

Understanding the Educational Needs of English Learner & Migrant Foster Youth

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**Pacific Region Family to Family Convening
Sacramento, California
June 25, 2008**

Foster Youth Enrollment



- Approximately, 80,000 students enrolled in California schools are identified as foster youth;

Education Status of Foster Youth



- 75% are working below grade level;
- 83% are being held back by the third grade;
- 46% become high school dropouts;
- They perform 15 to 20 percentile points below their peers in statewide achievement tests.*

*Source: Foster Youth Services- 2008 Year End Report

AB 490

Underlying Intent



“In all instances, educational and school placement decisions must be based on the best interests of the child.”

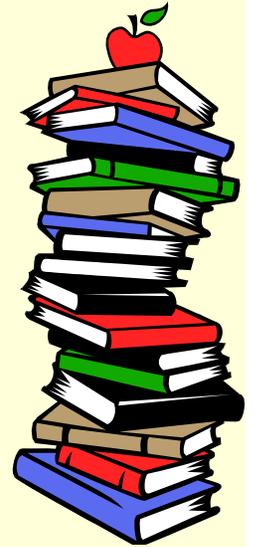
Ed. Code § 48850(a)

AB 490



- Equal opportunity to meet academic standards
- Stable school placements
- Least restrictive educational program
- Equal access to programs and services

AB 490 Key Provisions



- Right to immediate enrollment
- Right to remain in school of origin
- Preference for mainstream school placement
- Timely transfer of educational records
- Protection of credits, grades,
- Foster care liaison must facilitate enrollment

How Many Foster Youth are LEP and/or Migrant?



- Do we know how many Foster Youth are identified as Limited English Proficient (LEP) or English Learner (EL) student or Fluent English Proficient (FEP)?
- Do we know how many Foster Youth meet the definition of migrant youth?

CA LEP Enrollment



- 25% of all students are LEP or EL students
- 43% of all students speak a language other than English in their homes (LEP/Fluent English Proficient (FEP))
- 47% of all CA students in PK to 5th grade are children of immigrants! (Urban Institute)
- How are these numbers reflected in CA's foster youth population?

Best Educational Interests?



- How do we meet the best educational interests of a foster youth if the youth is LEP, FEP and/or migrant?

English Learners in California Schools What Social Workers Need to Know



California's Interest in English Learners

English Learners 2006

State	English Learner Enrollment	Total Enrollment	Percent English Learners
California	1,670,982	6,322,201	26.4
Texas	729,474	4,557,140	16.0
Florida	245,610	2,790,109	8.8
New York	206,056	2,808,173	7.3
Illinois	153,270	2,028,921	7.6
Arizona	135,414	950,508	14.2
Colorado	93,034	790,058	11.8

Source: USDE, Office for Civil Rights (<http://ocrdata.ed.gov/ocr2006rv30wdsdata.html>)

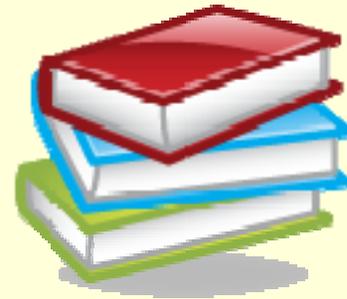


California's English Learners Language Groups over 1% of Total 2006-07

Language	Number	Percent
Spanish	1,338,611	85.3%
Vietnamese	34,356	2.2%
Pilipino	21,435	1.4%
Cantonese	21,338	1.4%
Hmong	21,047	1.3%
Korean	12,719	1.1%
Total		92.7%

Source: CDE 2007 R-30 Language Census (www.cde.ca.gov/DataQuest)

Who is an English Learner?
Why do social workers need to know?



How do you know if a student is an English Learner?

(Required procedures to identify all students of limited-English proficiency)

- Home Language Survey (**All students**)
- English language proficiency assessment (CELDT) (within **30** calendar days)
- Primary language proficiency assessment (within **90** calendar days)
- Parent notification of assessment results (initial and annual)



Reclassification



Multiple criteria shall include:

- Objective assessment of English language proficiency - CELDT
- Teacher evaluation
- Parent opinion and consultation
- Comparison of pupil performance in basic skills against an empirically established range of performance demonstrating the ability to participate effectively in curriculum designed for students of the same age whose native language is English – as set out by State Board of Education Guidelines. (**Oral fluency alone does not equal full proficiency in English.**)

Why do Social Workers Need to Know if a Child is an English Learner?

