

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



A screenshot of the Texas Gateway website. The header includes the TEA logo, navigation links (TEA WEBSITE, CONTACT TEA, SIGN UP FOR UPDATES), the Texas Gateway logo, and links for TEKS, SEARCH, and MORE. There are also 'Log in' and 'Sign Up' buttons. The main content area features a large image of a teacher interacting with students, overlaid with a blue box containing the text 'Online resources FOR YOUR CLASSROOM' and a 'show me more' button. Below this are buttons for 'BROWSE TEKS' and 'BROWSE RESOURCES', followed by a search bar. At the bottom, there is a 'Featured Resources' section with 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

- 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.

This definition is based on Section 1201 (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.

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:		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	1 st	2 nd	3 rd
4 th	5 th	6 th	7 th
8 th	9 th	10 th	11 th
12 th			
Immigrant Status:		YES	NO
			REMOVE STATUS
Years Identified as Immigrant: (Check one.)		YEAR 1	YEAR 2
			YEAR 3

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Welcoming Immigrant Students and Families Evaluation

Below in response to the following statements.

	2 – Sometimes	3 – Often	4 – Yearly/Always
Support			
Is an equal opportunity to access information and support for all immigrant students in regards to Academics, Career Technology Education (CTE), and Special Education.			
Does the LEA/campus allow all families, including the immigrant students' families, the opportunity to utilize computers and other resources to support the academic success.			
Are documents sent home in a language familiar to parents in order for immigrant families to understand their child's educational needs.			
Are programs and services in place to support immigrant families, as required of Title III, Part A, provide an opportunity for parents to communicate with teachers and administrators.			
Are we 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.			
Environment			
Do school leaders of the school environment ensure action is taken in regards to bullying or discrimination on differences of cultural practices, citizenship status, or nationality.			
Does the classroom represent diversity by displaying pictures and posters that include other ages and cultures.			
Does the classroom environment support a respectful expression of cultural diversity.			
Are 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, bus, nurses).			
Does if the intent is incorrect, staff members make the effort to communicate with immigrant students in a way that is comprehensible for them.			
Instruction			
Does professional development is required for all staff members in order to acquire a familiarity with immigrant populations and their culture, religion, and other practices in order to create a culturally-responsive instruction.			
Does the curriculum implemented at the school provides a diverse representation of immigrants, from past and present.			
Does instruction is provided in a way that is comprehensible for all students, regardless of culture, individual learning styles, or first language.			
Does 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.			
Do teachers go beyond state-mandated tests by using culturally-responsive texts in their instruction over possible.			
Social/Emotional Needs			
Do immigrant students and their families feel they can share their thoughts without fear of discrimination.			
Does the LEA/campus enforces the practice of not requiring immigrants to provide information that may affect their status of immigration, along with limiting their access to schooling.			
Do staff members take into consideration immigrant students' silent period and cultural practices when planning for instruction.			
Do staff members 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).			
Do staff members advocate for and encourage equality, empathy, and knowledge of all cultures learned in the learning environment.			

Points

LEA/Campus Planning Tool

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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



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

Understanding Immigrant Children and Youth



Practices for enrolling immigrant students

- Welcoming environment
- Inclusive environment
- Compliance with Federal law

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 State³; and
- 3 have not been attending one or more schools in any one or more State for more than three full academic years.

¹This 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">• 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,• support a lack of proof of residency for undocumented homeless children under the federal McKinney-Vento Homeless Assistance Act, and• require minimal information, such as immunization history, proof of age, and residency within an LEA.	<ul style="list-style-type: none">• deny the right to a free public education,• inquire about a student's citizenship or immigration status,• refuse entry of a student presenting a birth certificate indicating a birth place outside of the United States,• prevent a student from enrolling if the student's social security number is not provided, and• discriminate on the basis of color, race, or national origin.

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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

- creating a formal process for reviewing the immigrant status of all students based on the Title III, Part A immigrant children and youth definition,
- understanding that the term immigrant is not synonymous with English learner (EL), as an immigrant student may not be an EL,
- 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
- 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

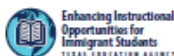
After collecting all pertinent data during the registration process, determine if all criteria are met. Check each box as it applies to the student.

<p>WAS NOT BORN IN THE U.S.</p> <p><input type="checkbox"/></p>	<p>WAS NOT BORN IN ANOTHER COUNTRY</p> <p><input type="checkbox"/></p>	<p>WAS NOT BORN IN THE U.S. OR ANOTHER COUNTRY IN WHICH THE STUDENT HAS ATTENDED A U.S. SCHOOL</p> <p><input type="checkbox"/></p>	<p>QUALIFIES AS AN IMMIGRANT STUDENT</p>
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Student Name	School Name	
Date of Birth	ID no.	County
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	13	14
15	16	17
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Immigrant Identification Form



STEP 1

Immigrant Children and Youth Definition—Title III, Part A

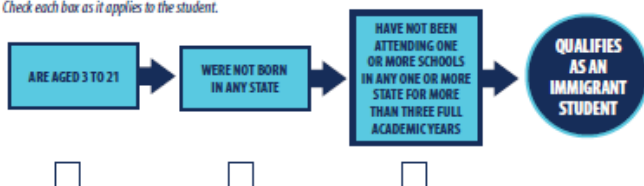
Individuals meeting all criteria listed below qualify as an immigrant student. ESSA, Title III, Part A Section 3201 (5) defines "immigrant children and youth" as individuals who

- 1 are aged 3 to 21;
- 2 were not born in any State³; and
- 3 have not been attending one or more schools in any one or more State for more than three full academic years.

