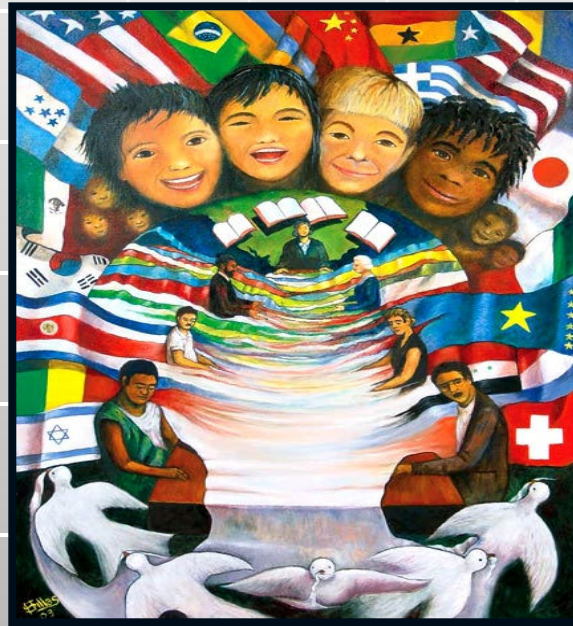




ADVOCATING for SLIFE



**NJTESOL/NJBE CONFERENCE
ADVOCACY SUMMIT**

MAY 29, 2019

Yasmin E. Hernández-Manno
NJDOE Interim Executive County Superintendent



EQUALITY FOR ELLS

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Lau v. Nichols, 1974





FEDERAL REGULATIONS FOR SLIFE

- U.S. Departments of Justice and Education
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf> (*page 18*)
- Age-appropriate curriculum; not “watered down”
- Access to core curriculum and grade-level standards
- Avoid unnecessary segregation; provide opportunities to interact with English-speaking peers
- Plyler v. Doe - Undocumented children could not be denied enrollment



WHO ARE OUR SLIFE in NJ?





SLIFES IN NEW JERSEY

SLIFEs are a subset of newcomers to U.S. schools, who have a limited background in literacy and/or interrupted schooling.

They also are below grade level in content skills

(Freeman & Freeman, 2002).



SLIFES IN NEW JERSEY

Working definition:

These students are defined as ELLs, above the age of seven, who:

have missed more than six (6) consecutive months of formal schooling prior to enrolling in a U.S. school; and/or

are more than two years below grade level in content due to limited educational supports prior to enrolling in a U.S. school.



ALTERNATIVE PROGRAMS

Benefits of Creating a Newcomer Alternative Program

- Program tailored to the needs of newcomers
- Mandatory small class sizes
- Structured around students' needs and life circumstances
- Centralized location



State Approved Alternative Programs for SLIFE

- State Alternative ed. Programs (N.J.A.C. 6A:16-9.1(a) (p.71))
- Must be board approved
- Program requirements:
 - A maximum student-teacher ratio of 12:1 for high school programs;
 - A maximum student-teacher ratio of 10:1 for middle school programs;



State Approved Alternative Programs for SLIFE

- An Individualized Program Plan (IPP) shall be developed for each student;
- Individualized instruction to students shall address the Core Curriculum Content Standards;
- Instructional staff shall be appropriately certified;
- Academic instruction sufficient to fulfill graduation requirements shall be provided to high school students;



State Approved Alternative Programs for SLIFE

- Comprehensive support services and programs shall address each student's health, social and emotional development and behavior;
- and
- A minimum student enrollment period of not less than two complete marking periods shall be required.



Ensuring the Civil Rights of Newcomers

- Translated ELL fact sheets for families, community, teachers, etc.