- If ELs represent 1 in 4 California students, they probably represent 1 in 4 foster students.
- Ensuring students receive an appropriate instructional program is crucial to success.
- We want them to learn English; but we want more than that for them.
- It is important to be aware that oral fluency alone does not equal full proficiency in English.
- A consistent multi-year program is essential for English learners.





Foster English Learners

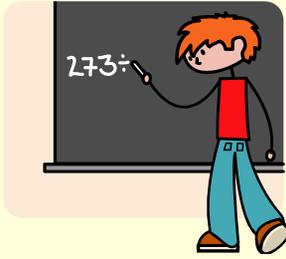
True Stories from the Field



- Educational Placement (program and teacher)
Sumamente Importante: Example: Sierra Vista High School, Baldwin Park (Charlene Fried, teacher)
- A Sad Story: Trials of Leopoldo
- A Happier Story: Julio's Journey
- The road has many extra hurdles for foster children – especially if they also happen to be English learners.
workers can make a difference.



Informed social
make a powerful



Not All English Learners are Alike!



Just Starting School-Adequate School Readiness OR Well-Educated Newcomer

Key Characteristics

- May be USA or foreign born
- Grade levels K-12
- L₁ academic preparation
- ELD progress
- Content areas
- Motivation



Instructional Implications

- ELD
- Content classes
- Support needed
- Home-school connections
- Beneficial interventions
- Cautions

Just Starting - School Low School Readiness OR Under-Schooled Newcomer

Key Characteristics

- Generally USA but may be foreign born
- Grade levels K-12
- L₁ academic preparation
- ELD progress
- Content areas
- Motivation



Instructional Implications

- ELD
- Content classes
- Support needed
- Home-school connections
- Beneficial interventions
- Recouping academic deficits
- Cautions

Progressing English Learner

Key Characteristics

- USA or foreign born
- Grade levels 1st – 12th
- Academic background
- ELD progress
- Content areas
- Academic deficits
- Motivation



Instructional Implications

- ELD
- Content classes
- Supports needed
- Beneficial interventions
- Recouping deficits
- Cautions

Struggling English Learner

Key Characteristics

- USA or foreign born
- Grade levels 3rd – 12th
- Academic background
- ELD progress
- Content areas
- Academic deficits
- Motivation



Instructional Implications

- ELD
- Content classes
- Supports needed
- Home-school connections
- Beneficial interventions
- Recouping deficits
- Cautions

Long-Term English Learner

Key Characteristics

- Often USA born or in USA over 6 years
- Academic background
- ELD progress
- Academic progress
- Motivation
- Adjustment



Instructional Implications

- ELD
- Content classes
- Academic acceleration
- Supplementary instruction
- Recouping deficits
- Home-school connections
- Counseling
- Cautions
- Graduation Expectation

What laws govern educational services for English learners?



Legal Framework

Federal

- United States Constitution
- Federal statutes
- Federal Regulations
- Federal Court Decisions
- Federal Administrative

Actions: Policy Memoranda, letters to the field, etc.



State

- California Constitution
- California Statutes: Ed. Code
- California Regulations
- California Court Decisions
- CDE Directives / LEA Policies



Applicable legal citations include, but are not limited to:

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1-100.13, 300.300, 300.343(d), 300.346(a), 300.532(a)(c), 300.552; *Lau v. Nichols* (1974) 414 U.S. 563 *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989; *Idaho Migrant Council v. Board of Education* (9th Cir. 1981) 647 F.2d 69; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030; *McLaughlin v. State Board of Education* (1999) 75 Cal.App.4th 196; [EC 305-306, 310-311](#), 313, 33051(a)(3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810-60811, 62002, 62002.5; 5 CCR 3942(3), 4320, 11300-11316; 83 Ops. Cal. Atty. Gen. (2000) 40; NCLB Titles I and III

What Educational Services are Available / Required for English Learners?



