

# Enhancing Instructional Opportunities for Immigrant Students

*Identification and Procedural Companion*

## Supporting LEAs

*Welcoming, Enrolling, and Instructing  
Immigrant Children and Youth*





# Training Goals

## Content Objective

- Participants will explore activities and services Title III, Part A-funded local educational agencies (LEAs) may implement in order to enhance the instructional opportunities of immigrant children and youth.

## Language Objective

- Participants will read, process, and create extended activities in cooperative groups that support immigrant children and youth and their families.



# Introduction

- *Enhancing Instructional Opportunities for Immigrant Students*, a session and online course, details the accountability Title III, Part A-funded LEAs are held to while providing services for immigrant children and youth. LEAs which experience an unexpected increase in the number or percentage of immigrant student population must be prepared to provide activities focused on enhancing instructional opportunities for this population, as well as ensure state academic standards can be met.
- The *Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion* associated with the online course will provide LEAs with support in welcoming, enrolling, and instructing immigrant children and youth while ensuring an appropriate use of Title III funds. Professional development considerations are suggested in this companion to guide LEAs in meeting cognitive, linguistic, and affective needs of immigrant students.

# Texas Gateway

[www.texasgateway.org](http://www.texasgateway.org)



A screenshot of the Texas Gateway website. The top navigation bar includes the TEA logo, links for 'TEA WEBSITE', 'CONTACT TEA', and 'SIGN UP FOR UPDATES'. The main header features the 'Texas Gateway for online resources by TEA' logo, navigation links for 'TEKS', 'SEARCH', and 'MORE', and a 'Log in' link next to a 'Sign Up' button. The main content area has a large background image of a teacher in a classroom. A blue callout box reads 'Online resources FOR YOUR CLASSROOM' and 'Find engaging, TEKS-aligned resources you can use with your students as part of classroom instruction, intervention, acceleration, or additional practice.' Below this is a 'show me more' button. A secondary navigation bar contains 'BROWSE TEKS', 'BROWSE RESOURCES', and a search bar. The 'Featured Resources' section shows a carousel of resource cards, including one for 'SCIENCE' and another for 'Introduction to the Revised Mathematics TEKS'.

 **Texas Gateway**  
for online resources by TEA

Enhancing Instructional Opportunities for Immigrant Students *Identification and Procedural Companion*





# Enhancing Instructional Opportunities for Immigrant Students

*Identification and Procedural Companion*



## Companion Tool

Enhancing Instructional Opportunities for Immigrant Students *Identification and Procedural Companion*



# Handouts



LEA/Campus Planning Tool

**Procedures** What protocols are in place to best assist immigrant students during enrollment?

**Procedures** What process is in place to track how many years immigrant students have been enrolled in U.S. schools?

**Environment** What systems are in place to proactively welcome immigrant students and their families to ensure an inclusive school community?

**Environment** Describe how the environment is inviting to immigrant students.

**Training** What professional development is available for campus staff?

**Training** How does this professional development support immigrant students?

**Parental Outreach** What type of parental involvement activities are conducted to support immigrant families within the LEA/campus?

**Parental Outreach** What community supports are provided to immigrant students and their families?

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## Immigrant Identification Form

**Immigrant Children and Youth Definition—Title III, Part A**

Individuals meeting all criteria listed below qualify as an immigrant student. ESSA, Title III, Part A, Section 3201 (5) defines "immigrant children and youth" as individuals who

- 1 are aged 3 to 21;
- 2 were not born in any State<sup>1</sup>; and
- 3 have not been attending one or more schools in any one or more State for more than three full academic years.

<sup>1</sup>This definition is based on Section 3201 (13) of the Every Student Succeeds Act (ESSA). For the definition above, "State" indicates the 50 states, the District of Columbia, and the commonwealth of Puerto Rico.

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After collecting all pertinent data during the registration process, determine if all criteria are met. Check each box as it applies to the student.

ARE AGED 3 TO 21

WERE NOT BORN IN ANY STATE

HAVE NOT BEEN ATTENDING ONE OR MORE SCHOOLS IN ANY ONE OR MORE STATE FOR MORE THAN THREE FULL ACADEMIC YEARS

QUALIFIES AS AN IMMIGRANT STUDENT

---

Student Name:		ID no.:		School Year:	
Date of Birth:		ID no.:		Campus:	
Years in U.S. Schools: (Check all grade levels the student has attended a U.S. school.)					
PK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 <sup>th</sup>	12 <sup>th</sup>				
<input type="checkbox"/>	<input type="checkbox"/>				
Immigrant Status:			YES	NO	REMOVE STATUS
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Years Identified as Immigrant: (Check one.)			YEAR 1	YEAR 2	YEAR 3
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Welcoming Immigrant Students and Families Evaluation

is below in response to the following statements.

1	2—Sometimes	3—Often	4—Yes/Always
<b>Support</b>			
<p>is an equal opportunity to access information and support for all immigrant students in regards to Academics, Career Technology Education (CTE), and Special Education.</p> <p>allows all families, including the immigrant students' families, the opportunity to utilize computers and other resources to support the academic success.</p> <p>ent documents are sent home in a language familiar to parents in order for immigrant families to understand their child's educational needs.</p> <p>are programs and services in place to support immigrant families, as required of Title III, Part A.</p> <p>provide an opportunity for parents to communicate with teachers and administrators.</p> <p>are accessible to immigrant families in regard to their needs for mental health, legal services, healthcare. This may be provided by the school and/or community providers.</p>			
<b>Environment</b>			
<p>holders of the school environment ensure action is taken in regards to bullying or discrimination on differences of cultural practices, citizenship status, or nationality.</p> <p>ampus/classroom represents diversity by displaying pictures and posters that include other ages and cultures.</p> <p>ampus/classroom environment supports a respectful expression of cultural diversity.</p> <p>if members coming in contact with students are aware of all cultures being represented on and are ready to support the students through their service (e.g. cafeteria workers, librarians, etc., nurses).</p> <p>less if the intent is incorrect, staff members make the effort to communicate with immigrant in a way that is comprehensible for them.</p>			
<b>Instruction</b>			
<p>essional development is required for all staff members in order to acquire a familiarity with learned immigrant populations and their culture, religion, and other practices in order to create ally-responsive instruction.</p> <p>riculum implemented at the school provides a diverse representation of immigrants, from past and present.</p> <p>tion is provided in a way that is comprehensible for all students, regardless of culture, individual ing styles, or first language.</p> <p>tion reflects a consideration of the immigrant student's native country, where the student will be to make a connection between the content being taught through the application of his/her own ences regarding the content.</p> <p>chers go beyond state-mandated texts by using culturally-responsive texts in their instruction ver possible.</p>			
<b>Social/Emotional Needs</b>			
<p>grant students and their families feel they can share their thoughts without fear of discrimination.</p> <p>EA/campus enforces the practice of not requiring immigrants to provide information that may status of immigration, along with limiting their access to schooling.</p> <p>if members take into consideration immigrant students' silent period and cultural practices when ing for instruction.</p> <p>udents are provided the opportunity to share their culture and heritage with others through a y of instructionally-related formats (e.g. presentations, food, and/or art).</p> <p>if members advocate for and encourage equality, empathy, and knowledge of all cultures ented in the learning environment.</p>			



