



## Slide 1

**Time:** 5 minutes

### **Note to trainer:**

Welcome all participants to the training. Optional: Show all materials they will be using during the session. Say, **"It is in the LEA's discretion to determine the timeline of these trainings based on their needs."**

### **Materials:**

- *Immigrant Identification Form* (handout)
- *Welcoming Immigrant Students and Families Evaluation* (handout)
- *Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion* tool
- "Supplement, not supplant" graphic half sheet
- *Instruction for Immigrant Students: Sample Strategies and Activities*
- "I have . . . Who has . . . ?" cards
- *Mix and Match: Enrollment Practices* (T-chart and cut & prepared cards in baggies for group work)
- *Self-reflection and Summary*
- *Student Scenarios* cards
- *+/- Professional Development Supporting Immigrant Students*
- Chart paper




- Green and red markers
- Sticky notes
- Internet access
- Access to electronic devices for participants
- Account created in [www.padlet.com](http://www.padlet.com)
- Prepared Padlet activity (see Processing Activity on Slide 8)
- Every Student Succeeds Act (ESSA), Title III, Part A statute retrieved from <https://www2.ed.gov/documents/essa-act-of-1965.pdf>
- Additional materials of choice for Processing Activity on Slide

**Processing Activity:**

None



## 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.

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

**TEA**  
Texas Education Agency

## Slide 2

**Time:** 2 minutes

### **Note to trainer:**

Say, **“We will now review the goals for this training.”** Have the participants read the objectives with a choral reading strategy.


### **Materials:**

None

### **Processing Activity:**

None






## 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.

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



### Slide 3

**Time:** 3 minutes

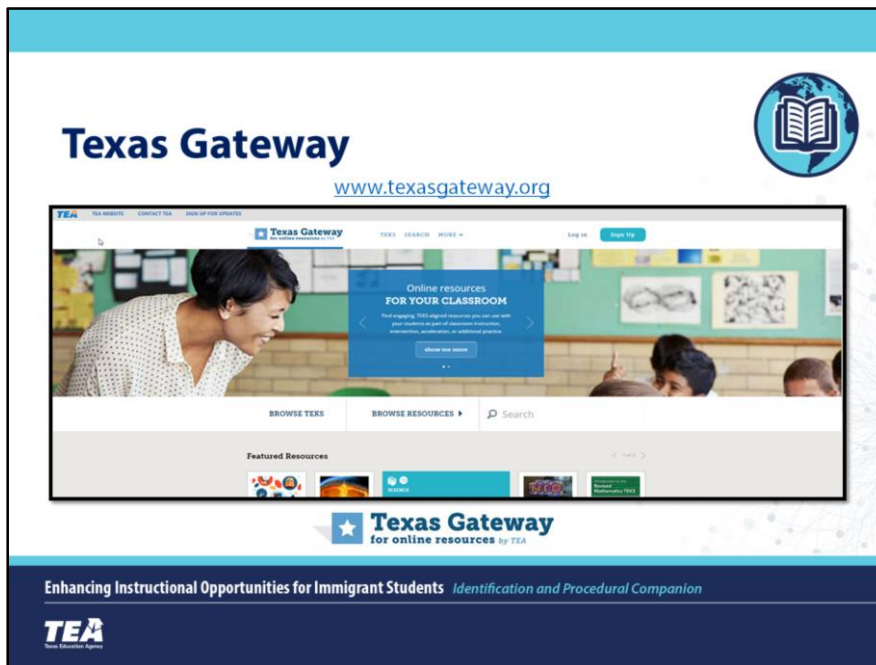
#### **Note to trainer:**

Say, “TEA has created this session and its corresponding resources to provide Texas educators with additional material that focuses on the welcome and instruction of immigrant children and youth. *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.”

**Materials:** None

**Processing Activity:** None





## Slide 4

Time: 5-10 minutes

### Note to trainer:

Say, “The *Enhancing Instructional Opportunities for Immigrant Students* online course will be available in the Texas Gateway by September 30, 2017 (or state, “is available in the Texas Gateway,” if after September 30, 2017). Once an account is created, participants may log in and search for the course. Under the search area type in the title of the course. At top of the webpage, click on the Course tab to start. At the completion of the course there will be a quiz to provide participants credit for the course. Course certificates can be found under the Progress tab.” Show the participants where they can find the online course and the corresponding handouts and companion by taking them through the steps to access the Texas Gateway.

### Materials:

Internet access

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

### Processing Activity:

None





## Slide 5

**Time:** 10 minutes

### **Note to trainer:**

Hand out the *Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion* to all participants. Say, “**This companion was created for LEAs to have on hand as a reference for welcoming, enrolling, and instructing immigrant children and youth.**”

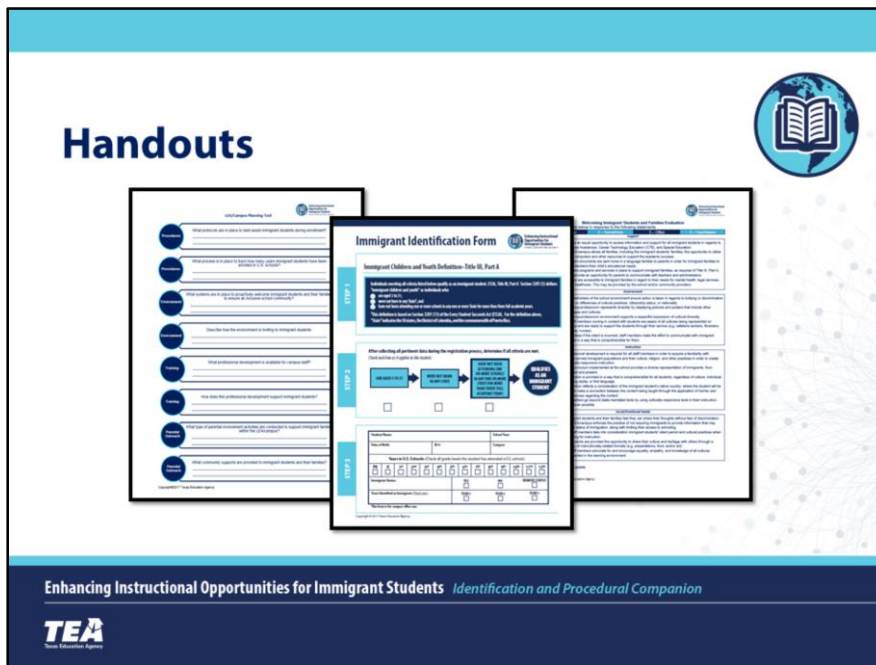
### **Materials:**

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

### **Processing Activity:**

Allow the participants to briefly review the contents of the tool. Let the participants know they will be returning to the tool for different activities throughout the training.





## Slide 6

**Time:** 10 minutes

### Note to trainer:

Distribute the following handouts from the online course: *Immigrant Identification Form* and *Welcoming Immigrant Students and Families Evaluation*. Say, **“These handouts are available online. We will use two of the handouts throughout the session to engage in a few activities.”** Take the participants back to the Texas Gateway to show them the location of the handouts in the online course.

