# An Overview of Newcomer Education

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CALIFORNIANS TOGETHER
CHAMPIONING THE SUCCESS OF ENGLISH LEARNERS

# Who Are Newcomers?

- There is no standard definition of “newcomers”
- Generally students in first years of U.S. schooling
- They are a heterogeneous group

- Home Language & English
- Socioeconomic Status
- SIFE/SLIFE
- Refugee/Asylee
- Undocumented
- Unaccompanied

# The Law Supports Accessible Education for All Students

- *Lau v Nichols (‘74):* LEAs must take affirmative steps to ensure ELs can meaningfully participate in ed programs & services
- *Plyler v Doe (‘81):* Education for all minors regardless of status
- *Castañeda v Pickard (‘82):* 3-pronged test for effective instruction
  - based on sound educational theory
  - implemented effectively with resources for personnel, instructional materials, and space
  - proven effective in overcoming language barriers after a trial period

# Newcomers Can Get Lost in the Large EL Group

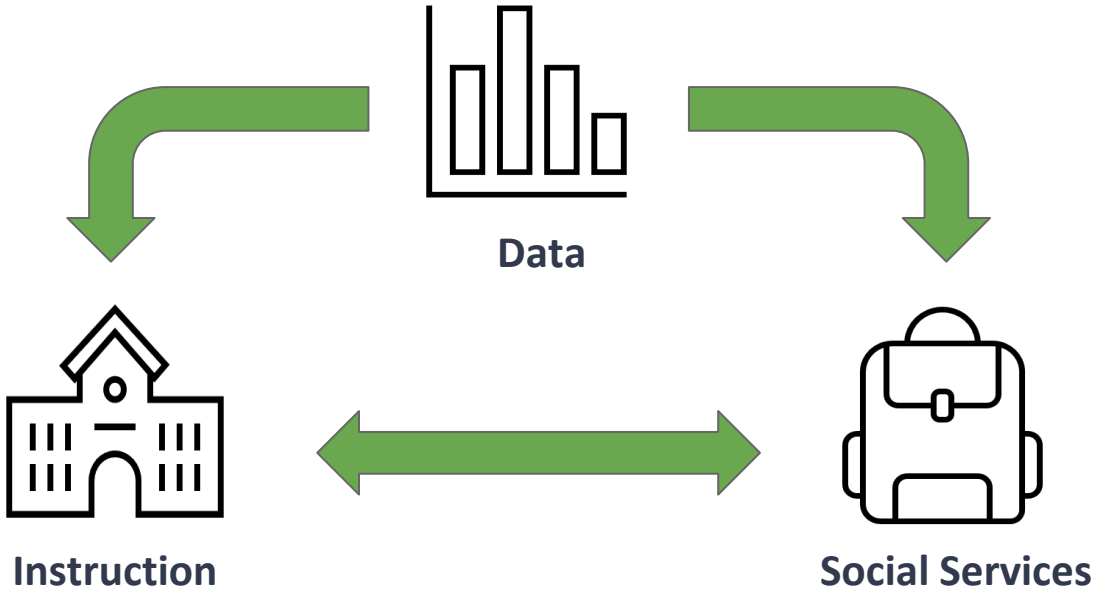


- T3IS are a little less than 1/5 English Learners nationally, 1/8 in CA
- Tend to have much lower English proficiency than “average” EL
- EL accountability standards & curricula do not fit
- Newcomers’ distinct needs frequently unment