# Agenda

## Understanding Immigrant Children and Youth

- Definitions
- Enrollment

## Title III, Part A-funded Activities for Immigrants

- “Supplement, not supplant”
- Suggested activities

## Enhancing the School Environment

- Cultural, social, and linguistic needs
- Instruction
- Professional development

**PADLET**  
<https://tinyurl.com/ImmigrantCourse>

# Understanding Immigrant Children and Youth



## Definition of *immigrant children and youth*

- Immigrant children and youth are individuals who
  - are aged 3 through 21;
  - were not born in any State; and
  - have not been attending one or more schools in any one or more State for more than three full academic years.
- Common terms
  - Newcomers
  - Asylee
  - English learner (EL)
  - Refugee
  - Student with interrupted formal education (SIFE)
  - Unaccompanied youth



# Understanding Immigrant Children and Youth



Practices for enrolling immigrant students

- Welcoming environment
- Inclusive environment
- Compliance with Federal law

KAHOOT  
<https://kahoot.it>

### Immigrant Children and Youth Definition—Title III, Part A

Individuals meeting all criteria listed below qualify as an immigrant student. ESSA, Title III, Part A Section 3201 (5) defines "immigrant children and youth" as individuals who

- 1 are aged 3 to 21;
- 2 were not born in any State<sup>1</sup>; and
- 3 have not been attending one or more schools in any one or more State for more than three full academic years.

<sup>1</sup>This definition is based on Section 3201(13) of the Every Student Succeeds Act (ESSA). For the definition above, "State" indicates the 50 states, the District of Columbia, and the commonwealth of Puerto Rico.

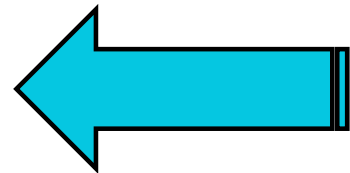
### Enrolling Immigrant Students

Local educational agencies (LEAs) shall not unlawfully discourage or bar students, including students who are undocumented or have parents who are undocumented, from enrollment in U.S. schools. The United States Department of Education (USDE) encourages LEAs to proactively implement supportive enrollment policies and practices that create a welcoming and inclusive environment for all immigrant students. The chart below provides examples of acceptable and unacceptable enrollment practices.

### Practices for Enrolling Immigrant Students in Texas Schools

It is acceptable to	It is NOT acceptable to
<ul style="list-style-type: none"><li>• solicit documents for address verification, such as a utility bill, rent payment receipt, parent affidavit, mortgage or lease document, telephone bill, or a letter from an employer written on letterhead,</li><li>• support a lack of proof of residency for undocumented homeless children under the federal McKinney-Vento Homeless Assistance Act, and</li><li>• require minimal information, such as immunization history, proof of age, and residency within an LEA.</li></ul>	<ul style="list-style-type: none"><li>• deny the right to a free public education,</li><li>• inquire about a student's citizenship or immigration status,</li><li>• refuse entry of a student presenting a birth certificate indicating a birth place outside of the United States,</li><li>• prevent a student from enrolling if the student's social security number is not provided, and</li><li>• discriminate on the basis of color, race, or national origin.</li></ul>

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## Enhancing Instructional Opportunities for Immigrant Students

Identification and Procedural Companion



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### Responsibilities in Support of Immigrant Students

LEAs are responsible for

- 1 creating a formal process for reviewing the immigrant status of all students based on the Title III, Part A immigrant children and youth definition,
- 2 understanding that the term immigrant is not synonymous with English learner (EL), as an immigrant student may not be an EL,
- 3 determining immigrant status for funding and reporting purposes in the Public Education Information Management System (PEIMS) based on the Title III, Part A immigrant children and youth definition, and
- 4 removing the immigrant status in PEIMS when students have surpassed the allotted three years.

**Note:** It is important to differentiate a student's immigrant status between the applicable programs and/or services in which this status is required to be reported. Immigrant status under the Title III, Part A definition must not be confused with the immigrant status for the Immigration and Naturalization Service (INS). LEAs should not assume responsibility for determining citizenship status under INS regulations. The Title III, Part A immigrant children and youth definition must not be used for state assessment purposes or for student eligibility or enrollment in English for Speakers of Other Languages (ESOL) I and II courses.

### Suggested Data Collection for Determining Immigrant Status

The immigrant status of a student must be reported in PEIMS. LEAs shall collect the number of years the student has been classified as an immigrant. The PEIMS immigrant code will be maintained for each new school year. However, the code must be removed when a student is enrolled in their fourth year of school.

A suggested form for collecting immigrant status is available in the *Enhancing Instructional Opportunities for Immigrant Students* online course available on the Texas Gateway.

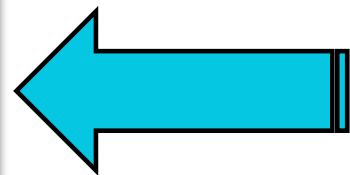
#### Texas Gateway for online resources by TEA

After collecting all pertinent data during the registration process, determine if all criteria are met. Check each box as it applies to the student.