### Materials:

*Immigrant Identification Form* (handout) copies for all participants

*LEA/Campus Planning Tool* (handout) online view only

*Welcoming Immigrant Students and Families Evaluation* (handout) copies for all participants

### Processing Activity:

None





## Slide 7

**Time:** 5 minutes

### **Note to trainer:**

Say, **"The agenda for today will cover the main topics of the content found in the online course. While there is a lot more to understand and implement with regard to the instruction of immigrant students, these foundational areas will greatly assist LEAs in becoming aware of the types of support needed to enhance, increase, and extend programs and services for immigrant children and youth."** Read through the four topics.

### **Materials:**

Sticky notes

Chart paper (for Parking Lot)

### **Processing Activity:**


Review the topics with the participants. Encourage the participants to jot down any questions they may have on sticky notes during the training to place on a Parking Lot (chart paper) on their way out to lunch. Explain what the Parking Lot is (a safe place to post questions anonymously by attaching sticky notes on the chart paper). Review the questions posted on the Parking Lot during lunch and provide responses to a few of the questions before continuing the training. Leave the remainder of questions, and any others provided during



the afternoon, for the end of the training. Place the Parking Lot in an easily accessible location.




## 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
  - English learner (EL)
  - Student with interrupted formal education (SIFE)
  - Asylee
  - Refugee
  - Unaccompanied youth

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



## Slide 8

**Time:** 15 minutes

### Note to trainer:

Say, “Let us begin with the first topic, Understanding Immigrant Children and Youth. We will discuss the definition of immigrant children and youth, as defined by Title III, Part A. Common terms associated with immigrant students will be also be explored. Before we go into our definitions, let’s determine our own level of understanding of the term immigrant children and youth. Please take out your electronic device so we may answer a brief question. These responses will be posted on a Padlet on [padlet.com](https://padlet.com) after you have submitted your response. The question you will be responding to is, “How do you define immigrant children and youth?”

See Processing Activity 1 for instructions for the remainder of this activity. Once you being presenting the content on the definition of immigrant children and youth and the common terms associated with immigrant students, differentiate to participants the distinction between a student identified as an immigrant and one identified as being migratory, or a migrant student. As per the ESSA, Title I, Part C, SEC. 1309. 20 U.S.C. 6399 DEFINITIONS, the term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months— (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. Support with the other definitions are provided below for clarification. Help participants



also understand that migrant students, as well as immigrant students, may not necessarily be English learners.

### Definitions

- The term *newcomers* encompasses all foreign-born students and their families who have recently arrived in the United States (USDE, 2016).
- *Asylees* are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. *Asylees* do not enter the United States as refugees. They may enter as students, tourists, or businessmen, or with “undocumented” status (U.S. Department of Health and Human Services, 2012).
- *Immigrant children and youth* are individuals that meet all three of the following criteria:
  - 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 States for more than three full academic years\*\*.

\*Children born to United States (U.S.) citizens abroad (e.g., children born on a military base overseas) can be considered immigrants for purposes of the Title III if they meet all the criteria in the definition of immigrant. For purposes of Title III, the definition of “State” includes each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. For this reason, children born overseas to U.S. military personnel, not born in a State, can fall within the Title III definition of immigrant children and youth if they meet all of the other criteria of that definition.

\*\*The criteria indicating three full academic years when identifying immigrant children and youth stipulates the number of months that the student has been in school in any one or more States must not add up to a total of more than three full academic years (U.S. Department of Justice, 2014 & U.S. Department of Education, 2014).

- A *refugee* is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group (U.S. Department of Homeland Security, 2015).
- Students in grades 4 through 12 who have experienced disruptions in their educations in their native countries and/or the United States, and/or are



unfamiliar with the culture of schooling are classified as *students with interrupted formal education (SIFE)* (Calderón, as cited in Robertson & Lafond, n.d.).

- *Unaccompanied youth* are children who come into the United States from other countries without an adult guardian (USDE, 2016).

**Materials:**

Padlet account

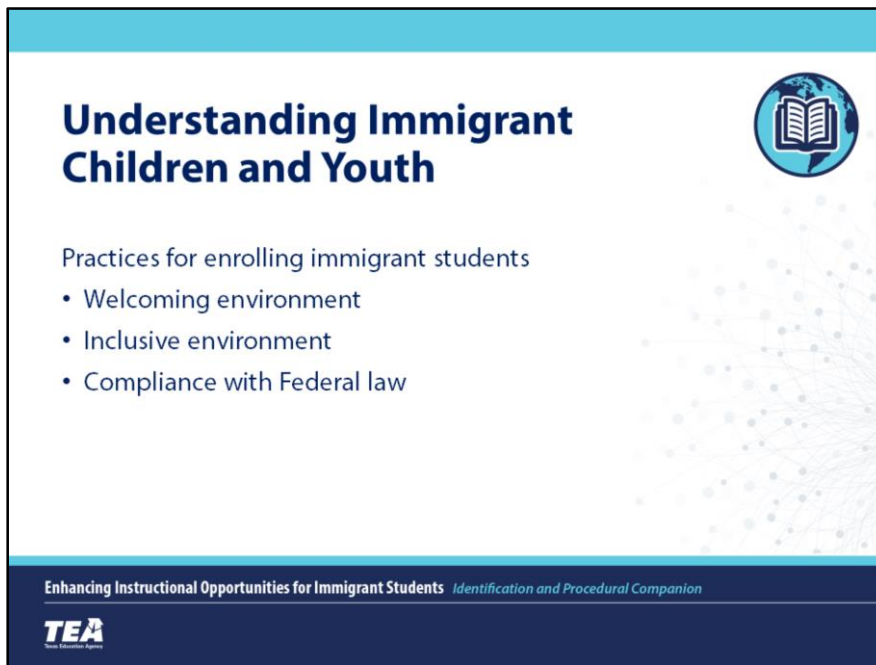
Prepared Padlet activity as described in Processing Activity 1 (below)

Electronic devices

**Processing Activity 1:**

Use Padlet at [www.padlet.com](http://www.padlet.com) to create a question for the participants to respond to through a link. If you don't already use Padlet, you will need to create an account. Follow the steps for creating an account and sharing the link to the question with participants. The suggested question is, "How do you define *immigrant children and youth*?" Prior to the presentation of definitions and common terms in the format of your choice, have the participants use their electronic device to enter their response using the link provided. Have the Padlet up on the screen, so the participants can begin viewing the responses as they are submitted. Lead a discussion on the different responses. Gauge the level of understanding with regard to the definition of *immigrant children and youth*; provide additional clarification, if needed.





## Slide 9

**Time:** 10 minutes

### **Note to trainer:**

Say, “**Children enrolling as immigrants must not be treated any differently than those students not identified as an immigrant. It is important to consider the enrollment process when welcoming immigrant families into the LEA. 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. Let’s think about a few practices using this information.**”

### **Materials:**

*Mix and Match: Enrollment Practices* (T-chart and cut & prepared cards in baggies for group work)

### **Processing Activity 2:**

Distribute the *Mix and Match: Enrollment Practices* activity. Assign groups of your choice (partners, triads, or quads) to work on the activity. Groups will discuss the practices found on the cards and will categorize the practices as acceptable or not acceptable with regard to the



enrollment of immigrant students. They will place the cards in the T-chart provided. Review correct answers. Allow enough time to encourage the groups to have discussions on any thoughts or a-ha moments. Provide clarifications, if needed.