Goals for English Learners

- Acquisition of English
- Academic Achievement
- Positive Psycho-Social adjustment



Program Options for English Learners in California

- Structured English Immersion
- English Language Mainstream
- Alternative program (alternative course of study)



Parent notification, on an annual basis: placement, educational opportunities, waiver option

Parental Exception Waivers

- Districts must have a waiver procedure and an alternative program design/description

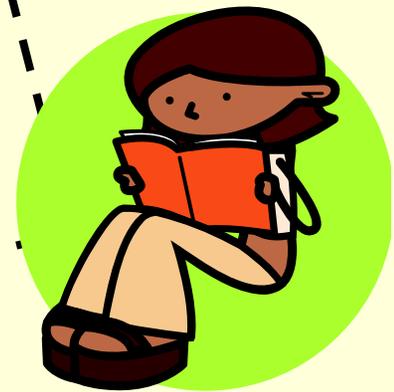


- *Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.*
[5 CCR 11309 (b)(4)]

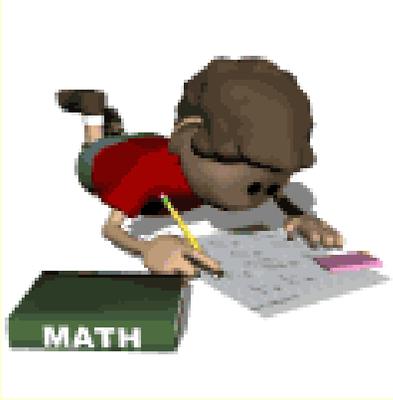
English Language Development

ELD is designed to teach English learners to understand, speak, read, and write English and acquire the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life.

- All English learners until reclassified
- Differentiated according to the level of each student's English proficiency.
- Ongoing assessment (listening, speaking, reading, and writing).



“It’s tautological !”³¹



Access to Core Curriculum means....

.... more than simply offering or exposing students to the core curricula.

.... students receive grade-level instruction in a manner that allows them to meet grade-level standards in a reasonable period of time.

Teaching Personnel

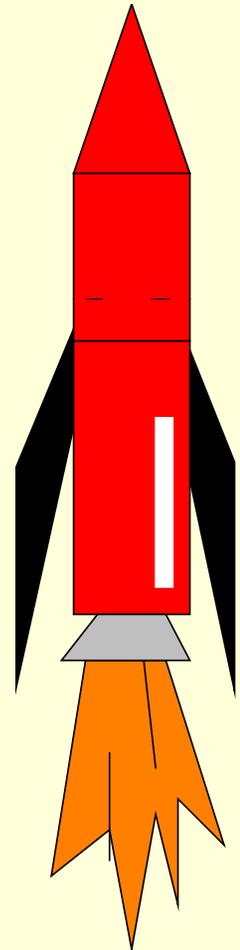
Who Can Teach English Learners?

•“... For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages....”

– EC 44253.1

•EL authorizations: CLAD/BCLAD or equivalent

•**Teaching IS rocket science!**



Parent Involvement

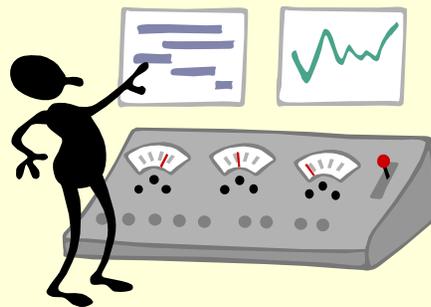
Parent Right to Meaningful Access

- Informed Choice
- Complete information, including notices in languages other than English
- Active involvement in decisions that affect their children's education
- Home-school collaboration – positive academic consequences for English learners.



Evaluation of Progress

- Design and implement sound program
- Monitor student progress (cautions)
- Evaluate programs/services to determine effectiveness
- Modify program to achieve results for students



Myth or Reality?

Inquiring minds want to know.



Myth: *If they can't express it in English, they don't know it.*

Reality: Lack of ability to express what s/he knows in English does not mean that a student does not know the content.



Myth: *If you say it louder and slower, they will understand.*

Reality: Speaking louder and slower is not the way to make English comprehensible to students who do not fully understand the English language.



Myth: *Most English learners will grow up to be farm, restaurant, or hotel workers.*

Reality:

Preparing English learners only to work in the fields of California, the restaurant industry, and hotels is no longer an option.