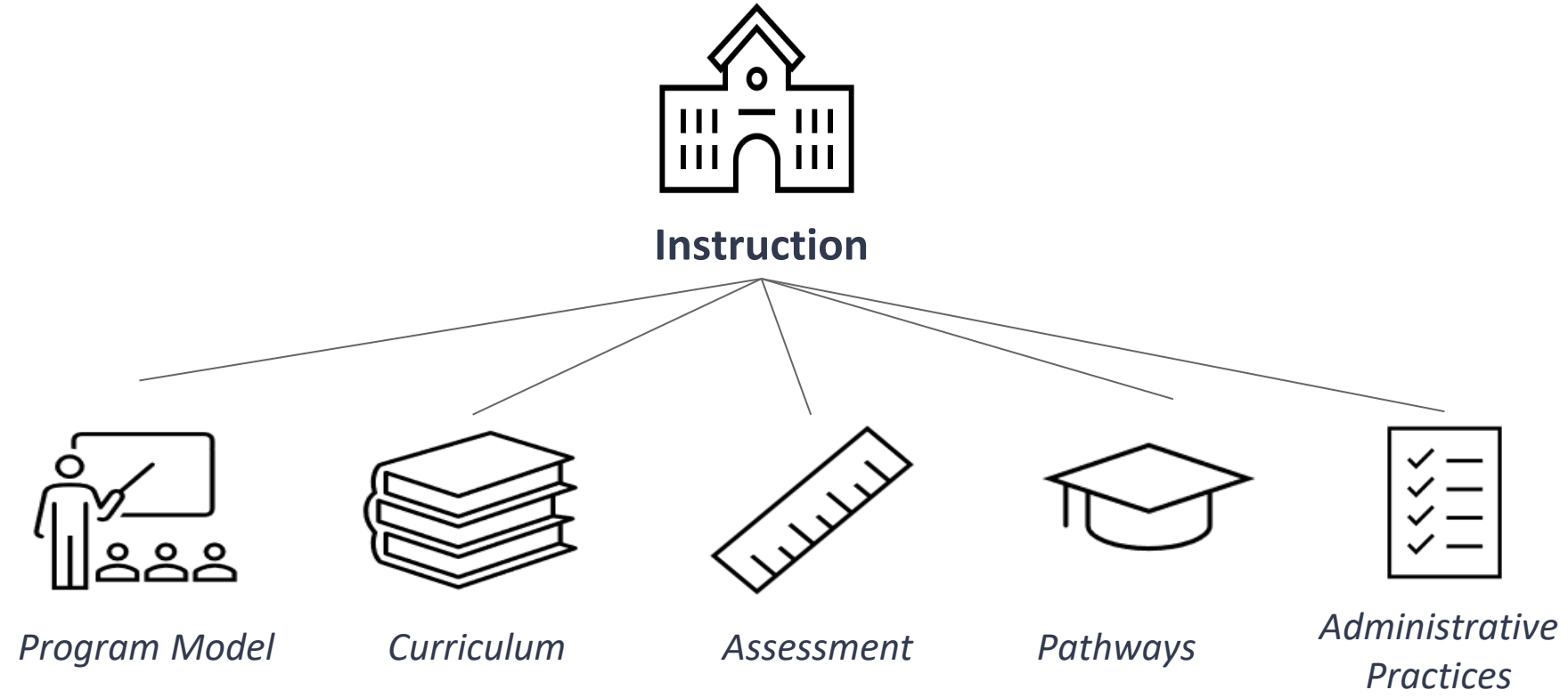
# A Huge Number Of Newcomers In California Cannot Access A Quality Education

- Experts and great schools exist, but they are exceptional
- Schools, districts, and state agencies frequently lack expertise
- Instructional materials, program models, and guidance are limited
- Insufficient student data for planning, policy, and outcomes research

# Three Areas for Field Development

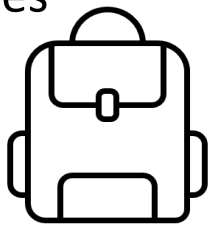


# Instruction



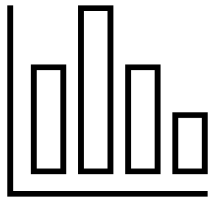
# Basic Needs

- School becomes irrelevant if newcomers cannot meet their basic needs
- Many newcomers need food, housing, healthcare, and legal services
- Many districts are successful in collaborating with community-based organizations and local government to connect students with services



# Data

- Since newcomers are left out of accountability systems, they are less visible at federal, state, and local levels
- Newcomers have significantly different needs than typical EL students and need a separate data designation
- Data is necessary for policy, placement, instruction, and accountability



# Data for Title III Immigrant Students

- In U.S. schools for 3 years or less, born abroad
- Encompasses most of who we consider to be “newcomers”
- ~1 million in most recent report to Congress from OELA (2018)



1 in 50 US students is a newcomer

# California Title III Immigrant Students (20-21 data)

Big Picture Context

- 151,996 newcomers
- 13% of all CA ELs
- 2.5% all CA students

Group Characteristics

- 92% ELs
- 43% Spanish home language
- 67% FRPM



1 in 40 CA students is a newcomer

# CA Title III Immigrant Students (20-21): Reference Points

At 151,996 Title III Immigrant Students, there were more newcomers in California that year than…

… all students in 23 CA counties combined

… students in 8 different US states

# CA Title III Immigrant Students (20-21): Interactive Heat Map for all Districts

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bit.ly/CA_NewcomerData

**Big Takeaways**

- Newcomers are generally immigrant students in their first years of US schooling
- Newcomers are an overlooked minority within the larger English Learner group
- Newcomers need improved instruction, basic needs support, and data
- There’s about 150,000 newcomers in California, more than 23 CA counties combined.