**Answer Key:**

Acceptable

- support a lack of proof of residency for undocumented homeless children under the federal McKinney-Vento Homeless Assistance Act
- require minimal information, such as immunization history, proof of age, and residency within an LEA
- 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

Not Acceptable

- deny the right to a free public education
- refuse entry of a student presenting a birth certificate indicating a birth place outside of the United States
- inquire about a student's citizenship or immigration status
- prevent a student from enrolling if the student's social security number is not provided
- discriminate on the basis of color, race, or national origin





## Slide 10

Time: 5 minutes

### Note to trainer:

Ensure all the participants have the *Enhancing Instructional Opportunities for Immigrant Students: Immigrant Identification and Procedural Companion*. Say, **“Let’s begin exploring the companion resource. This companion will assist LEAs with the enhancement, increase, and extension of existing programs and services for immigrant students. It is broken up into different sections, each section providing the LEA support for**

- identifying and enrolling immigrant students,
- using Title III, Part A funds to support immigrant students,
- implementing activities to meet the needs of immigrant students and their families, and
- creating opportunities for professional development for all educators responsible for meeting the needs of immigrant children and youth.”

### Materials:

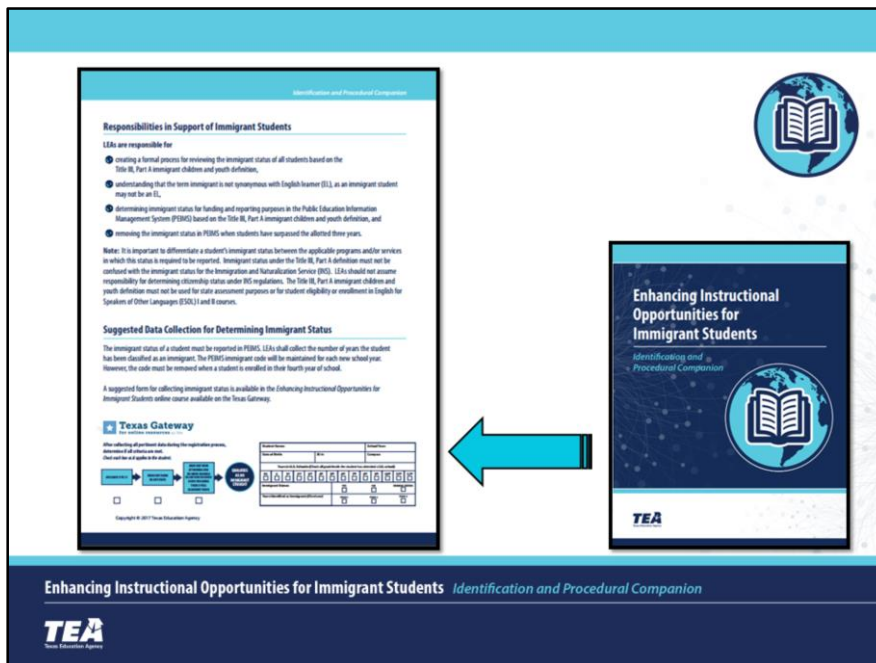
*Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion* tool



**Processing Activity:**

Have the participants retrieve the *Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion*. Call their attention to the contents on the left-side inside page beginning with the section *Immigrant Children and Youth Definition—Title III, Part A*. Remind the participants of the knowledge they have just gained and make them aware that such content can be found here. Make a connection to the *Mix and Match: Enrollment Practices* activity with the bottom section of the page. Encourage the participants to share these practices with all campus staff so all educators coming in contact with immigrant students are aware and knowledgeable of the procedures for their arrival.





## Slide 11

Time: 10–15 minutes

### Note to trainer:

Say, “We will now take a look at the center page of the companion. LEAs can reference this page of the companion for support in identifying the immigrant status of students and the maintenance of this status.” Read through and discuss the contents of this center page in the companion.

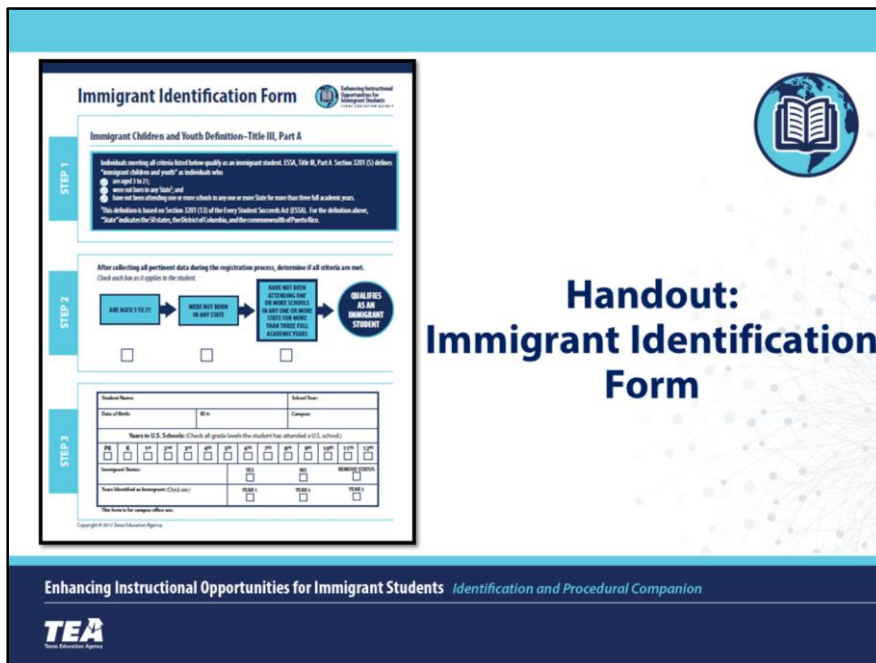
### Materials:

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

### Processing Activity:

None





## Slide 12

**Time:** 5 minutes

### Note to trainer:

Say, “Please find the *Immigrant Identification Form* from your materials. This form is available as a handout through the online course in the Texas Gateway. We will explore each section of the handout noted as Steps 1, 2, and 3.” You may want to visit the Texas Gateway to show participants the location of the handout.