Student Name	School/Year		
Date of Birth	Elia	Compton	
Years in U.S. Schools (Check all grade levels the student has attended a U.S. school)			
PK	1	2	
3	4	5	
6	7	8	
9	10	11	
12			
Background Status	Imm	Immigrant	
Years Identified as Immigrant (Check one)	Year 1	Year 2	Year 3

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## Enhancing Instructional Opportunities for Immigrant Students

Identification and Procedural Companion



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# Immigrant Identification Form



STEP 1

## Immigrant Children and Youth Definition—Title III, Part A

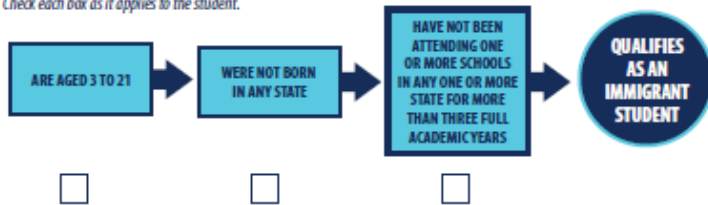
Individuals meeting all criteria listed below qualify as an immigrant student. ESSA, Title III, Part A Section 3201 (5) defines "immigrant children and youth" as individuals who

- 1. are aged 3 to 21;
- 2. were not born in any State<sup>1</sup>; and
- 3. have not been attending one or more schools in any one or more State for more than three full academic years.

<sup>1</sup>This definition is based on Section 3201 (13) of the Every Student Succeeds Act (ESSA). For the definition above, "State" indicates the 50 states, the District of Columbia, and the commonwealth of Puerto Rico.

STEP 2

After collecting all pertinent data during the registration process, determine if all criteria are met. Check each box as it applies to the student.



STEP 3

Student Name:		School Year:											
Date of Birth:	ID #:	Campus:											
Years in U.S. Schools: (Check all grade levels the student has attended a U.S. school.)													
PK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigrant Status:		YES	NO	REMOVE STATUS									
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Years Identified as Immigrant: (Check one.)		YEAR 1	YEAR 2	YEAR 3									
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									

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# Handout: Immigrant Identification Form



# Immigrant Identification Form



Enhancing Instructional Opportunities for Immigrant Students  
TEXAS EDUCATION AGENCY

## Immigrant Children and Youth Definition—Title III, Part A

STEP 1

Individuals meeting all criteria listed below qualify as an immigrant student. ESSA, Title III, Part A Section 3201 (5) defines “immigrant children and youth” as individuals who

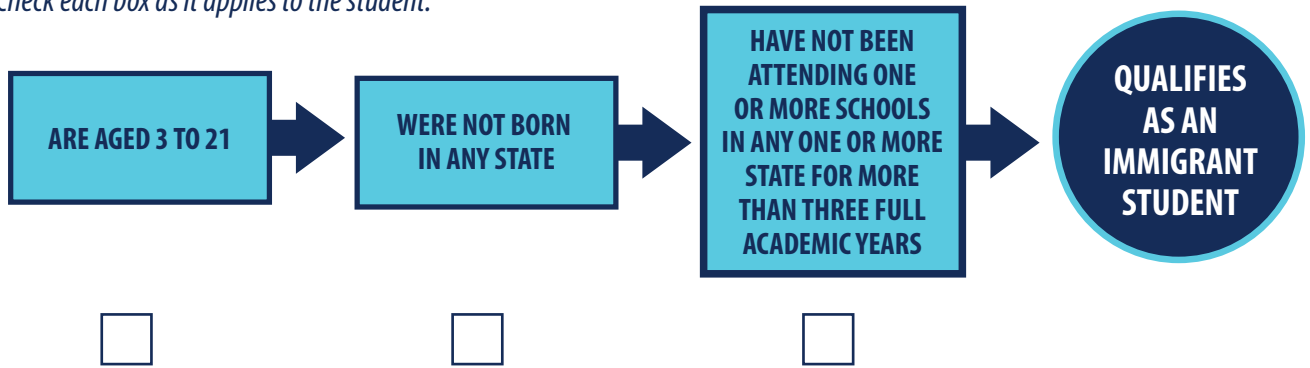
- are aged 3 to 21;
- were not born in any State<sup>1</sup>; and
- have not been attending one or more schools in any one or more State for more than three full academic years.

<sup>1</sup>This definition is based on Section 3201 (13) of the Every Student Succeeds Act (ESSA). For the definition above, “State” indicates the 50 states, the District of Columbia, and the commonwealth of Puerto Rico.

STEP 2

After collecting all pertinent data during the registration process, determine if all criteria are met.

Check each box as it applies to the student.



STEP 3

Student Name:						School Year:								
Date of Birth:				ID #:				Campus:						
<b>Years in U.S. Schools:</b> (Check all grade levels the student has attended a U.S. school.)														
PK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Immigrant Status:							YES	NO	REMOVE STATUS					
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Years Identified as Immigrant: (Check one.)							YEAR 1	YEAR 2	YEAR 3					
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

This form is for campus office use.