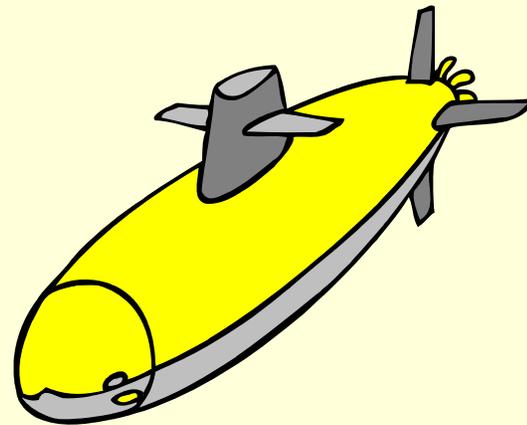




Cultural Connotations of Language

“What does not seem possible to me is to read the word without a connection to the learner’s reading of the world.” - *Paulo Freire*

IQ Test Question:
**What is the difference between a
fish and a submarine?**



“Incorrect” Response based on cultural experience:



Fish



Submarine

“A fish you eat with a fork, but a submarine is a sandwich you eat with your hands.”



Migrant Education

Program Purpose

The Migrant Education Program (MEP) is a federally funded program, authorized under the No Child Left Behind Act (NCLB), Title I - Part C designed:

- to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.
- to ensure that migrant children receive full and appropriate opportunities to meet the State's academic content and performance standards.
- to prepare migrant students to make a successful transition to postsecondary education or employment.

Eligibility: Who Qualifies

- Child/youth 3-21 years of age
- Child is a migrant agricultural worker or a migrant fisher or has a parent, spouse or guardian who is a migrant agricultural worker or fisher and,
- Child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek) temporary or seasonal employment in agricultural or fishing work; and
- The child has moved from one school district to another

Funding

Funding Formula

- Number of eligible migrant children enrolled in the MEP between Sept 1 and August 31
- Number of eligible migrant children that received summer or intersession program services

California receives approx. 126 million annually

Program Services

- Identification and Recruitment
- Supplemental Educational Services (Regular and Summer Programs)
- Health and Support Services
- Parent Education/Involvement
- Professional Development