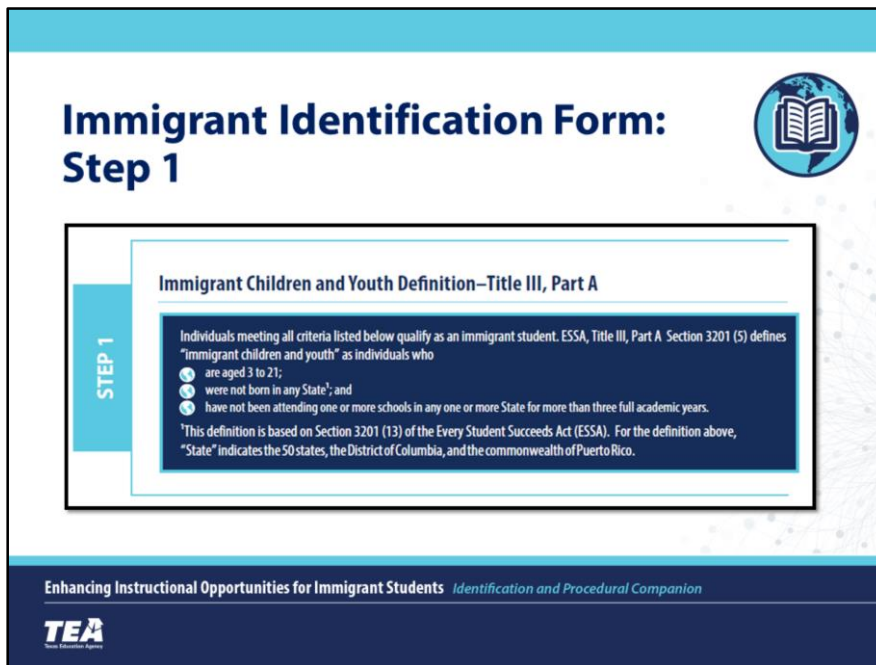
### Materials:

*Immigrant Identification Form* (handout)

### Processing Activity:

None





## Slide 13

**Time:** 5–10 minutes

### Note to trainer:

Say, “**Step 1 of the *Immigrant Identification Form* is the verification of the definition of *immigrant children and youth* as defined by the ESSA, Title III, Part A.**” Briefly review Step 1 of the *Immigrant Identification Form*, which suggests using the criteria listed to identify an enrolling student as an immigrant. Remind the participants that the definition stated is found in Title III, Part A, Section 3201 (5) and was already discussed in the beginning of the training. Stress the definition of State, as defined in the ESSA, Title III, Part A, Section 3201 (13). If time permits, reference the Title III statute and locate the sections for the participants. A PDF of the document can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf>. Allow time for questions.

### Definition

- *Immigrant children and youth* are individuals that meet all three of the following criteria:
  - are aged 3 through 21;
  - were not born in any State\*;
  - have not been attending one or more schools in any one or more States for more than three full academic years\*\*.



\*Children born to United States (U.S.) citizens abroad (e.g., children born on a military base overseas) can be considered immigrants for purposes of the Title III if they meet all the criteria in the definition of immigrant. For purposes of Title III, the definition of "State" includes each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. For this reason, children born overseas to U.S. military personnel, not born in a State, can fall within the Title III definition of immigrant children and youth if they meet all of the other criteria of that definition.

\*\*The criteria indicating three full academic years when identifying immigrant children and youth stipulates the number of months that the student has been in school in any one or more States must not add up to a total of more than three full academic years (U.S. Department of Justice, 2014 & U.S. Department of Education, 2014).

If needed, add clarification, once again, between the immigrant child and the migratory child. The migratory child means a child or youth who made a qualifying move in the preceding 36 months— (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher (ESSA, 2016).

**Materials:**

*Immigration Identification Form* (handout)

ESSA, Title III, Part A online statute retrieved from  
<https://www2.ed.gov/documents/essa-act-of-1965.pdf>

**Processing Activity:**

None



## Immigrant Identification Form: 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

☐
☐
☐

Enhancing Instructional Opportunities for Immigrant Students Identification and Procedural Companion

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## Slide 14

**Time:** 5–10 minutes

### Note to trainer:

Say, “**Step 2 of the *Immigrant Identification Form* allows for the confirmation of students’ immigrant status using the registration forms completed during the registration process.**” Briefly review Step 2 of the *Immigrant Identification Form*. It is suggested that office staff or others responsible for admitting students use the data collected during the registration process to determine if the students meet all three criteria listed in the definition per ESSA, Title III, Part A, Section 3201 (5). Each box under the criteria may be checked as the data is verified. Three checked-off boxes indicate the qualification of a student as an immigrant. Reference the online ESSA, Title III, Part A statute for any clarification for the participants, if needed. Allow time for questions.

### Reminder for clarification:

Children born to United States (U.S.) citizens abroad (e.g., children born on a military base overseas) can be considered immigrants for purposes of the Title III if they meet all the criteria in the definition of immigrant. For purposes of Title III, the definition of “State” includes each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. For this reason, children born overseas to U.S. military personnel, not born in a State, can fall within the Title III definition of immigrant children and youth if they meet all of the other criteria of that definition.



The criteria indicating three full academic years when identifying immigrant children and youth stipulates the number of months that the student has been in school in any one or more States must not add up to a total of more than three full academic years (U.S. Department of Justice, 2014 & U.S. Department of Education, 2014).

**Materials:**

*Immigrant Identification Form* (handout)

ESSA, Title III, Part A online statute retrieved from


<https://www2.ed.gov/documents/essa-act-of-1965.pdf>

**Processing Activity:**

None



## 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	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 <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.													

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

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## Slide 15

**Time:** 5–10 minutes

### Note to trainer:

Say, “**Step 3 of the *Immigrant Identification Form* is the collection of information pertinent in determining the immigrant status of students enrolling in the LEA.**” Briefly review Step 3 of the *Immigrant Identification Form*. Allow participants time to read through the items in this section on their own for about one minute. Direct their attention to the areas with the grade level section for years in U.S. schools, the immigrant status, and the years identified as an immigrant. It is important to clarify for the participant that it is important to remember that an immigrant may not necessarily be LEP. The Immigrant Identification Form is a suggested form to be used specifically for identifying immigrant status. The number of years in U.S. schools, in this instance, correlates to the maximum three years a student may be identified as an immigrant. Years in U.S. schools, as specific to TELPAS, is not to be reflected here, nor years in U.S. schools with regard to any other service. The years in U.S. schools is specific to the maximum number of years the child can qualify as an immigrant student. Share with the participants that those responsible for enrollment and upkeep of student information in the LEA may use a new form each year or mark in the original form. A specific color-coding system may be used to differentiate between the status area and the years identified as an immigrant if one form is used for the four years the student has attended school (three years for the qualification and the fourth year for the removal of the status). Reference the online ESSA, Title III, Part A statute for any clarification for the



participants, if needed.

**Materials:**

*Immigrant Identification Form* (handout)

ESSA, Title III, Part A online statute retrieved from

<https://www2.ed.gov/documents/essa-act-of-1965.pdf>

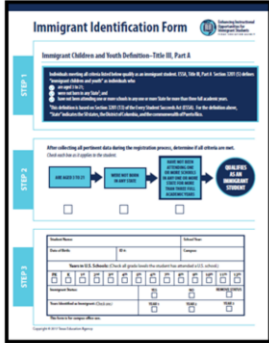
**Processing Activity:**

None



## 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.



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

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Texas Education Agency

## Slide 16

**Time:** 20-25 minutes

### Note to trainer:

Say, “While some of us may not have initial contact with families during the registration process, it is important for all of us to understand the identification of immigrant status. As classroom teachers, for example, we should be able to know how our students are identified for purposes of data collection for various programs and services. We will practice the identification of immigrant status using a few sample scenarios.”