# Immigrant Identification Form: Step 1



## STEP 1

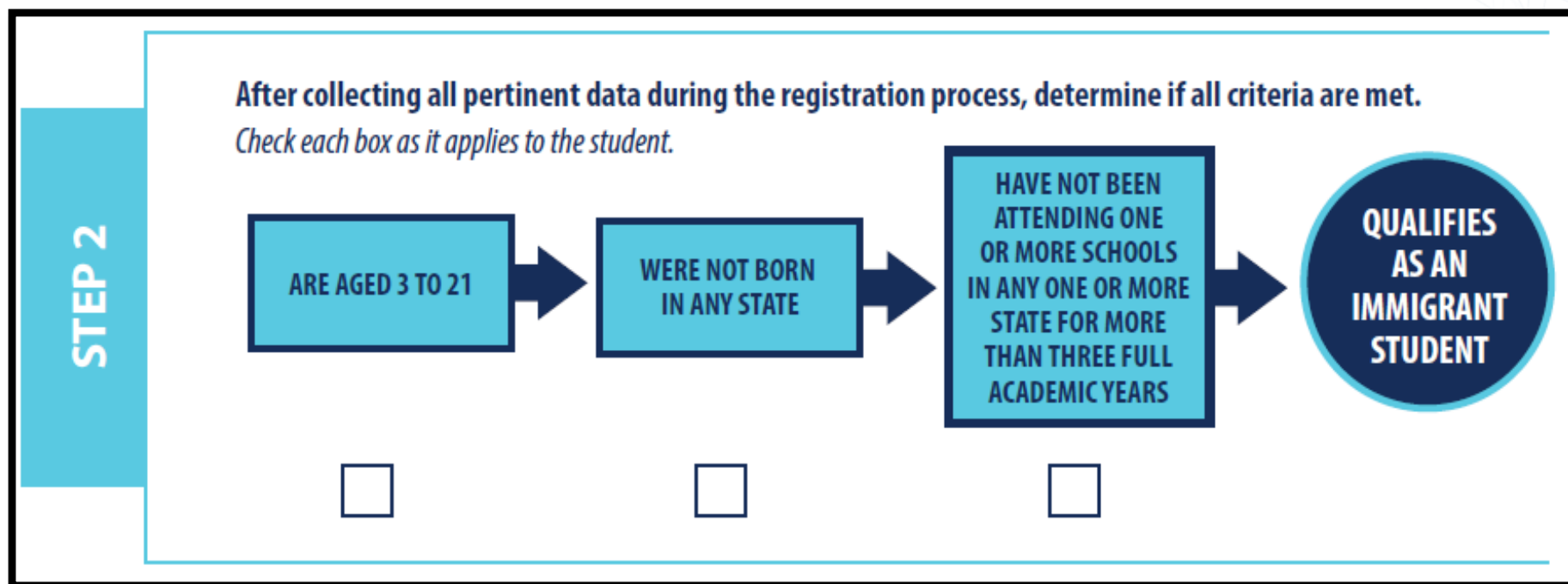
### Immigrant Children and Youth Definition—Title III, Part A

Individuals meeting all criteria listed below qualify as an immigrant student. ESSA, Title III, Part A Section 3201 (5) defines “immigrant children and youth” as individuals who

- are aged 3 to 21;
- were not born in any State<sup>1</sup>; and
- have not been attending one or more schools in any one or more State for more than three full academic years.

<sup>1</sup>This definition is based on Section 3201 (13) of the Every Student Succeeds Act (ESSA). For the definition above, “State” indicates the 50 states, the District of Columbia, and the commonwealth of Puerto Rico.

# Immigrant Identification Form: Step 2



# Immigrant Identification Form: Step 3



STEP 3

Student Name:							School Year:						
Date of Birth:				ID #:				Campus:					
Years in U.S. Schools: (Check all grade levels the student has attended a U.S. school.)													
PK <input type="checkbox"/>	K <input type="checkbox"/>	1st <input type="checkbox"/>	2nd <input type="checkbox"/>	3rd <input type="checkbox"/>	4th <input type="checkbox"/>	5th <input type="checkbox"/>	6th <input type="checkbox"/>	7th <input type="checkbox"/>	8th <input type="checkbox"/>	9th <input type="checkbox"/>	10th <input type="checkbox"/>	11th <input type="checkbox"/>	12th <input type="checkbox"/>
Immigrant Status:							YES <input type="checkbox"/>	NO <input type="checkbox"/>	REMOVE STATUS <input type="checkbox"/>				
Years Identified as Immigrant: (Check one.)							YEAR 1 <input type="checkbox"/>	YEAR 2 <input type="checkbox"/>	YEAR 3 <input type="checkbox"/>				


This form is for campus office use.





# Student Scenarios

- Read the scenario.
- Review the definition of *immigrant children and youth* in Step 1.
- Check off the criteria in Step 2 to determine immigrant status.
- Use the scenario to complete the items in Step 3.

**Immigrant Identification Form**  Enhancing Instructional Opportunities for Immigrant Students  
Texas Education Agency

**STEP 1** **Immigrant Children and Youth Definition—Title III, Part A**

Individuals meeting all criteria listed below qualify as an immigrant student. ESSA, Title III, Part A Section 3201 (5) defines "immigrant children and youth" as individuals who

- 1 are aged 3 to 21;
- 2 were not born in any State<sup>1</sup>; and
- 3 have not been attending one or more schools in any one or more State for more than three full academic years.

<sup>1</sup>This definition is based on Section 3201 (13) of the Every Student Succeeds Act (ESSA). For the definition above, "State" indicates the 50 states, the District of Columbia, and the commonwealth of Puerto Rico.

**STEP 2** After collecting all pertinent data during the registration process, determine if all criteria are met. Check each box as it applies to the student.

ARE AGED 3 TO 21  WERE NOT BORN IN ANY STATE  HAVE NOT BEEN ATTENDING ONE OR MORE SCHOOLS IN ANY ONE OR MORE STATE FOR MORE THAN THREE FULL ACADEMIC YEARS

**QUALIFIES AS AN IMMIGRANT STUDENT**

**STEP 3**

Student Name:		School Year:											
Date of Birth:	ID #:	Campus:											
Years in U.S. Schools: (Check all grade levels the student has attended a U.S. school.)													
PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigrant Status:		YES		NO		REMOVE STATUS							
Years Identified as Immigrant: (Check one.)		YEAR 1		YEAR 2		YEAR 3							
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>							

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## Immigrant Status: Sample Student Scenarios



### Student Scenario #1

#### Student 1

Student 1 has recently arrived in the United States and registered at Campus X. All forms required for enrollment were completed. The student will begin the 9<sup>th</sup> grade and

- **is aged 14,**
- **was born in Puerto Rico, and**
- **was in school in Puerto Rico since five years of age.**

Does this student qualify as an immigrant? Complete the *Immigrant Identification Form* using the information provided.



### Student Scenario #2

#### Student 2

Student 2 has recently arrived in Texas from California and registered at Campus X. All forms required for enrollment were completed. The student will continue the 5<sup>th</sup> grade and

- **is aged 10,**
- **was born in California, and**
- **was in school in California for two years.**

Does this student qualify as an immigrant? Complete the *Immigrant Identification Form* using the information provided.



