



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Welcome Centers and Strategies  
For Supporting New English Learners

Performance Matters Forum  
December 17, 2020

Megan Alubicki Flick  
Janet Stuck  
Michael Sabados, Ph.D.

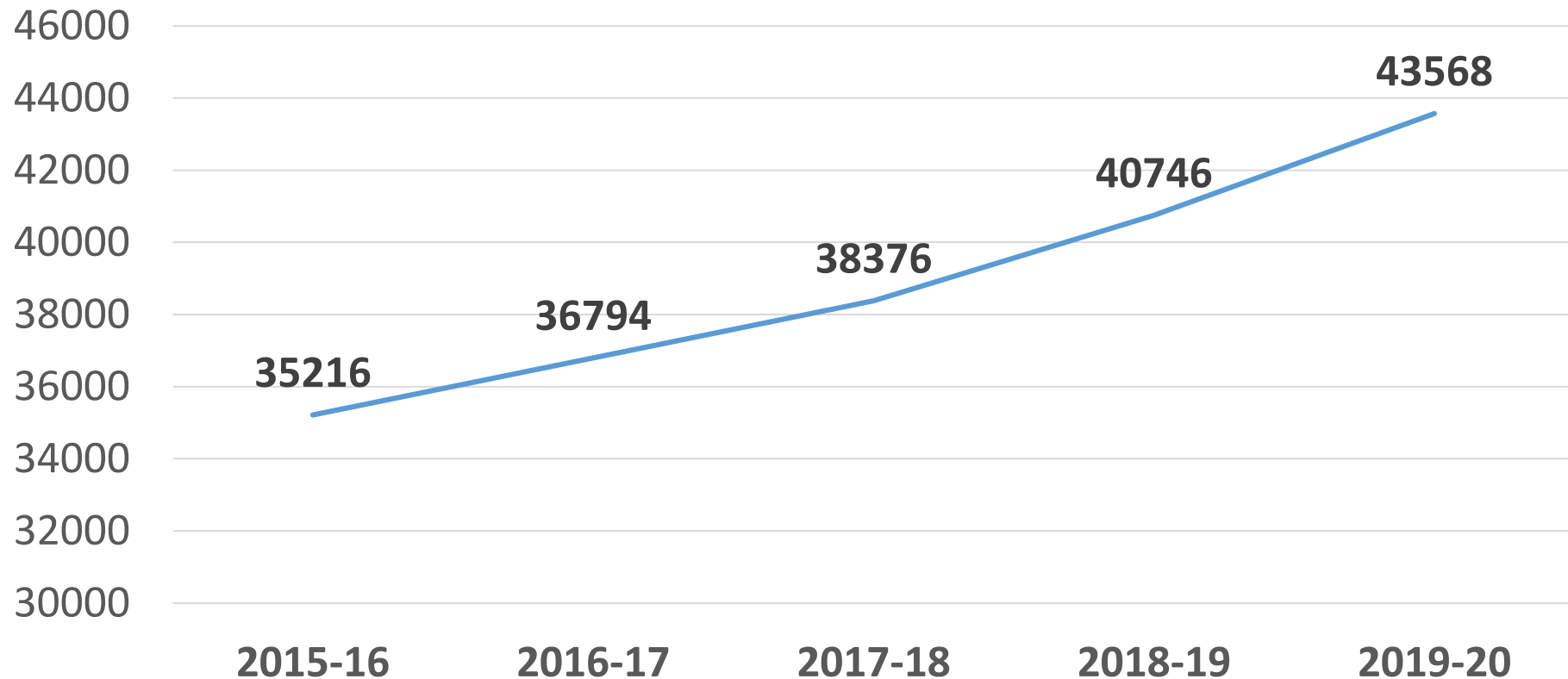


# Our Distinguished Panel

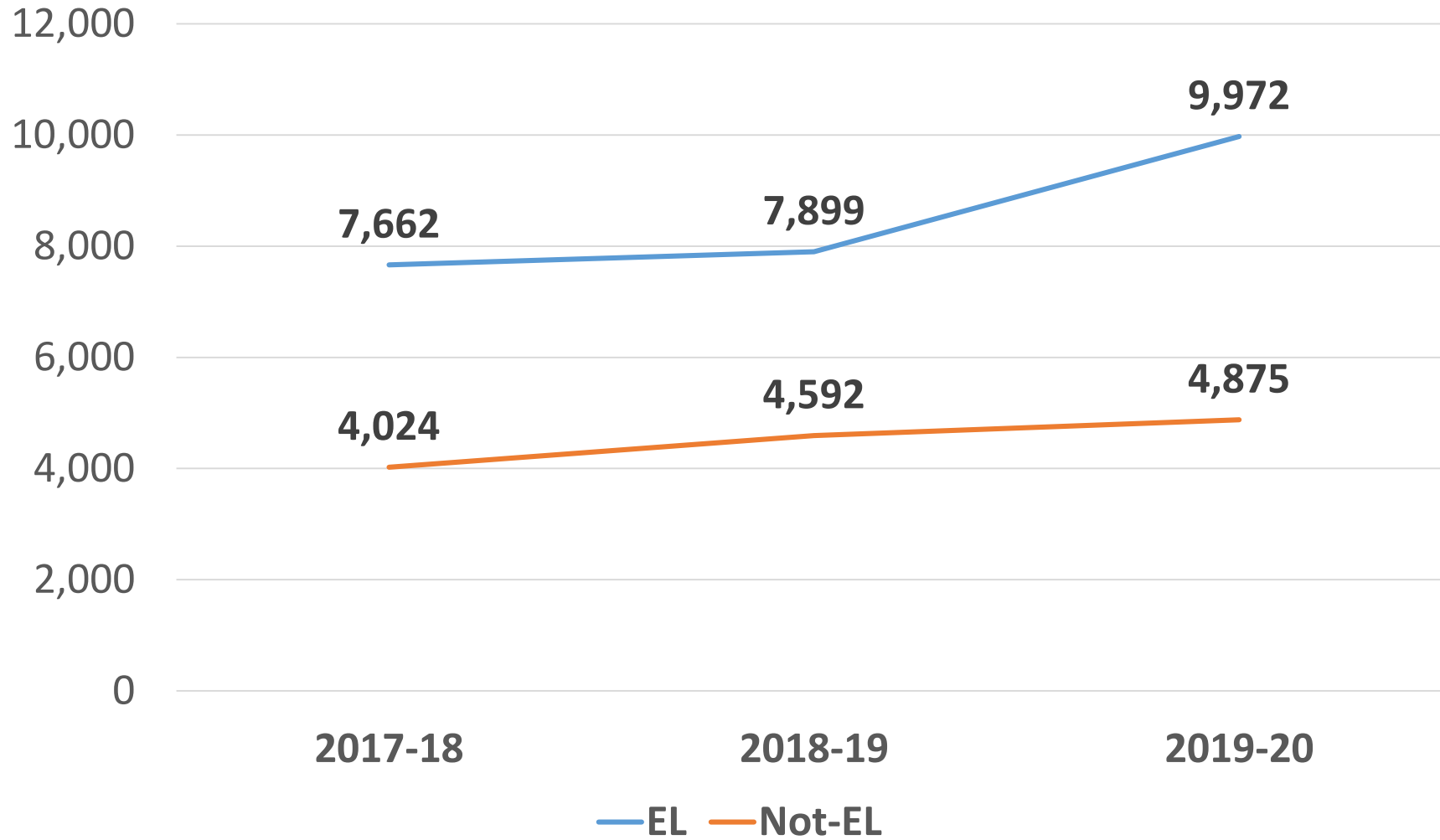