³This 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 bar 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	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							
<input type="checkbox"/>		<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"/>		<input type="checkbox"/>							

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Handout: Immigrant Identification Form




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 State¹; and
-  have not been attending one or more schools in any one or more State for more than three full academic years.

¹This 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



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

☐☐☐

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.



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

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; and
- have not been attending one or more schools in any one or more State for more than three full academic years.

*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.

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:		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 st	2 nd
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 rd	4 th	5 th	6 th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 th	8 th	9 th	10 th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 th	12 th		
<input type="checkbox"/>	<input type="checkbox"/>		
Immigrant Status:		REMOVE STATUS	
Years Identified as Immigrant: (Check one)		YEAR 1	YEAR 2
		<input type="checkbox"/>	<input type="checkbox"/>
		YEAR 3	
		<input type="checkbox"/>	

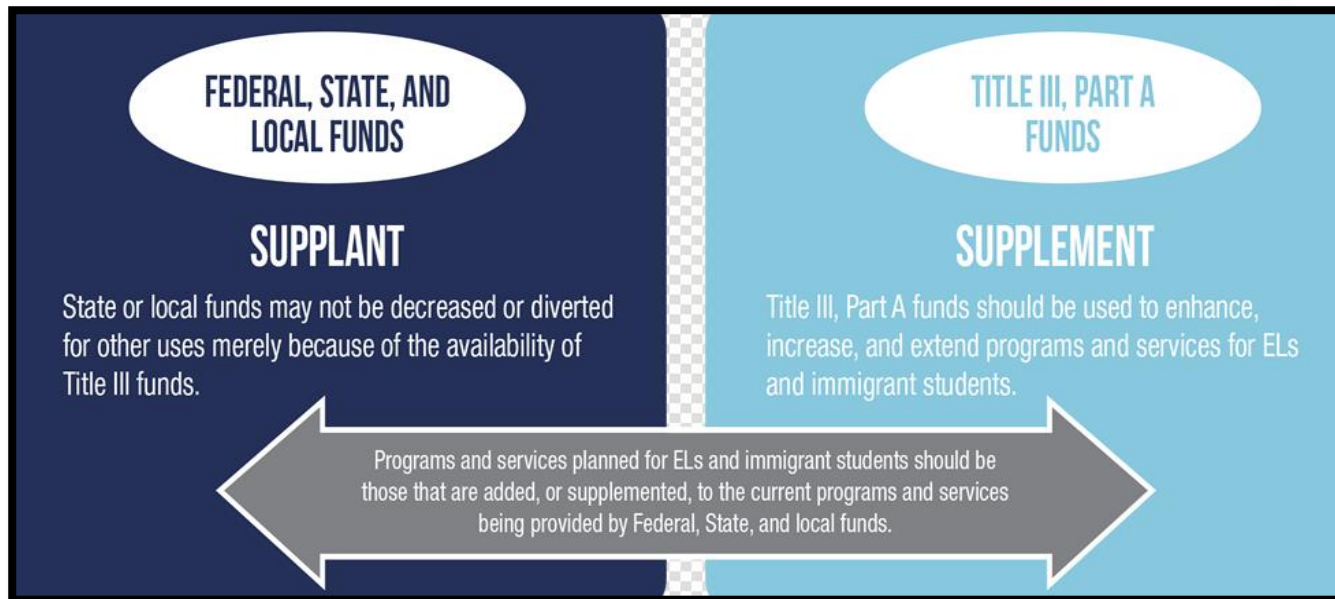
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Title III, Part A-funded Activities for Immigrants



- 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

- ④ establishing, implementing, and sustaining effective language instruction educational programs* and
- ④ 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

- ④ 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,
- ④ 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,
- ④ provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth,
- ④ identification, development, and acquisition of curricular materials, educational software, and technologies,
- ④ 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,
- ④ 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
- ④ 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:

- 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,
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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

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

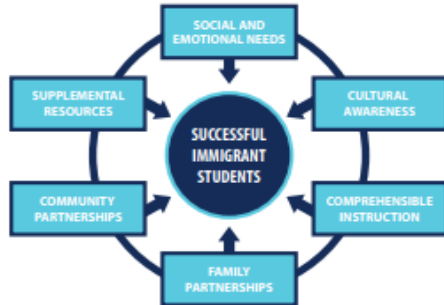


Professional Development

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

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.



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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

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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.
- _____ 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.

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.

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.
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- _____ 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



LEA/Campus Planning Tool

Enhancing Instructional Opportunities for Immigrant Students
TEXAS EDUCATION AGENCY

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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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.

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Enhancing Instructional Opportunities for Immigrant Students

Identification and Procedural Companion



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