### Student Scenario #3

#### Student 3

Student 3 has recently arrived in the United States and registered at Campus X. All forms required for enrollment were completed. The student will continue the 4<sup>th</sup> grade and

- **is aged 9,**
- **was born in Ecuador, and**
- **has not attended any school in any one or more State**

Does this student qualify as an immigrant? Complete the *Immigrant Identification Form* using the information provided.

### Student Scenario #4

#### Student 4

Student 4 is continuing enrollment in Campus X. The student will begin the school year as an 8<sup>th</sup> grader and

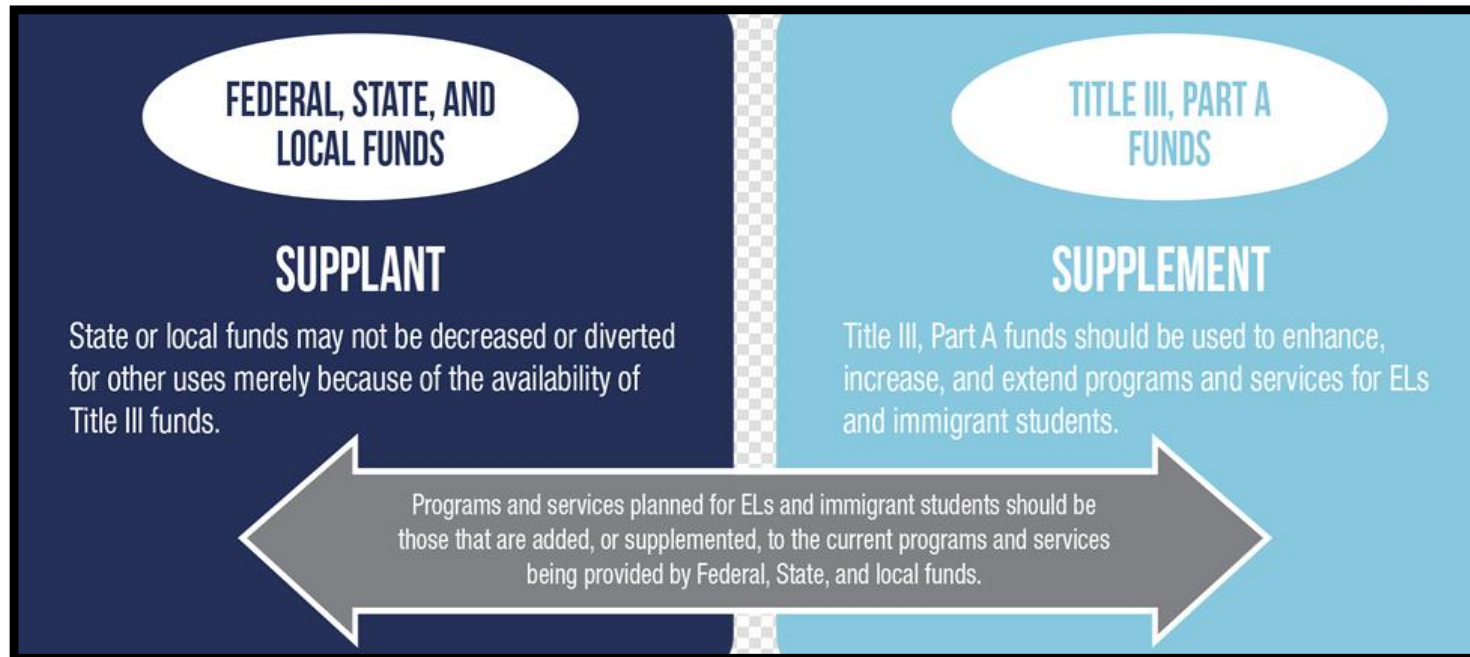
- **is aged 13,**
- **was born in India, and**
- **is in his third year in the United States.**

Does this student qualify as an immigrant? Complete the *Immigrant Identification Form* using the information provided.

# Title III, Part A-funded Activities for Immigrants



- Supplement, not supplant, Sec. 3115 (g)





# Title III, Part A-funded Activities for Immigrants



Suggested activities, Sec. 3115 (e)(1)(A-G)

- family literacy, parent and family outreach, and training activities
- recruitment of, and support for, personnel to provide services to immigrant children and youth
- provision of tutorials, mentoring, and academic or career counseling
- identification, development, and acquisition of curricular materials
- basic instructional services attributable to the presence of immigrant children and youth
- other instructional services designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States
- activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants



## Federal Funding for Immigrant Students

LEAs that experience a significant increase in the number or percentage of immigrant children and youth are eligible to receive Title III, Part A funds to provide teachers with enhanced instructional strategies and approaches in support of successful student outcomes. Title III, Part A immigrant funds are required to be used to assist principals and teachers (including preschool teachers) in

- establishing, implementing, and sustaining effective language instruction educational programs\* and
- developing and enhancing their capacity to provide effective instructional programs.

Title III, Part A statute has a **supplement, not supplant** provision in reference to Title III, Part A funds. Supplemental activities enhance the school environment by providing instructional opportunities which add, enhance, increase, and extend programs and services. State or local funds may not be decreased or diverted for other uses merely because of the availability of Title III, Part A funds.

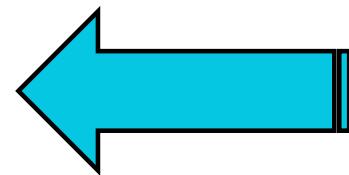
\*State bilingual and ESL programs

## Suggested Activities

ESSA, Title III, Part A Section 3115 (e)(1)(A-G), identifies immigrant-funded activities which can be implemented to meet the requirement of enhancing instructional opportunities for immigrant children and youth. Activities may include

- family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children,
- recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth,
- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth,
- identification, development, and acquisition of curricular materials, educational software, and technologies,
- basic instructional services that are directly attributable to the presence of immigrant children and youth, including supplemental classroom supplies, costs of transportation, or other costs directly attributable to such additional basic instructional services,
- other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education, and
- activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

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## Enhancing Instructional Opportunities for Immigrant Students

*Identification and Procedural Companion*



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# Group Work and Reflection



## Part 1: Padlet

- List your LEA's activities.
- Share your activities.
- Categorize the activities.

