such as the Hispanic liaison organization, community colleges, library, and health department. District-hired interpreters serve as tour guides for parents and facilitate introductions with local representatives, who explain to parents how they can provide support to newcomer families (e.g., apply for food assistance, obtain a library card).

46) U.S. Department of Education, *Newcomer Tool Kit* (Washington, DC: 2017), 134. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf.

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Provide Professional Development on Supporting Newcomers to All Teachers

Administrators at District B, District E, and District G provide EL professional development for both ESL-certified and general education teachers to better support all newcomers. For example, administrators at District G provide professional development on the SIOP model to all teachers.

At District B, contacts report that a few years ago, administrators from a middle school with a high population of newcomers reached out to district-level administrators to request professional development for all staff members on meeting the needs of newcomers and ELLs more broadly. In response, administrators created and delivered six, two-hour-long sessions to all teachers at this middle school. Four sessions are profiled below.

Sample Professional Development Sessions for ESL-Certified and General Education Teachers at District B

1. **Background Information on ELLs in the District**
   Teachers learn the demographics and diverse educational needs of newcomers, and ELLs more broadly, in the district. Contacts note that most teachers recognize that the district has a high ELL population, but not many know that the district is ranked second in the state for the highest percentage of ELLs.

2. **Stages of English Language Acquisition**
   Teachers learn the English language proficiency levels defined by the WIDA Consortium: entering, beginning, developing, expanding, bridging, and reaching.[47] Teachers learn how students progress through these levels.

3. **Comprehensible Input**
   Teachers gain strategies for delivering "comprehensible input"—in other words, increasing accessibility of classroom content. Teachers discuss and practice using gestures and visual cues, cultivating awareness of rate of speech, using concise language, and scaffolding lessons.

4. **Modifications to Instruction and Assessment**
   Teachers discuss what students at different language proficiency levels can accomplish in speaking, listening, reading, and writing. Teachers brainstorm how to make modifications—without compromising rigor—to instruction, assignments, and assessments to better support newcomers.

Due to positive feedback on the above professional development sessions, district administrators recently expanded these sessions to teachers at all secondary schools in the district. The Supervisor of Assessment and ESL delivered one session to all EL teachers in the 2018-2019 school year. Then, EL teachers delivered the training to all instructional staff at their schools during in-service days or at faculty meetings after school. The Supervisor of Assessment and ESL delivered the second session to all EL teachers in the 2019-2020 school year and EL teaches again delivered the training to instructional staff at their schools. Contacts at District B note that administrators plan to deliver the four additional trainings across the next four years.

47) "WIDA Introduction," Utah Education Network, accessed November 25, 2019, https://www.uen.org/core/englishlanguage/downloads/wida_intro.pdf.

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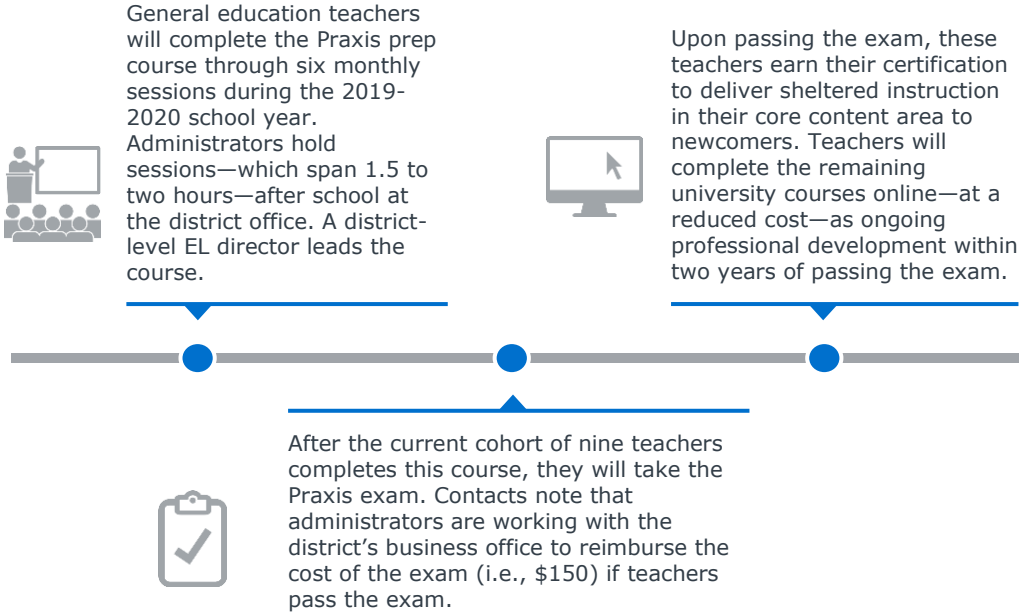
Administrators at District E use a similar "train-the-trainer" model to deliver professional development on EL strategies. The district-level EL coordinator leads a professional learning community (PLC) every other week with 12 "consultant teachers" (i.e., highly effective teachers who transitioned from teaching to coaching within the district). The PLC focuses on strategies to support newcomers, such as the SIOP model. Then, consultant teachers deliver this training to teachers at their respective schools on these topics. Consultant teachers also conduct classroom observations to increase accountability and provide tailored feedback.