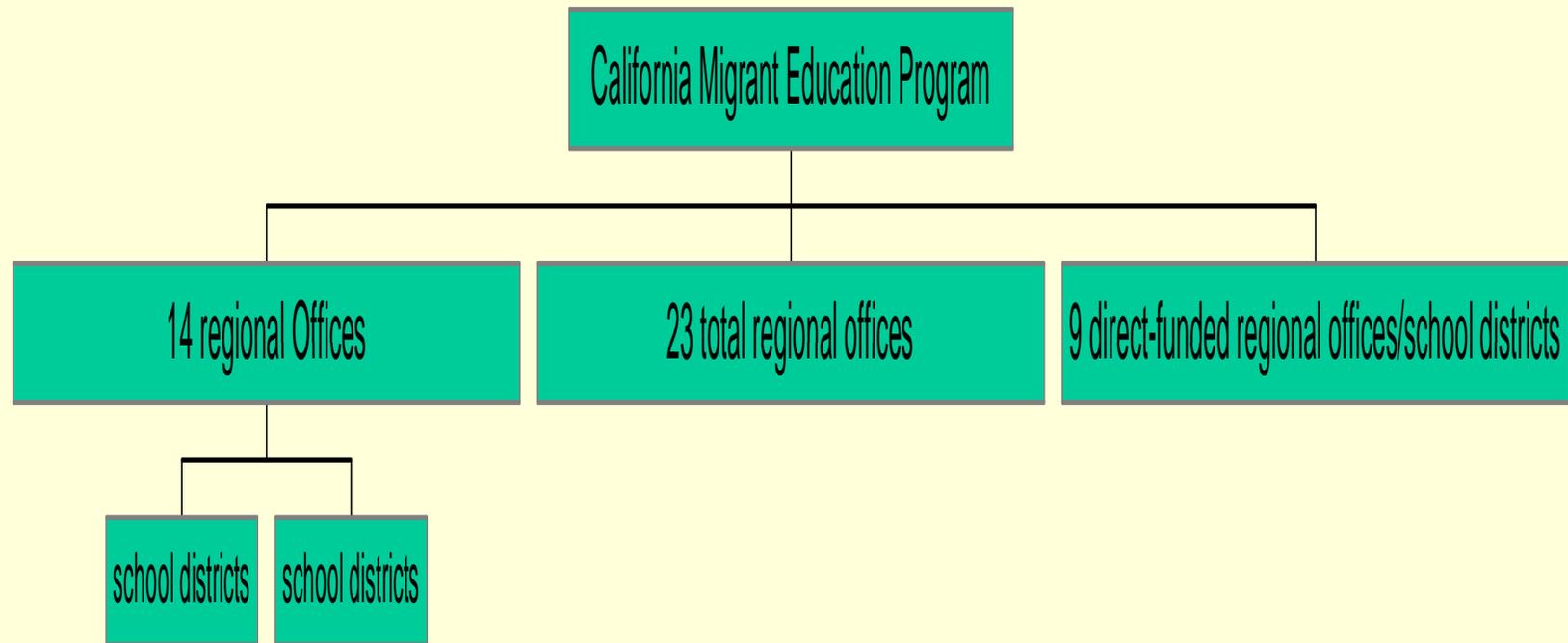
Service Delivery System

A Two-Prong Model

Statewide Programs

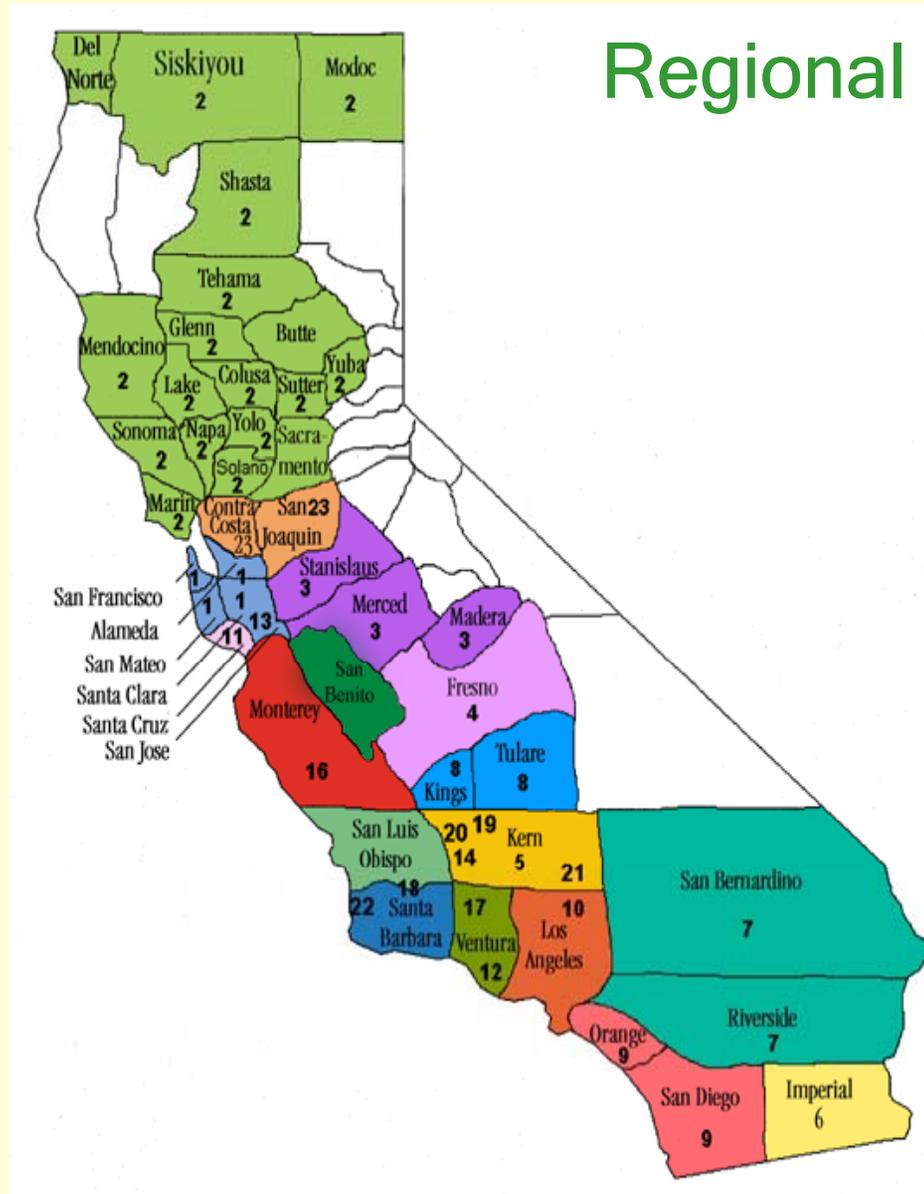
- **Binational Migrant Education Program**
- **Mini Corps Program**
- **Portable Assisted Study Sequence (PASS)**
- **Migrant Student Information Network (MSIN)**
- **Statewide Student Leadership Institute**
- **California Migrant Education Project Pipeline (CMEPP)**

CDE/Regional MEP Organizational Structure



The Migrant Education 23

Regional Offices



Migrant Education Program

Did you know?