## Part 2: Thumbs Up: Supplemental

- Think about the use of Title III, Part A funds.
- Place a green check mark by supplemental services.
- Place a red X by services which may be supplanting others.

## Part 3: Add Comments

- Engage in a Gallery Walk.
- Learn from others.

<https://tinyurl.com/ImmigrantActivites>

### Suggested Activities

ESSA, Title III, Part A Section 3115 (e)(1)(A-G), identifies immigrant-funded activities which can be implemented to meet the requirement of enhancing instructional opportunities for immigrant children and youth. Activities may include

- family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children,
- recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth,
- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth,
- identification, development, and acquisition of curricular materials, educational software, and technologies,
- basic instructional services that are directly attributable to the presence of immigrant children and youth, including supplemental classroom supplies, costs of transportation, or other costs directly attributable to such additional basic instructional services,
- other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education, and
- activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

# Enhancing the School Environment



- Inclusive environment
- Cultural and linguistic barriers
- Acceptance into the school and community
- Cultural competence
- Social and emotional competence
- LEA/Campus activities
- Instruction for immigrant students
- Professional development

<https://tinyurl.com/USDEtoolkit>

# Instruction for Immigrant Students: Sample Strategies and Activities



## Basic Concepts of the School Environment

- Color consciousness
- Layout
- Flashcards
- Field trips
- Animated visuals
- Picture file cards

## Confidence and Self-assurance

- Cultural consciousness
- Cultural chants
- Scripting
- Powerful questions
- Celebrations

## Positive Identity with Cultural Heritage

- Role models
- Content links
- Literature links
- Story time
- Picture file cards

Jigsaw and Modeling



## Instruction for Immigrant Students: Sample Strategies and Activities

Basic Concepts of the School Environment	Confidence and Self-assurance	Positive Identity with Cultural Heritage
<p><b>Color consciousness</b> Determine the possibility of having nontraditional colors being represented on campus and in the classroom. Investigate the cultures being represented in the classroom, and determine which colors may promote a healthy learning environment. Colors should be inviting and invoke the presence of kindness, acceptance, friendliness, and an excitement for learning (Hollie, 2012).</p> <p><b>Layout</b> The way materials are arranged on a campus and in the classroom should be conducive to the learning of the students. Think about how instructional activities can best take place in order to meet the needs of all students. Classroom configurations, especially, must set the tone for students' relationship building (Hollie, 2012). Keep cultural preferences in mind when placing immigrant children and youth in a position to communicate with yourself and others.</p> <p><b>Flashcards</b> Create flashcards with visuals of places around the campus and areas in the classroom. Have a peer go through the flashcards with the immigrant student to instill a sense of ownership in the new student of his/her new environment.</p> <p><b>Field trips</b> Take classroom field trips across the campus to have new immigrant students become familiar with the different areas of the campus. A peer might assist during the student's initial days of attendance. However, it is crucial for the teacher to model a sense of support by having the entire class engage in such field trips to establish a student's sense of confidence and trust in the teacher.</p> <p><b>Animated visuals</b> Similar to the flashcards, these cards should be made up of visuals that can possibly animate the purpose of various areas of the classroom environment. For example, a label for a library station should include more than a visual of a book. Possible additions may include step-by-step graphics of a student retrieving a book and then sitting to read individually.</p>	<p><b>Cultural consciousness</b> Investigate the cultures being represented in the classroom in order to proceed with instruction that is culturally-relevant or responsive. For example, prior to teaching about the American Civil War, have students research possible similar wars in representative countries in the classroom to support the student's understanding. Linking these ideas to the American Civil War validates the student's cultural history and assists the student in making the transfer to understanding the content being presented.</p> <p><b>Cultural chants</b> In order to integrate the student's culture into the classroom's daily routine, seek out sayings or chants that may relate to typical classroom instances, such as transitioning into another subject or leaving the classroom (Hollie, 2012). Teach these to all students and use them consistently in the classroom.</p> <p><b>Scripting</b> Have premade index cards detailing scripts for responding to certain routine occurrences, such as receiving a classroom visitor, taking another student to the nurse, or asking a peer for assistance. Such scripts may include visuals to better support early English language proficiency levels of students (Herrell &amp; Jordan, 2016).</p> <p><b>Powerful questions</b> Create questions on cards which new immigrant students may typically know responses to. Sporadically, such as during a transition to another subject or activity, or at any other moment that presents itself, pass out these cards, one card to each student. Ask students to mingle while music is played, finding a partner when the music stops. Have partners read their question to each other and provide the response. New students should be able to develop a confidence in their ownership of their English language proficiency. Examples of questions include, "What colors can an apple be?" "What is your teacher's name?" "What grade are you in?" "How old are you?" Hold the high expectation of speaking in complete sentences.</p> <p><b>Celebrations</b> When implementing celebrations in the classroom related to customs and traditions of the United States of America, ensure other cultures' celebrations and traditions are being represented in the classroom as well.</p>	<p><b>Role models</b> Investigate possible role models from the countries represented in the classroom. Relate how these individuals are similar to the individuals covered in the content being taught and how such individuals also contributed to a cause (Burnett, 2015).</p> <p><b>Content links</b> Relate the content concepts being taught in class to how these concepts may develop or manifest themselves in other cultures being represented in the classroom.</p> <p><b>Literature links</b> Choose culturally-relevant texts that show a respect for the cultures being represented in the classroom. For example, where Little Red Riding Hood may be selected during a study of fairy tales, one may include a review of <i>Lon Po Po</i>, the tale's Chinese counterpart.</p> <p><b>Story time</b> Allow stories from all students to be shared at appropriate times where the content concepts may manifest themselves relevantly through the students' experiences. Hold high expectations for a structured story-tell to focus on the relevancy between the story and the content.</p> <p><b>Picture file cards</b> Create cards with items, celebrations, and/or activities. In groups, have students select a card that represents their culture and one that does not. After each student in the groups has selected a card, each will take a turn discussing the justification for the selection of each card, taking turns speaking through a teacher-selected structured conversation (Troute, n.d.).</p>

# Professional Development



- Social and Emotional Needs
- Cultural Awareness
- Comprehensible Instruction
- Family Partnerships
- Community Partnerships
- Supplemental Resources



<https://tinyurl.com/TitleIIPD>

*Identification and Procedural Companion*

### Professional Development in Support of Immigrant Students

LEAs must plan for professional development that will support educators of immigrant students in the classroom. Focusing on the following six areas will enhance instructional practices and ensure successful participation of immigrant students in the classroom and at home:

Refer to the *Enhancing Instructional Opportunities for Immigrant Students* online course in the Texas Gateway for additional information referencing these six areas of suggested support for educators.