Panelist	District Affiliation
George Coleman	Cooperative Education Services
Esther Bobowick	Cooperative Education Services
Augusto Gomes	Danbury
Wanda Lickwar	New Britain
Aradhana Mudambi	Windham



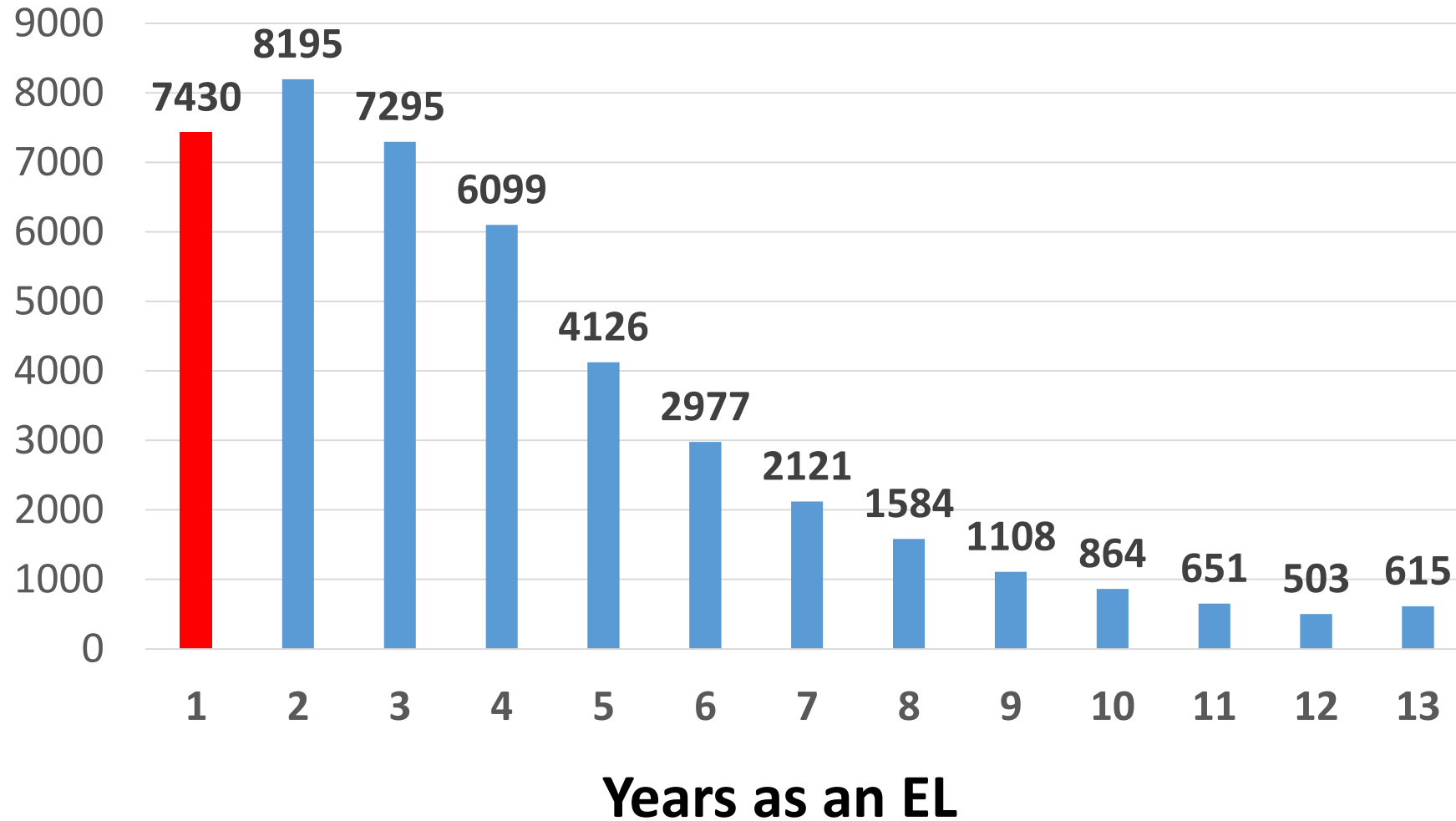
# Growing Number of English Learners (ELs), SYs 2015-16 to SY 2019-20