### Materials:

*Immigrant Identification Form* (handout) one copy for each student scenario  
 ESSA, Title III, Part A online statute retrieved from <https://www2.ed.gov/documents/essa-act-of-1965.pdf>  
 Set of student scenarios cards for groups (four scenarios per set)

### Processing Activity:

The participants will practice determining immigrant status. Have the participants form teams using a cooperative grouping strategy of your choice—partners, triads, or quads. Distribute a set of *Student Scenarios* cards and copies of the *Immigrant Identification Form* to each group. Explain to the participants they will need to read through each scenario thoroughly



and will complete a form on each student using the data provided in the scenario. Review the answers to the scenarios when the groups have finished working through all student scenarios. Allow time for questions and have the ESSA, Title III, Part A online statute available for clarification.

**Answer Key:**

Student 1—does not qualify


Student 2—does not qualify

Student 3—qualifies

Student 4—qualifies



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



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

FEDERAL, STATE, AND LOCAL FUNDS

SUPPLANT

State or local funds may not be decreased or diverted for other uses merely because of the availability of Title III funds.


TITLE III, PART A FUNDS

SUPPLEMENT

Title III, Part A funds should be used to enhance, increase, and extend programs and services for ELs and immigrant students.

Programs and services planned for ELs and immigrant students should be those that are added, or supplemented, to the current programs and services being provided by Federal, State, and local funds.

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



### Slide 17

**Time:** 10 minutes

#### Note to trainer:

Say, **“As we explore services that can be offered to enhance, increase, and extend the current programs and services being offered to immigrant children and youth, we must remember that Title III, Part A does have a “supplement, not supplant” stipulation with regard to the use of funds provided to LEAs.”** Reference the ESSA, Title III, Part A online statute and take participants through the verbiage of Section 3115 (g). Explain the meaning.

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 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. Federal, State, and local funds may not be decreased or diverted for other uses merely because of availability of Title III, Part A funds.



**Materials:**


ESSA, Title III, Part A online statute retrieved from  
<https://www2.ed.gov/documents/essa-act-of-1965.pdf>  
Access to the online course content

**Processing Activity:**

None




## 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

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



## Slide 18

**Time:** 10 minutes

### Note to trainer:

Say, “**LEAs can enhance, increase, and extend programs and services for immigrant students by implementing the suggested activities listed in Title III, Part A, Section 3115 (e)(1)(A–G).**” Review the suggested activities noted and reference the ESSA, Title III, Part A online statute to show participants the verbiage on the suggested activities.

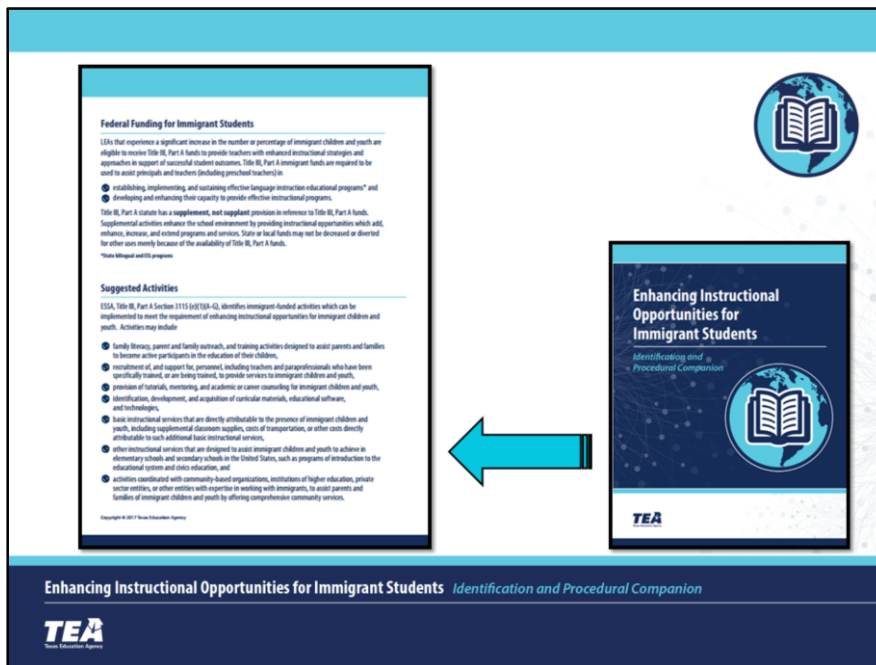
### Materials:

ESSA, Title III, Part A online statute retrieved from <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

### Processing Activity:

None





## Slide 19

Time: 5 minutes

### Note to trainer:

Say, “Retrieve the *Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion*. Go to the page containing the section on federal funding and the list of suggested activities. This page provides guidance for LEAs with regard to the requirements of how funds are to be used to support immigrant students.” Review the contents of this page of the *Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion*.

### Materials:

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

ESSA, Title III, Part A online statute retrieved from <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

### Processing Activity:

None



## Group Work and Reflection

**Part 1:**

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

**Part 2:**

- 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:**


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

**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 Instructional Opportunities for Immigrant Students
Identification and Procedural Companion



## Slide 20

**Time:** 60-75 minutes

### Note to trainer:

Say, **“We will now take a closer look at these seven areas of activities as suggested by Title III, Part A. This activity will take some time to complete and you will be able to leave the session with some additional activities to share with your LEA/campus.”**

### Materials:

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

ESSA, Title III, Part A online statute retrieved from <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

“Supplement, not supplant” graphic (copies for all participants)

Chart paper, one per group

Green and red markers (one green and one red marker per group)

### Processing Activity:

#### Part 1

Have the participants gather in a cooperative group of your choice (partners, triads, quads, or a table group). Have the participants individually jot down a list of activities they have participated in or know are implemented in their LEA or campus, specific to serving

20



immigrant children and youth. Provide five minutes for this self-reflection. Have each group divide the chart paper into seven sections, each section representing the seven areas of suggested activities listed in the *Enhancing Instructional Opportunities for Immigrant Students: Immigrant Identification and Procedural Companion* per Title III, Part A, Section 3115 (e)(1)(A-G). A marker can be used to divide up the sections. After individually jotting down a list of activities, have group members share their activities, one at a time, with their group. Members can be numbered off prior so sharing can be structured (1s go first, then 2s, and so on). After one member of the group has shared, other members should be given the opportunity to jot down any new ideas on their own list of activities. After all members have shared their activities, the group will work together to categorize all of the activities identified into one of the seven areas of suggested activities per Title III, Part A, Section 3115 (e)(1)(A-G).

### Part 2

Once all the activities have been categorized by all groups, the groups should use the “supplement, not supplant” graphic and/or their knowledge on supplementing and supplanting to place a green check mark by the activities they feel are supplemental and a red X on those activities they think are supplanting Federal, State, and local funds. Make yourself available for clarification regarding the appropriate use of Title III, Part A funds. Remind participants the activities must enhance, increase, and extend existing services for immigrant children and youth.

### Part 3

After all the activities have been identified as being supplemental or as supplanting other services, have group members stay together and engage in a Gallery Walk\* to visit all groups’ lists of activities. Choose a method for the rotation of your choice and explain it to the participants. Have participants spend at least two or three minutes at each poster. The idea is to have participants gather as many ideas possible to increase their toolbox for serving immigrant children and youth in their LEA/campus.