- California enrolls over 240,000 migrant children and youth, ages 3-21
- Of this total, 23,395 are preschoolers ages 3-5
- 177,178 are students in grades K-12
- And 39,519 are out of school youth

Migrant Education Program

Did you know?

- Operates through a system of statewide contracts and 23 regional offices.
- 33,445 students move between California and Mexico
- 39,155 students moved within California
- 8,806 students moved to or from other states

Enrollment By Ethnicity

2006 - 2007

Ethnicity	Count
Not Reported	536
Native American	74
Asian	4,723
Black	102
Hispanic	235,279
White	193
Total	240,907

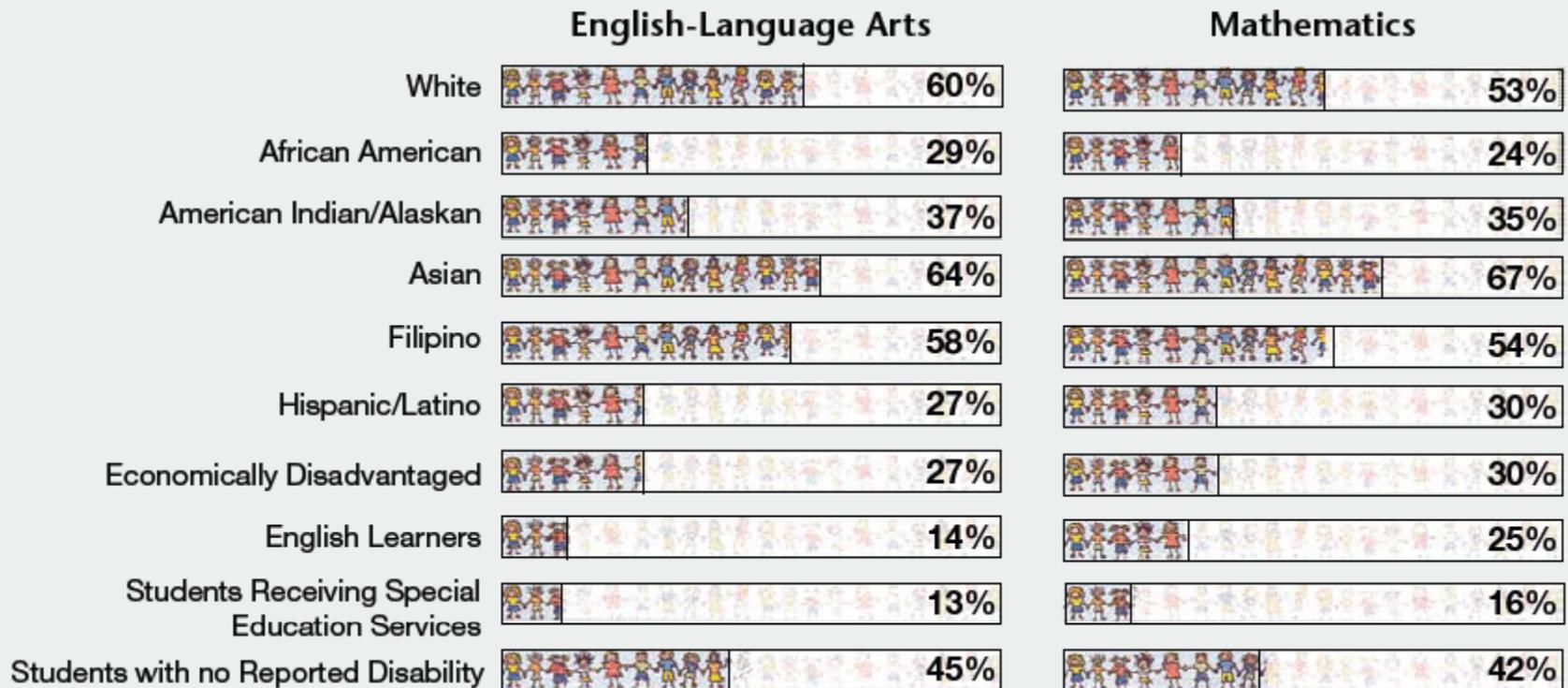
Topic 7:

Top 10 Crops Identified on COEs

CROP	Count of COE
GRAPES	53,745
LETTUCE	23,763
STRAWBERRIES	23,605
TOMATOES	17,918
PEACHES	11,819
ORANGES	9,856
BROCCOLI	7,883
CARROTS	6,899
CHERRIES	6,215
ALMONDS	6,024

Figure 1

Achievement Gap among California's Student Subgroups: Relative Proportions of Students Scoring Proficient and Above on the California Standards Test

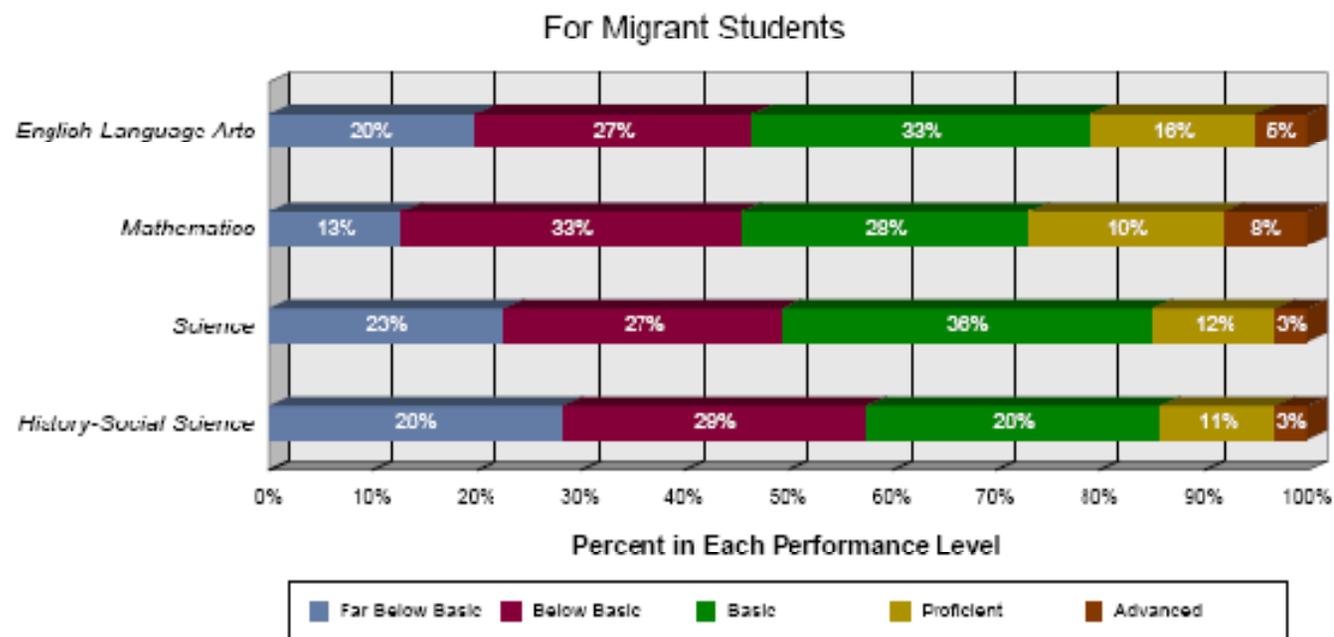


(Source: California 2006 Standardized Testing and Reporting [STAR] Program)