<http://www.nj.gov/education/bilingual/policy/civil.htm>

- Contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov

For more information about filing a complaint, visit

www.ed.gov/ocr/complaintintro.html

- Contact DOJ (877) 292-3804 or education@usdoj.gov

For more information about filing a complaint, visit

www.justice.gov/crt/complaint/#three



NO CHILDHOOD HERE

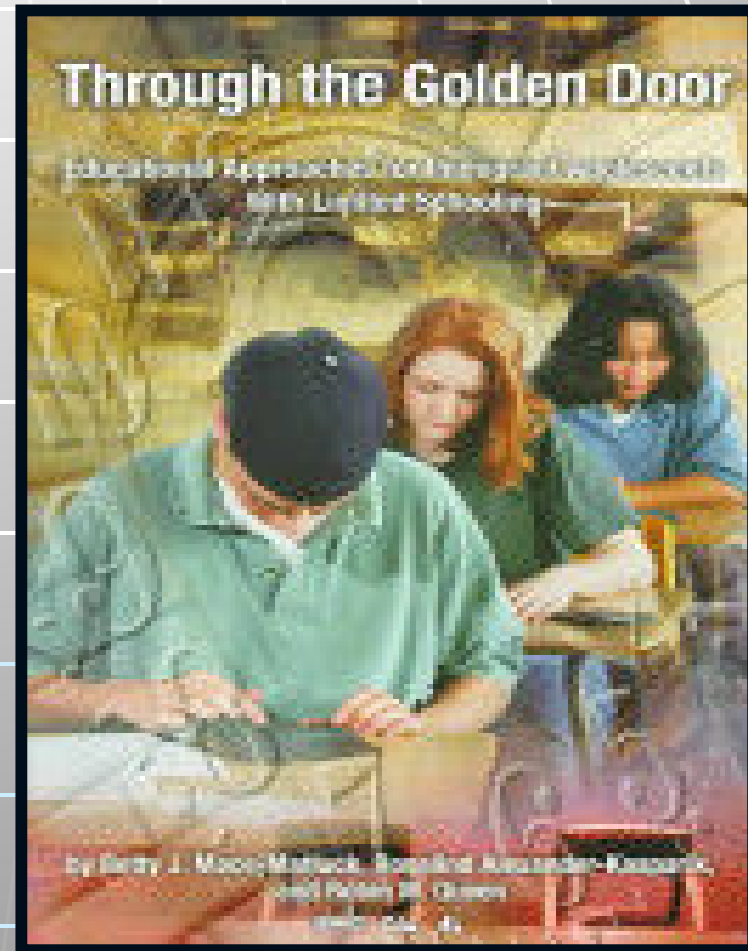
**Helps practitioners
better
understand the
journey of their
students and their
reasons for
immigrating**





THROUGH THE GOLDEN DOOR

**Educational
Approaches
for Immigrant
Adolescents
with Limited
Schooling**





A RESEARCHED COMPOSITE MODEL

A researched composite model is implemented allowing for an effective program design which includes:

- I. **Instructional Interventions**
- II. **Ongoing Staff Development**
- III. **Parental/Families Involvement**
- IV. **Support services/Workforce**



SPECIAL INTERVENTIONS

- Before/After School ESL Program, Saturday Academy (Title III Funded)
- Countywide Vocational SLIFE Academy
- Tutoring
- Counseling
- Social Services
- Local Partnerships (CBO'S & COLLEGES)





SUPPORT SERVICES

- Outreach Program to Refugees & Immigrant Service Centers
- Academic and Career Counseling
- Social Services/I&RS Interventions/CST
- Attendance Program Assistance
- Health/mental & physical services & counseling
- Community college & CBO collaborations
- Follow-Up with receiving schools/programs on students' performance who have exited the program





PARENTAL/FAMILIES INTERVENTIONS

PARENT/FAMILY EDUCATION PROGRAM

- Cultural Orientation for Refugees Workshop



- District Parent Conferences

- Regional Parent Workshops



- Immigration/Refugee Agency Workshops

- Adult Education ESL Classes

- Community Based Organizations (CBO) Workshops



BRYCS Refugee & Immigrant Family & Community Engagement

Videos of parents discussing their experience

Synthesizes best practices for immigrant family engagement and PTA standards

Refugee and Immigrant Family and Community Engagement with the Schools

Laura Gardner
Education Technical Assistance Specialist
By Content

Title	Notes	Search
1. 1. Title	00:00	
2. 2. The End	00:10	
3. 3. Welcome	00:14	
4. 4. Study of Training	00:24	
5. 5. BRYCS Overview	00:25	
6. 6. Book	00:34	
7. 7. Book	00:41	
8. 8. House of Islam?	00:51	
9. 9. Video 01a	00:53	
10. 10. National History S...	00:59	
11. 11. Technology	00:59	
12. 12. Importance of Part...	01:09	
13. 13. Book	01:18	
14. 14. Book	01:24	
15. 15. Stages of Immigra...	01:27	
16. 16. PTA Standards	01:48	
17. 17. PTA Standard 1	01:45	
18. 18. Video 01b	01:51	
19. 19. Recommendation 1a	02:09	
20. 20. Recommendation 1b	02:44	
21. 21. PTA Standard 1 (re...	02:47	
22. 22. Like Ending Here...	03:03	
23. 23. PTA Standard 2	03:07	
24. 24. Video 01c	03:22	

Refugee and Immigrant Family and Community Engagement with the Schools

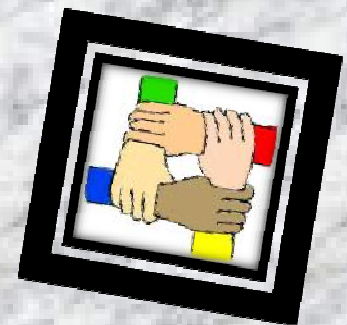
Bridging Refugee Youth & Children's Services (BRYCS)