\*Ensure the strategy of a Gallery Walk is explained to participants who may be inexperienced in this activity. A Gallery Walk is a rotation of a group of students or adult learners visiting different ideas/examples/projects/ etc. in order to gather additional information or to evaluate.





**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

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

**TEA**  
Texas Education Agency

## Slide 21

**Time:** 10–15 minutes

### **Note to trainer:**

Say, “**We have explored enrollment practices, the identification of immigrant status, Title III funding, and suggested activities to enhance, increase, and extend programs and services for immigrant students. It is also important to understand how careful and strategic consideration of the environment of the LEA impacts the success of immigrant students. We will explore possible barriers of which we must be aware, the promotion of acceptance, cultural competence of both educators and students, social and emotional competence, and additional activities that may be implemented in the LEA. Instruction of immigrant students and professional development will be learned through hands-on activities in the next sections.**”

As per the [USDE Newcomer Tool Kit](#), creating an environment for immigrant families to become active participants in the education of their children may, at times, be difficult due to cultural disconnects and linguistic barriers within the school community. Cultural and linguistic barriers are present when immigrant students and families from non-U.S. backgrounds encounter an unfamiliar educational system with expectations of family and parental outreach and language variances.

Accepting immigrant students in Texas schools is a responsibility shared between the school



staff, community, and the families to ensure immigrant students are academically successful. Establishing an accepting school community requires empathy and understanding for immigrant students and their families. Texas schools must create a school environment which is inclusive, informative, and one that promotes full participation and academic success for immigrant students.

To accept immigrant students and their families a school must have an effective integrated approach where the school staff, community-based organizations, families, and immigrant students collaborate to share this responsibility. A welcoming experience could be when an immigrant student and his/her family are greeted by school representatives who are culturally competent and communicate in a language the students and parents understand, whether in spoken or written form (USDE, 2016).

**Materials:**


None

**Processing Activity:**

None




## Instruction for Immigrant Students: Sample Strategies and Activities



<h3>Basic Concepts of the School Environment</h3> <ul style="list-style-type: none"> <li>• Color consciousness</li> <li>• Layout</li> <li>• Flashcards</li> <li>• Field trips</li> <li>• Animated visuals</li> <li>• Picture file cards</li> </ul>	<h3>Confidence and Self-assurance</h3> <ul style="list-style-type: none"> <li>• Cultural consciousness</li> <li>• Cultural chants</li> <li>• Scripting</li> <li>• Powerful questions</li> <li>• Celebrations</li> </ul>	<h3>Positive Identity with Cultural Heritage</h3> <ul style="list-style-type: none"> <li>• Role models</li> <li>• Content links</li> <li>• Literature links</li> <li>• Story time</li> <li>• Picture file cards</li> </ul>
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Enhancing Instructional Opportunities for Immigrant Students *Identification and Procedural Companion*



## Slide 22

**Time:** 45 minutes

### Note to trainer:

Say, “**When we plan for classroom instruction and are aware of the presence of immigrant students, we must take into consideration the following three areas: basic concepts of the school environment, confidence and self-assurance, and positive identity with cultural heritage. You will be using the list of the activities noted here for your next activity.**”

### Materials:

*Instruction for Immigrant Students: Sample Strategies and Activities* (copies for all participants)

Chart paper

Markers

Other optional materials for activity development

### Processing Activity:

Number participants from 1–3. Have all 1s, 2s, and 3s gather. Split these groups into two smaller groups—1a, 1b, 2a, 2b, 3a, and 3b (the number of smaller groups will depend on the total number of participants). The 1s will be assigned the instructional activities category of Basic Concepts of the School Environment. The 2s will be assigned the instructional



activities category of Confidence and Self-assurance. The 3s will be assigned the instructional activities category of Positive Identity with Cultural Heritage.

Assign group 1a the Flashcards activity and group 1b the Animated Visuals activity. Assign group 2a the Cultural chants activity and group 2b the Scripting activity. Assign group 3a the Role models activity and group 3b the Content links activity. The activities assigned here are readily able to be developed by participants using basic materials provided in a training.

Groups are to read the description of the activity and create a sample of the activity using the various materials provided. Select any activity of your choice for sharing out of the completed activities by each small group. Allow participants the opportunity to take pictures of the sample activities and to self-reflect on these activities after the sharing has been completed.





## Slide 23

**Time:** 10–15 minutes

### **Note to trainer:**

Say, **“Planning for professional development in support of immigrant students should encompass welcoming immigrant students, setting up a culturally and linguistically conducive environment, instruction, and building relationships with families. It is crucial that the six areas noted here become priorities within the LEA.”** Explain the six areas of professional development as reflected in the classroom and campus environment. If professional development is planned around these six areas, the instructional environment for immigrant students and the establishment of strong relationships with immigrant families will prosper.

### Social and Emotional Needs

Build environments that are responsive to the immediate social, emotional, and linguistic needs of immigrant students. It is not unusual for newly arrived students to experience a silent period during which they abstain from communicating. This natural response is sometimes misunderstood as either hostility or cognitive deficiency by educators unfamiliar with the stages of language acquisition. It is crucial for educators to consider the possible effects which may interfere with learning and assimilating into the classroom environment.



### Cultural Awareness

Empower the students by ensuring their environment is one of acceptance. Culture shock can cause a temporary sense of disorientation and depression in individuals as they adjust to the new culture. Educators working with immigrant children and youth must be well-versed in the social and cultural circumstances that have impeded the student's educational progress.

### Comprehensible Instruction

Create structures that transcend academic departmental divisions to support academic and linguistic development. Educators must work as teams to integrate language and content area learning in creative ways. Educators must approach the education of immigrant ELLs with limited schooling in a holistic way by integrating language instruction into all instruction. Content courses can be modified to provide immediate opportunities for students to engage in challenging, credit-bearing coursework. Sheltered instruction and native language instruction provide valid alternatives to remedial courses and allow students to work in earnest towards high school graduation.

### Family Partnerships

Determine what the roles of the students are, both in the home and at school. Know your students' family dynamics and their current state of living to then be more equipped to provide additional support. Awareness of the transition period from the native country can also assist educators in making instructional decisions reflective of acceptance and tolerance. Implement flexible scheduling to reflect real needs and obligations of high school immigrants. Flexible school schedules offer working immigrant youth the opportunity to attend class during non-traditional school hours and to earn credit towards diplomas despite their pressing need to earn wages. High school programs that adhere to conventional four-year timelines for students to meet graduation requirements limit opportunities for late-arrival immigrant students with limited schooling (Council of Chief State School Officers, 2004).

### Community Partnerships

Coordinate with community-based organizations to ease the transition for newly immigrated students. Respond to the needs of students with limited formal schooling by offering intense academic, language, and basic skills preparation coupled with mechanisms to aid student acculturation. Help mitigate the difficulties encountered in a larger school setting by students who have never attended school. Assist immigrant students with limited schooling who need explicit instruction in the very basic elements of classroom behavior, such as hand raising and requesting hall passes. Set high expectations and create connections to high school programs and colleges or adult education programs



to allow dedicated students to achieve success in spite of their late entry into the educational system. Use the full resources of the community to support immigrant students. Partnerships with social services, community groups, and outreach services widen the net of knowledge schools need to help newly arrived immigrant adolescents with limited schooling (Council of Chief State School Officers, 2004).