CST Test Performance Ranks – Spring 2007

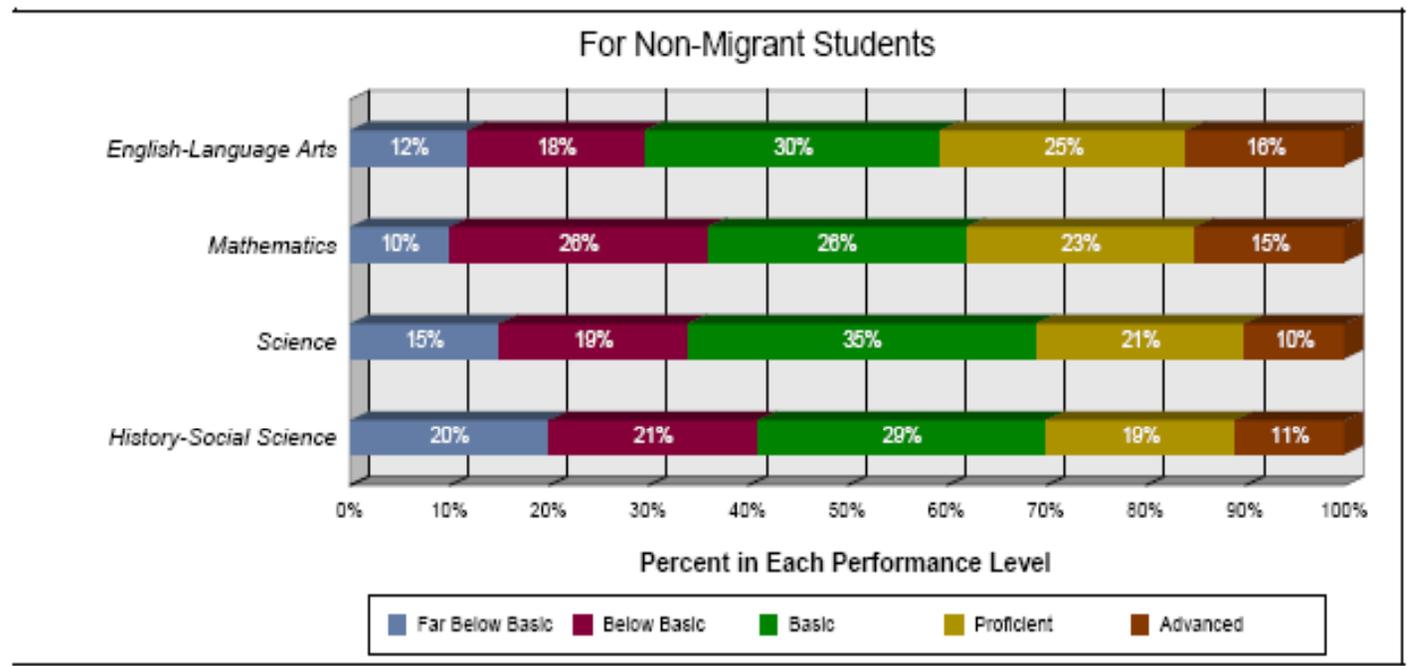
Migrant Students compared to Non-Migrant Students

<u>Subject</u>	<u>Number Tested</u>
English-LangArts	110,032
Mathematics	106,507
Science	46,712
History-SocSci	29,963



**CST Test Performance Ranks –
Spring 2007
Migrant Students compared to
Non-Migrant Students**

<u>Subject</u>	<u>Number Tested</u>
English-LangArts	2,881,418
Mathematics	2,782,542
Science	1,306,253
History-SocSci	850,205



More Information?

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California Department of Education

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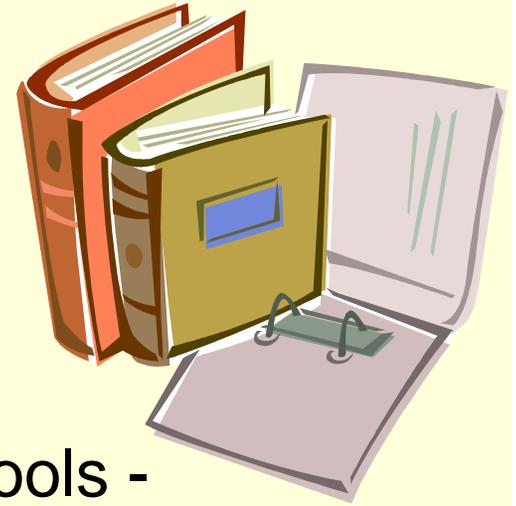
E-mail: jgaj@cde.ca.gov

CDE Website



- English Learners – General -
<http://www.cde.ca.gov/sp/el/>
& <http://www.cde.ca.gov/sp/el/er/>
- English Learners in California Frequently Asked Questions
<http://www.cde.ca.gov/sp/el/er/documents/elfaq.doc>
- Migrant Education
<http://www.cde.ca.gov/sp/me/mt/>
- DATAQUEST <http://data1.cde.ca.gov/dataquest/>

Good Reading



- “The New Demography of America's Schools - Immigration and the No Child Left Behind Act” (Urban Institute, 2005)

http://www.urban.org/UploadedPDF/311230_new_demography.pdf

- “Out-of-School Immigrant Youth” (Public Policy Institute of California, 2007)

http://www.ppic.org/content/pubs/report/R_407LHR.pdf