SOCIAL AND EMOTIONAL NEEDS	CULTURAL AWARENESS	COMPREHENSIBLE INSTRUCTION	FAMILY PARTNERSHIPS	COMMUNITY PARTNERSHIPS	SUPPLEMENTAL RESOURCES
<ul style="list-style-type: none"> <li>Social Needs</li> <li>Emotional Needs</li> <li>Support</li> <li>Background</li> <li>Cooperative Learning</li> <li>Communication</li> <li>Basic Classroom Expectations</li> <li>Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>Background</li> <li>Traditions</li> <li>Content</li> <li>Immigration</li> <li>Foreign Education Systems</li> <li>Tolerance</li> <li>Acculturation</li> <li>Civics Education</li> <li>Non-Verbal Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Native Language Knowledge</li> <li>Language Acquisition</li> <li>Sheltered Instruction Practices</li> <li>Culturally-Responsive Teaching</li> <li>Linguistically-Responsive Teaching</li> <li>Thematic Learning</li> </ul>	<ul style="list-style-type: none"> <li>Transition Period</li> <li>Culture</li> <li>Traditions</li> <li>Communication</li> <li>Family Dynamics</li> <li>Dealing with Stress</li> <li>Roles of Children in the Home</li> <li>Roles of Children in the School</li> </ul>	<ul style="list-style-type: none"> <li>Health Services</li> <li>Social Groups</li> <li>Outreach Services</li> <li>Transition Period</li> <li>Basic Skills</li> <li>Dialogue</li> <li>Communication</li> <li>Accessibility to Information</li> <li>Higher Education</li> </ul>	<ul style="list-style-type: none"> <li>Multi-Levelled Texts</li> <li>English Acquisition Software</li> <li>Culturally-Relevant Texts</li> <li>Immigrant Role Models</li> <li>Accessibility to Technology</li> <li>Digital Apps</li> </ul>

← PROFESSIONAL DEVELOPMENT SUPPORTING IMMIGRANT STUDENTS →

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## Enhancing Instructional Opportunities for Immigrant Students

*Identification and Procedural Companion*

**TEA**  
Texas Education Agency

Enhancing Instructional Opportunities for Immigrant Students *Identification and Procedural Companion*

**+ / Δ**

**Professional Development Supporting Immigrant Students**

<p><b>+</b></p> <p><b>List those areas of training that are working and which can be maintained and built upon.</b></p>	<p><b>Δ</b></p> <p><b>List those areas of training which can be improved or changed to be more effective. Begin these with a verb.</b></p>

# Handout: Welcoming Immigrant Students and Families Evaluation



**Welcoming Immigrant Students and Families Evaluation**  
Use the rating scale below in response to the following statements.

1 – NO/never	2 – Sometimes	3 – Often	4 – Yes/Always
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*Support*

- \_\_\_\_\_ 1. There is an equal opportunity to access information and support for all immigrant students in regards to Advanced Academics, Career Technology Education (CTE), and Special Education.
- \_\_\_\_\_ 2. The LEA/campus allows all families, including the immigrant students' families, the opportunity to utilize school computers and other resources to support the academic success.
- \_\_\_\_\_ 3. Important documents are sent home in a language familiar to parents in order for immigrant families to best understand their child's educational needs.
- \_\_\_\_\_ 4. There are programs and services in place to support immigrant families, as required of Title III, Part A, which provide an opportunity for parents to communicate with teachers and administrators.
- \_\_\_\_\_ 5. Services are accessible to immigrant families in regard to their needs for mental health, legal services, and/or healthcare. This may be provided by the school and/or community providers.

*Environment*

- \_\_\_\_\_ 6. All stakeholders of the school environment ensure action is taken in regards to bullying or discrimination based on differences of cultural practices, citizenship status, or nationality.
- \_\_\_\_\_ 7. The campus/classroom represents diversity by displaying pictures and posters that include other languages and cultures.
- \_\_\_\_\_ 8. The campus/classroom environment supports a respectful expression of cultural diversity.
- \_\_\_\_\_ 9. All staff members coming in contact with students are aware of all cultures being represented on campus and are ready to support the students through their service (e.g. cafeteria workers, librarians, coaches, nurses).
- \_\_\_\_\_ 10. Regardless if the intent is incorrect, staff members make the effort to communicate with immigrant families in a way that is comprehensible for them.

*Instruction*

- \_\_\_\_\_ 11. Professional development is required for all staff members in order to acquire a familiarity with newly-arrived immigrant populations and their culture, religion, and other practices in order to create culturally-responsive instruction.
- \_\_\_\_\_ 12. The curriculum implemented at the school provides a diverse representation of immigrants, from the past and present.
- \_\_\_\_\_ 13. Instruction is provided in a way that is comprehensible for all students, regardless of culture, individual learning styles, or first language.
- \_\_\_\_\_ 14. Instruction reflects a consideration of the immigrant student's native country, where the student will be able to make a connection between the content being taught through the application of his/her own experiences regarding the content.
- \_\_\_\_\_ 15. All teachers go beyond state-mandated texts by using culturally-responsive texts in their instruction whenever possible.

*Social/Emotional Needs*

- \_\_\_\_\_ 16. Immigrant students and their families feel they can share their thoughts without fear of discrimination.
- \_\_\_\_\_ 17. The LEA/campus enforces the practice of not requiring immigrants to provide information that may reveal status of immigration, along with limiting their access to schooling.
- \_\_\_\_\_ 18. All staff members take into consideration immigrant students' silent period and cultural practices when planning for instruction.
- \_\_\_\_\_ 19. All students are provided the opportunity to share their culture and heritage with others through a variety of instructionally-related formats (e.g. presentations, food, and/or art).
- \_\_\_\_\_ 20. All staff members advocate for and encourage equality, empathy, and knowledge of all cultures represented in the learning environment.