This training is made possible by funding from the Office of Refugee Resettlement (DHS/ACF/ORR)



STAFF DEVELOPMENT

- Differentiated Instructional Practices
- Second Language Acquisition Theory for Newcomers SLIFE
- Sheltered Instructional Model & Lesson Plan Format
- Scaffolding Instruction for ELLs using the NJDOE Model Curriculum Framework
- Content Based ESL Ongoing PD
- Literacy Programs - (*L1* & *L2*)
- Alternative Education





A DAY IN THE LIFE OF A S.L.I.F.E. STUDENT

- <https://Vimeo.com/57552939>



<http://www.nj.gov/education/bilingual/resources/>

Bilingual/ESL Education



State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau

Resources

These links contain a variety of resources for ESL/Bilingual programs.

Family Engagement [+]

Information on Specific ELL Populations [-]

- [Early Childhood](#)
- [ELLs with Special and Diverse Needs](#)
- [Newcomers and SIFEs](#)
- [Refugees](#)
- [Adult ELL Programs](#)
- [Unaccompanied Immigrant Children](#)

Parent Forms [+]

Program Resources [+]

Regional Resources [+]

Testing [+]



Highlights from “Newcomers & SIFES”

Bilingual/ESL Education



State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau

Resources for Newcomers and Students with an Interrupted Formal Education (SIFES)

Social/Family Resources

- [Welcoming and Orienting Newcomer Students to U.S. Schools](#)
- [‘Welcome Kit’ for New ELLs](#)
- [ELLs in Early Childhood Education: Recruiting Immigrant Families](#)
- [A Parent’s Handbook to New Jersey Schools](#)
- [Immigrant Family and Community Engagement in the Schools](#)

Academic/Program Resources

- [Reading for High School ELLs](#)
- [WIDA SLIFE Newcomer Bulletin](#)
- [Teaching and Learning for SIFES and Refugee Backgrounds \(webinar\)](#)
- [How to Support ELL Students with Interrupted Formal Education \(article\)](#)
- [English Language Learner Instruction in Middle and High School \(webinar\)](#)
- [Helping Newcomer Students Succeed in Secondary Schools and Beyond \(article\)](#)
- [Establishing an Effective Newcomer Program \(article\)](#)
- [How to Serve Your New Arrivals \(webinar\)](#)
- [The Newcomer Program \(article\)](#)



WIDA SLIFE BULLETIN

DESCRIPTION of SLIFEs

- Best practices
- Interviews
- Real-world examples
- Information from 2 NJ model programs

WIDA
FOCUS ON

SLIFE: Students with Limited or Interrupted Formal Education

In This Issue

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Introduction

Consider Monica, who has enrolled in a suburban Chicago high school after she immigrated to the United States from rural Guatemala. Monica's local school in Guatemala only offered education for Kindergarten through Grade 2; the intermediate and secondary schools were located in a city that was over an hour away by bus. Therefore, like most other children in her community, she stayed home to help her family after she completed the second grade. The family immigrated to the United States when Monica was 14 years old, at which point she enrolled in the local school district as a freshman in high school.

Once she enrolled in high school, Monica's unique educational needs became apparent. While she did have basic literacy skills in her native language, her academic skills had never progressed much past the second grade level. It was the responsibility of her new school to help her acquire the language skills and content area knowledge necessary for success in an American high school, including becoming proficient in academic English.

This bulletin focuses on the needs of students like Monica, who have limited or interrupted formal education. Because the vast majority of students in this group are enrolled in Grades 6 through 12, we will focus on those grade levels. However, many of the tips and suggestions can be applied in lower grade levels as well. Throughout the bulletin we will explore academic and social-emotional factors that may affect this group of students, examine the benefits of building community partnerships, address how to assess student readiness levels, and offer a checklist of considerations for instructional planning.

Who Are Students with Limited or Interrupted Formal Education?

Students with Limited or Interrupted Formal Education (SLIFE) is an umbrella term used to describe a diverse subset of the English language learner population who share several unifying characteristics. SLIFE usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country. They have limited backgrounds in reading and writing in their native language(s) and are below grade level in most academic skills (Freeman & Freeman, 2002). Students who have these characteristics could be refugees, migrant students, or any student who experienced limited or interrupted access to school for a variety of reasons, such as poverty, isolated geographic locales, limited transportation options, societal expectations for school attendance, a need to enter the workforce and contribute to the family income, natural disasters, war, or civil strife.