#### Supplemental Resources

Determine what resources best support enhanced instructional approaches and strategies to ensure successful outcomes for immigrant students. Having resources, such as multi-leveled texts, culturally-relevant texts, immigrant role models, and access to technology, fosters a supportive learning environment. These resources demonstrate a value for the acceptance of cultural and linguistic differences.

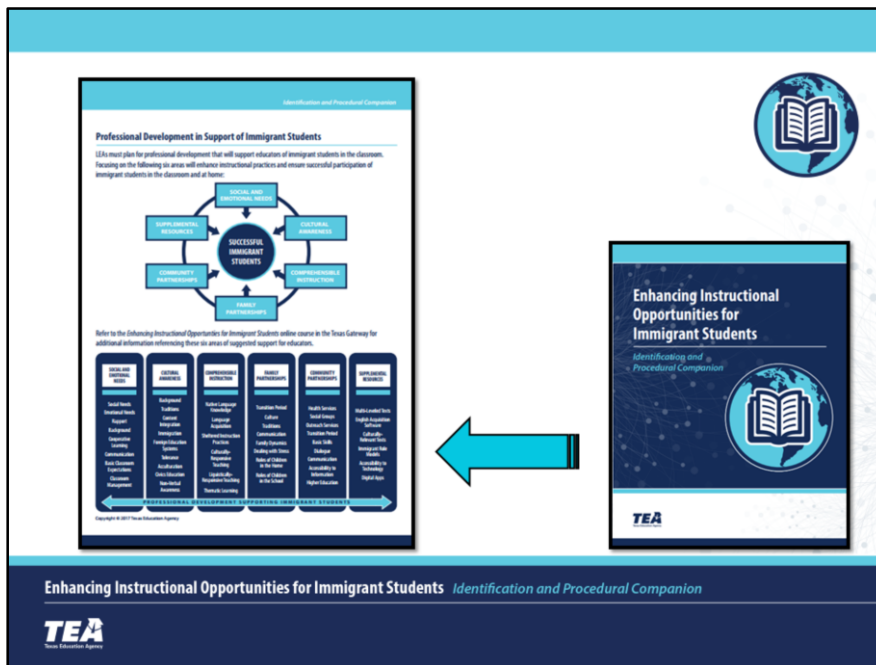
#### **Materials:**

None

#### **Processing Activity:**

None





## Slide 24

Time: 15-20 minutes

### Note to trainer:

Say, “Retrieve the *Enhancing Instructional Opportunities for Immigrant Students: Identification and Procedural Companion*. Locate the page with the professional development areas and suggestions. I will provide you with an opportunity to self-reflect on the current professional development occurring in your LEA or on your campus.”

### Materials:

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

+/-: *Professional Development Supporting Immigrant Students*

### Processing Activity:

Have participants read through the last page of the *Enhancing Instructional Opportunities for Immigrant Students: Immigrant Identification and Procedural Companion* regarding professional development suggestions for LEAs/campuses. Provide participants with the choice to work individually or with a partner. Participants will complete the +/-: *Professional Development Supporting Immigrant Students* sheet with regard to their LEA's strengths with professional development and the opportunities for improvement in professional



development. Participants will use the suggested topics of activities from the columns in the bottom section of the last page of the *Enhancing Instructional Opportunities for Immigrant Students: Immigrant and Procedural Companion* to complete the sheet. The plus side should indicate the topics of training that are considered to be strong and beneficial to the participants and/or those that should continue. The delta side should indicate areas of improvement as related to the training topics. These items should be listed as statements beginning with a verb. Following are some examples:

- Making civics education available for immigrant families
- Modeling basic classroom expectations for immigrant students
- Learning foreign education systems to improve the understanding of immigrant students' background





## Slide 25

Time: 2 minutes

### Note to trainer:

Say, “Let’s take a look at the *Welcoming Immigrant Students and Families Evaluation* handout. It is essential for LEAs/campuses to reflect on the current practices which serve immigrant students in order to determine how best to improve the programs and services being offered. We will read through the sections of this suggested evaluation as you reflect on the practices of your LEA.”

### Materials:


*Welcoming Immigrant Students and Families Evaluation* (handout)

### Processing Activity:

None



## 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
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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.

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



## Slide 26

**Time:** 5 minutes

### Note to trainer:

Explain to the participants that the maximum number of points an LEA may earn on the evaluation is 80 points. The LEA/campus completes the evaluation to determine a baseline score. The LEA/campus then sets a reasonable goal for the upcoming school year, based on the programs and services it plans to implement. The evaluation is completed annually. Read through the Support section of the evaluation.

### Materials:

*Welcoming Immigrant Students and Families Evaluation* (handout)

### Processing Activity:

As you review or read through the statements, participants should use the rating scale based on the knowledge of their LEA's capabilities with regard to the welcoming of immigrant students and families.



## 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.
- \_\_\_\_\_ 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.

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



### Slide 27

**Time:** 2 minutes

#### **Note to trainer:**

Read through and discuss the Environment section of the evaluation.

#### **Materials:**

*Welcoming Immigrant Students and Families Evaluation* (handout)

#### **Processing Activity:**

As you review or read through the statements, participants should use the rating scale based on the knowledge of their LEA's capabilities with regard to the welcoming of immigrant students and families.



## 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.
- \_\_\_\_\_ 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.

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### Slide 28

**Time:** 2 minutes

#### **Note to trainer:**

Read through and discuss the Instruction section of the evaluation.

#### **Materials:**


*Welcoming Immigrant Students and Families Evaluation* (handout)

#### **Processing Activity:**

As you review or read through the statements, participants should use the rating scale based on the knowledge of their LEA's capabilities with regard to the welcoming of immigrant students and families.



## 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

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



## Slide 29

**Time:** 2 minutes

### Note to trainer:

Read through and discuss the Social/Emotional Needs section of the evaluation.

### Materials:

*Welcoming Immigrant Students and Families Evaluation* (handout)

### Processing Activity:

As you review or read through the statements, participants should use the rating scale based on the knowledge of their LEA's capabilities with regard to the welcoming of immigrant students and families.



## 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

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



## Slide 30

**Time:** 10–15 minutes

### Note to trainer:

Say, **“Before we close the session and read through more questions from the Parking Lot, we will engage in the activity “I have . . . Who has . . . ?” in order to quiz ourselves regarding the vocabulary and content presented.”**

### Materials:

“I have . . . Who has . . . ?” cards

### Processing Activity:

The participants will engage in the activity of “I have . . . Who has . . . ?” Provide a card to each participant. Select a participant to go first using your choice of criteria (the youngest, tallest, a certain sports team fan, etc.). The first participant will read his or her card beginning with the “Who has . . . ?” section. The rest of the participants must be listening attentively, as their card may have the correct term matching the definition just read. The activity continues until the first participant listens for the term in the “I have . . .” section. Leave this slide showing on the screen as support for the participants.