Incentivize General Education Teachers to Gain ESL Certification to Increase Staffing for Newcomer Programs

Administrators at both District B and District F offer an expedited and less expensive pathway for general education teachers to gain ESL certification—and ultimately increase the number of teachers who can deliver sheltered content instruction to newcomers.

The state in which District B is located mandates that teachers complete coursework related to ESL certification and pass the English to Speakers of Other Languages (ESOL) **Praxis** exam, to attain ESL certification. Contacts at District B note that a nearby university offers a series of seven courses for teachers to fulfill this coursework requirement. However, contacts highlight that, due to the high cost of these seven courses (i.e., $8,100), general education teachers often chose not to pursue ESL certification. To address this issue, administrators at District B partnered with the education department at the university to design a prep course that synthesizes content from three of the seven university courses (i.e., English syntax, phonology, and assessment and evaluation). Teachers pay $3,500 to take this prep course.

Expedited Pathway to ESL Certification for General Education Teachers at District B



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Similarly, at District F, administrators partnered with a local university to provide ESL training to teachers who do not yet have their ESL certification. A teacher from the University of Arkansas leads the trainings, which comprise six full days during the summer—from 8:00 am to 6:00 pm—and four days during the school year. District administrators cover teachers' tuition through Title III funding.

Contacts at both District B and District F expect that an expedited pathway to ESL certification will encourage more general education teachers to earn their ESL certification, thus increasing newcomer program staffing at middle and high schools.

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6) Research Methodology

Project Challenges

Leadership at a member district approached the Forum with the following questions:

- Do contact districts provide services for newcomers at select school sites with high numbers of newcomers or at all school sites? Why?
- What academic and social-emotional interventions do contact districts provide through newcomer programs during and/or outside of school?
- How do contact districts design newcomer program master schedules?
- How do contact districts determine newcomer program placement and exit criteria?
- How do contact districts support newcomers as they transition to postsecondary education?
- How do contact districts differentiate supports among different types of newcomers?
- How do contact districts engage with and support families of newcomers?
- How have contact districts used Title III funds to support their newcomer program?
- How did contact districts staff their newcomer program and associated support services?
- What professional development opportunities do contact districts provide site leaders and English language (EL) teachers?

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Research Parameters

The Forum interviewed school and district-level administrators at districts that operate newcomer programs at the secondary level. Secondary newcomer programs at all profiled school districts are featured as exemplary models in CAL's national study of newcomer programs.[48]

A Guide to Institutions Profiled in this Brief

District	Location	Approximate Enrollment
District A	South	12,300
District B	South	10,500
District C	Pacific West	50,200
School D	Pacific West	400
District E	Midwest	15,300
District F	South	23,176
District G	Mid-Atlantic	13,900

48) Deborah J Short, BA Boyson, *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (Washington, D.C: Center for Applied Linguistics, 2012), 13-15, http://www.cal.org/resource-center/publications-products/helping-newcomer-students.

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7) Appendix

Intake Interview Sample Questions from District C[49]

Personal History
"What language(s) do you speak at home?"
"Where were you born? (e.g., city, country)"
"When did you arrive to the U.S.? (i.e., month, year)"
"Where did you live before entering the U.S.?"
"Did you live anywhere else before you came to this city?"
"When did you arrive in this city"
"With whom do you live?"

Academic History
"In what language(s) do you feel most comfortable reading and writing?"
"How old were you when you began first grade/primary school?"
"What language(s) did teachers use with you when you were going to school in your country?"
"How did you get to school? How long did it take you to get to school each time you went to school?"
"How many days a week did you go to school?"
"How many students were in each of your classes?"
"How long were your classes? How many minutes?"
"What subjects did you study in school?"
"Did you go to school every day or did you miss days? Why did you miss days?"
"Have you ever been in a special needs program or received special needs services?"
"What are your interests? (e.g., music, arts, theater)"

49) "Example Intake Interview Questions," District C, provided November 19, 2019. Adapted from Martha Castellón, et al, "Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Reay," *Stanford Graduate School of Education*, (2015): 13. https://ell.stanford.edu/sites/default/files/Schools%20to%20Learn%20From%20.pdf.

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