Additionally, the number of years of compulsory education varies from country to country (Short & Boyson, 2014). For example, students from Mexico may believe that they have completed their education upon finishing "la secundaria," the equivalent of ninth grade in the U.S. Upon immigrating to the U.S., these students may be unaware of the expectation to continue their education until the age of 18. The recent wave of unaccompanied minors coming to the U.S. from Central America also generally fit into the SLIFE category. The violence and poverty that many of these young people experienced in their native countries have led to limited and interrupted educational opportunities. It is also important to note that the perception of the age of majority can vary from culture to culture. While in the U.S., a 16-year-old is considered a minor, a child of this age would be considered an adult with adult responsibilities in many other countries.

MAY 2015

WIDA
CONSORTIUM



SLIFE RESOURCES

NJDOE

<https://www.state.nj.us/education/bilingual/resources/newcomer.htm>

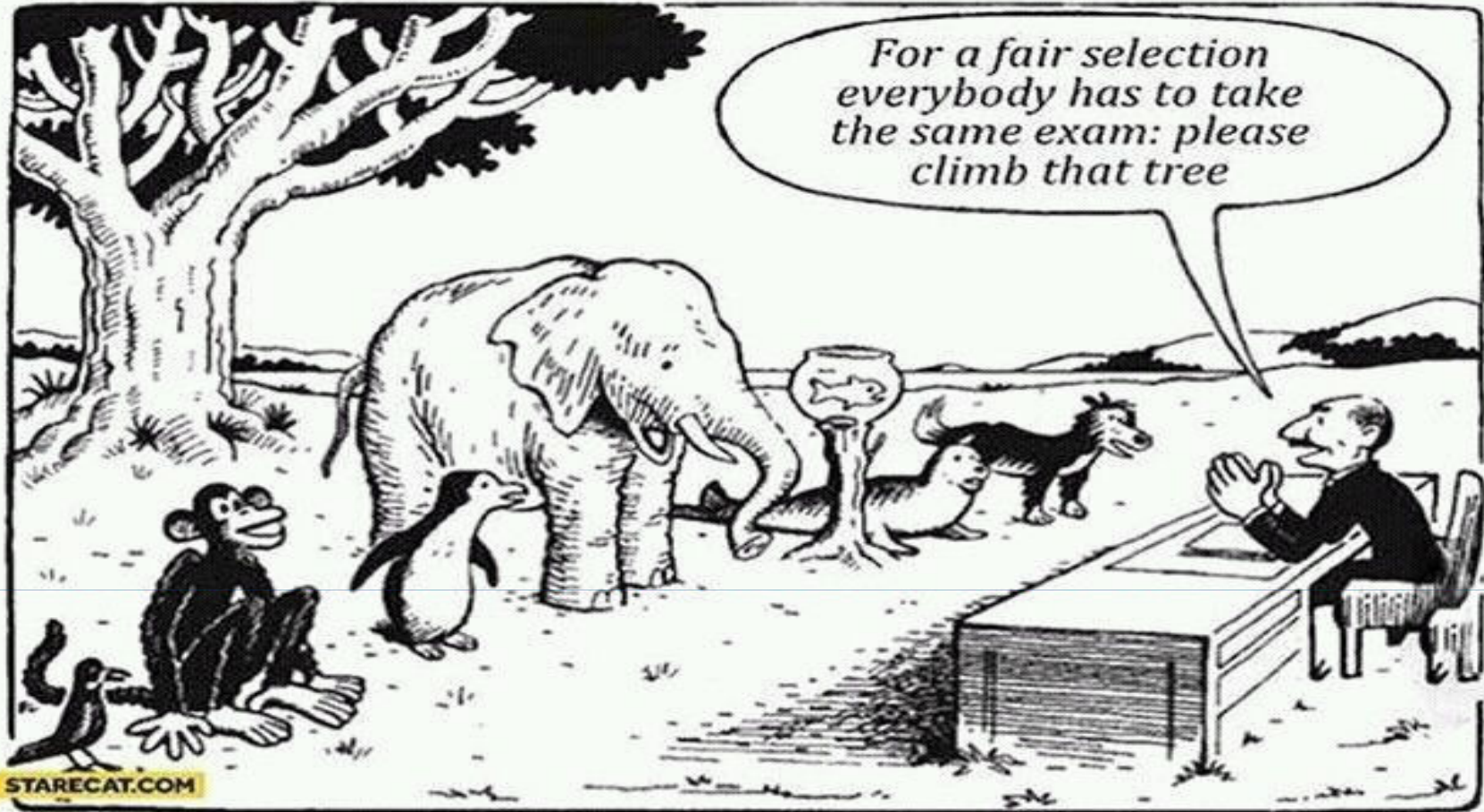
CAL

www.cal.org

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents

<https://www.justice.gov/sites/default/files/crt/legacy/2014/05/08/plylerqa.pdf6>





Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein



CONTACT INFORMATION

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Helping Kids Worldwide