## Answer Key:

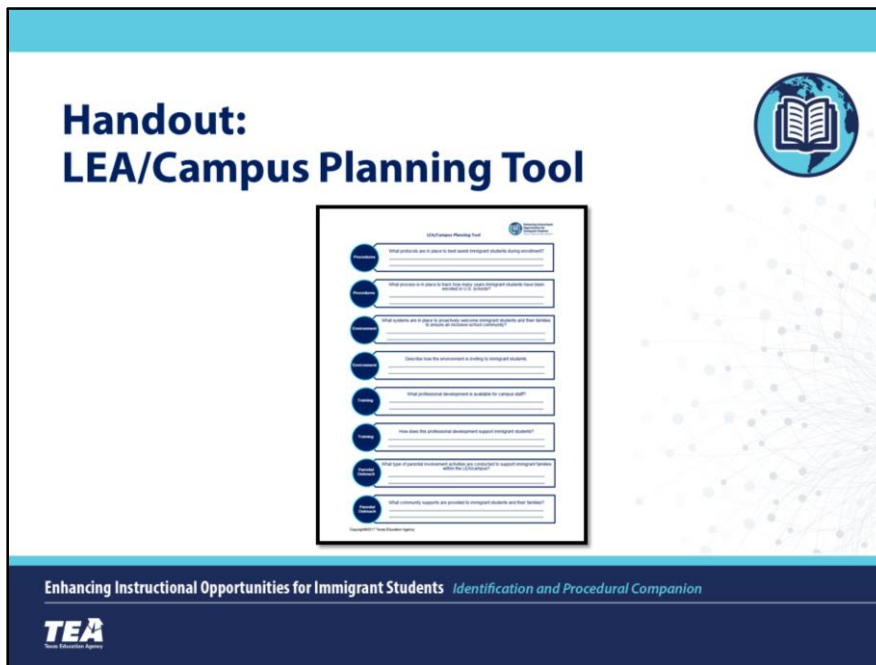
- **Color consciousness**—representing the campus and classroom environment with nontraditional colors that promote a healthy learning environment
- **Role models**—individuals coming into the campus and classroom environment who contribute to the content being taught
- **Suggested activity, per Title III, Part A Sec. 3115**—identification, development, and acquisition of curricular materials, educational software, and technologies
- **Newcomers**—all foreign-born students and their families who have recently arrived in the United States
- **Parental outreach**—additional activities with parental participation which is coordinated with all stakeholders
- **Supplant**—decreasing state and local funds merely because of the availability of Title III, Part A funds
- **Linguistic barrier**—a situation when a language variance presents itself, posing difficulty for immigrant families' understanding
- **Social and emotional competence**—the process through which children obtain and successfully apply information, attitudes, and skills necessary to understand and manage
- **Refugee**—a person who has fled his or her country of origin because of past persecution or fear of future persecution
- **Title III, Part A funds**—federal funds provided to LEAs in support of English language acquisition
- **Cultural consciousness**—investigating cultures represented in the classroom for the purpose of integrating such cultures with content
- **Parental engagement**—parent/school relationships to promote working together through ongoing goal-directed communication and culturally responsive support
- **Cultural competence**—having an awareness of one's own culture and the ability to learn and build on the varying cultural and community norms of students and their families
- **Unaccompanied youth**—children who come into the United States from other countries without an adult guardian
- **Social and emotional needs**—an area of professional development that focuses on being responsive to the social, emotional, and linguistic needs of immigrant students
- **Student with interrupted formal education (SIFE)**—student in grades 4 through 12 who has experienced disruptions in his or her education in the native country and/or in the United States
- **Supplemental resources**—an area of professional development that focuses on using additional resources to ensure successful outcomes for immigrant



students

- **Parental involvement**—activities that support the parental responsibilities for the academic success of their child
- **Asylee**—an individual who, on his or her own, travels to the United States and applies for or receives a grant of asylum
- **Scripting**—a classroom strategy for increasing the fluency of routine occurrences to support English language proficiency
- **Cultural barrier**—a situation when a cultural variance or unfamiliar educational system poses difficulty for immigrant families' understanding
- **Supplement**—enhancing, increasing, and extending programs and services for immigrant students using Title III, Part A funds
- **Comprehensible instruction**—an area of professional development that focuses on the training of educators to integrate language with content instruction
- **Immigrant children and youth**—individuals who are aged 3 to 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





## Slide 31

**Time:** 1 minute

### Note to trainer:

Say, “If you recall, there is one more handout that is available online that we did not use in this training but also serves as guidance for LEAs with the support of immigrant students and their families.”

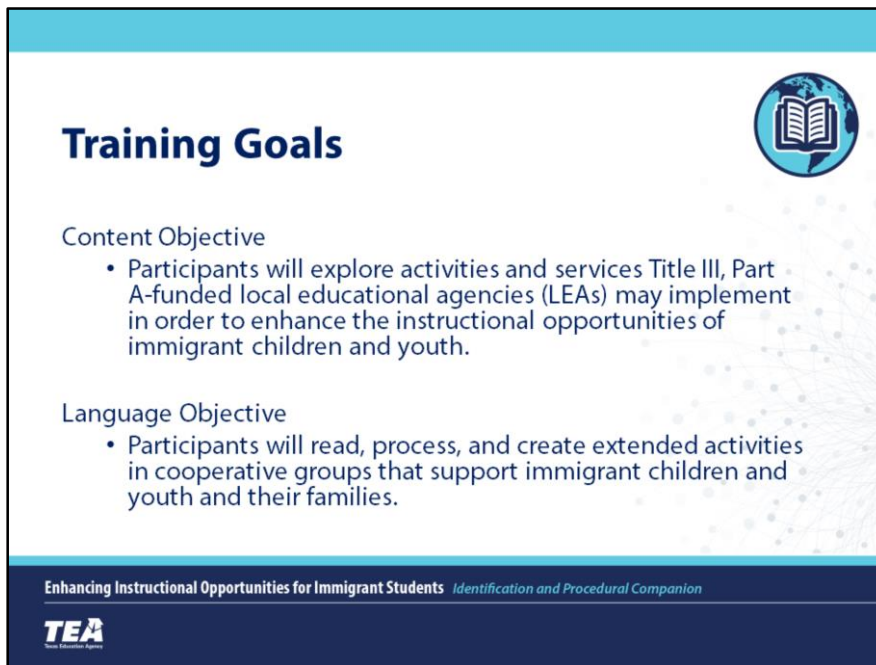
### Materials:

None


### Processing Activity:

None





**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.

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



## Slide 32

**Time:** 10 minutes

### Note to trainer:

Say, **“We have come to the end of the session.”** Review the training goals using a choral reading strategy and ask the participants for evidence that the session has provided them with the content to meet the goals set. Read and answer any remaining questions from the Parking Lot.

### Materials:

Parking Lot questions

*Self-Reflection and Summary*

### Processing Activity:

The participants should be provided the opportunity to self-reflect and summarize the content. Provide them with the *Self-Reflection and Summary* sheet. Participants will write three things they learned and place a star by the most important item. They will write down three ways they will apply the content learned and circle the one they plan to do first. They will write one sentence about anything learned and one question they still have.





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## Slide 33

**Time:** 1 minute

### Note to trainer:

Show the slide for references.

### Materials:

None

### Processing Activity:

None





## Slide 34

**Time:** 1 minute

**Note to trainer:**  
Show the slide.

**Materials:**  
None

**Processing Activity:**  
None