Score: \_\_\_\_\_/80 points

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# Welcoming Immigrant Students and Families Evaluation: Support



## Welcoming Immigrant Students and Families Evaluation

Use the rating scale below in response to the following statements.

1 – No/Never

2 – Sometimes

3 – Often

4 – Yes/Always

### Support

- \_\_\_\_\_ 1. There is an equal opportunity to access information and support for all immigrant students in regards to Advanced Academics, Career Technology Education (CTE), and Special Education.
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- \_\_\_\_\_ 4. There are programs and services in place to support immigrant families, as required of Title III, Part A, which provide an opportunity for parents to communicate with teachers and administrators.
- \_\_\_\_\_ 5. Services are accessible to immigrant families in regard to their needs for mental health, legal services, and/or healthcare. This may be provided by the school and/or community providers.

# Welcoming Immigrant Students and Families Evaluation: Environment



## Environment

- \_\_\_\_\_ 6. All stakeholders of the school environment ensure action is taken in regards to bullying or discrimination based on differences of cultural practices, citizenship status, or nationality.
- \_\_\_\_\_ 7. The campus/classroom represents diversity by displaying pictures and posters that include other languages and cultures.
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- \_\_\_\_\_ 10. Regardless if the intent is incorrect, staff members make the effort to communicate with immigrant families in a way that is comprehensible for them.

# Welcoming Immigrant Students and Families Evaluation: Instruction



## Instruction

- \_\_\_\_\_ 11. Professional development is required for all staff members in order to acquire a familiarity with newly-arrived immigrant populations and their culture, religion, and other practices in order to create culturally-responsive instruction.
- \_\_\_\_\_ 12. The curriculum implemented at the school provides a diverse representation of immigrants, from the past and present.
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- \_\_\_\_\_ 14. Instruction reflects a consideration of the immigrant student's native country, where the student will be able to make a connection between the content being taught through the application of his/her own experiences regarding the content.
- \_\_\_\_\_ 15. All teachers go beyond state-mandated texts by using culturally-responsive texts in their instruction whenever possible.

# Welcoming Immigrant Students and Families Evaluation: Social/Emotional Needs



## Social/Emotional Needs

- \_\_\_\_\_ 16. Immigrant students and their families feel they can share their thoughts without fear of discrimination.
- \_\_\_\_\_ 17. The LEA/campus enforces the practice of not requiring immigrants to provide information that may reveal status of immigration, along with limiting their access to schooling.
- \_\_\_\_\_ 18. All staff members take into consideration immigrant students' silent period and cultural practices when planning for instruction.
- \_\_\_\_\_ 19. All students are provided the opportunity to share their culture and heritage with others through a variety of instructionally-related formats (e.g. presentations, food, and/or art).
- \_\_\_\_\_ 20. All staff members advocate for and encourage equality, empathy, and knowledge of all cultures represented in the learning environment.

Score: \_\_\_\_\_/80 points

# Content Review




- Immigrant children and youth
- Newcomers
- Asylee
- Unaccompanied youth
- Refugee
- SIFE
- Supplement
- Supplant
- Role models
- Social and emotional needs
- Comprehensible instruction
- Supplementary resources
- Parental outreach
- Parental involvement
- Parental engagement
- Title III, Part A funds
- Suggested activity per Sec. 3115
- Cultural barrier
- Linguistic barrier
- Cultural competence
- Social and emotional competence
- Scripting
- Color consciousness
- Cultural awareness



# Handout: LEA/Campus Planning Tool



 Enhancing Instructional Opportunities for Immigrant Students  
TEXAS EDUCATION AGENCY

LEA/Campus Planning Tool

**Procedures** What protocols are in place to best assist immigrant students during enrollment?  
\_\_\_\_\_

**Procedures** What process is in place to track how many years immigrant students have been enrolled in U.S. schools?  
\_\_\_\_\_

**Environment** What systems are in place to proactively welcome immigrant students and their families to ensure an inclusive school community?  
\_\_\_\_\_

**Environment** Describe how the environment is inviting to immigrant students.  
\_\_\_\_\_

**Training** What professional development is available for campus staff?  
\_\_\_\_\_

**Training** How does this professional development support immigrant students?  
\_\_\_\_\_

**Parental Outreach** What type of parental involvement activities are conducted to support immigrant families within the LEA/campus?  
\_\_\_\_\_

**Parental Outreach** What community supports are provided to immigrant students and their families?  
\_\_\_\_\_

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# LEA/Campus Planning Tool



**Procedures**

What protocols are in place to best assist immigrant students during enrollment?

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**Procedures**

What process is in place to track how many years immigrant students have been enrolled in U.S. schools?

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**Environment**

What systems are in place to proactively welcome immigrant students and their families to ensure an inclusive school community?

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**Environment**

Describe how the environment is inviting to immigrant students.

---

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**Training**

What professional development is available for campus staff?

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**Training**

How does this professional development support immigrant students?

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**Parental Outreach**

What type of parental involvement activities are conducted to support immigrant families within the LEA/campus?

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**Parental Outreach**

What community supports are provided to immigrant students and their families?

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# Training Goals

## Content Objective

- Participants will explore activities and services Title III, Part A-funded local educational agencies (LEAs) may implement in order to enhance the instructional opportunities of immigrant children and youth.

## Language Objective

- Participants will read, process, and create extended activities in cooperative groups that support immigrant children and youth and their families.

### Self-reflection and Summary

Write down three things you learned today and place an asterisk by the most important item.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Write down three ways you intend to apply the content learned and circle the item you plan on doing first.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Write one sentence about anything you learned today.

\_\_\_\_\_  
\_\_\_\_\_

Write one question you may still have regarding today's content.

\_\_\_\_\_  
\_\_\_\_\_

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# Enhancing Instructional Opportunities for Immigrant Students

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**For further information,  
contact your local  
Education Service Center.**