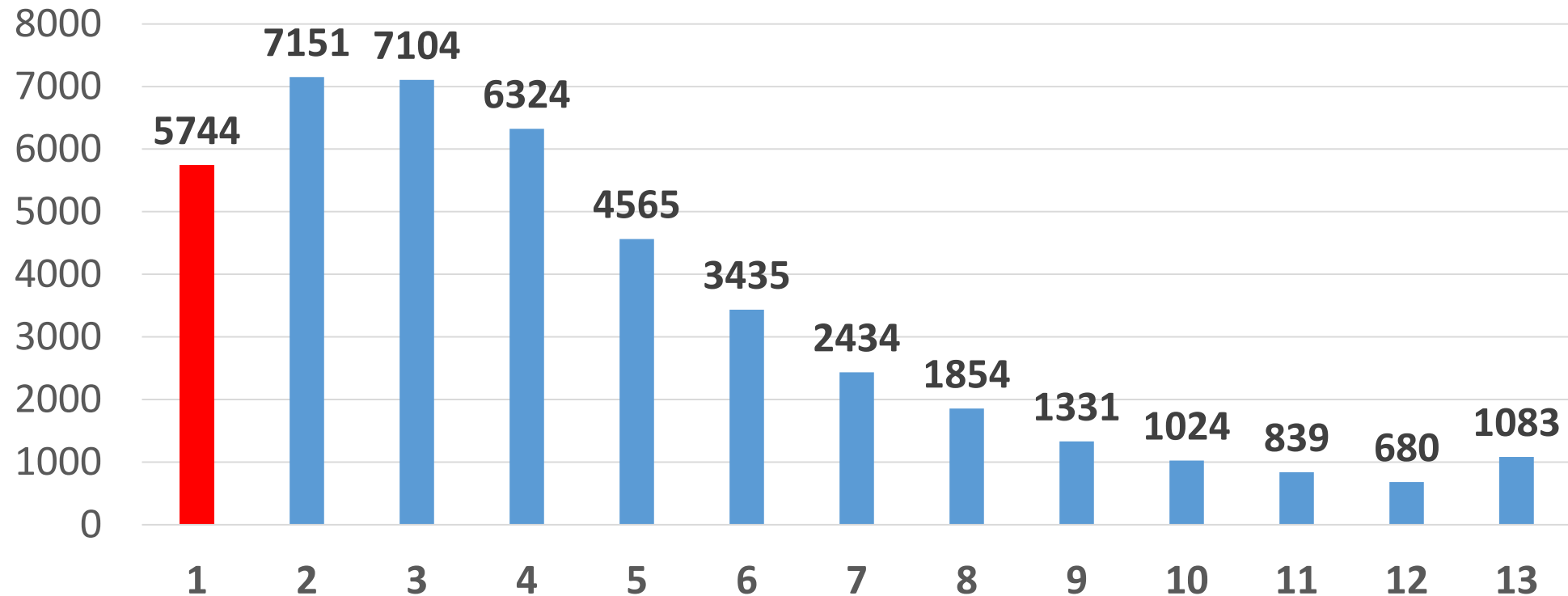
# Growth in the Number of Immigrants, SY 2017-18 to 2019-20



# Number of Years as an English Learner, SY 2019-20



# English Learners' Years as a CT Public School Student, SY 2019-20



**Years as a Connecticut Public School Student**



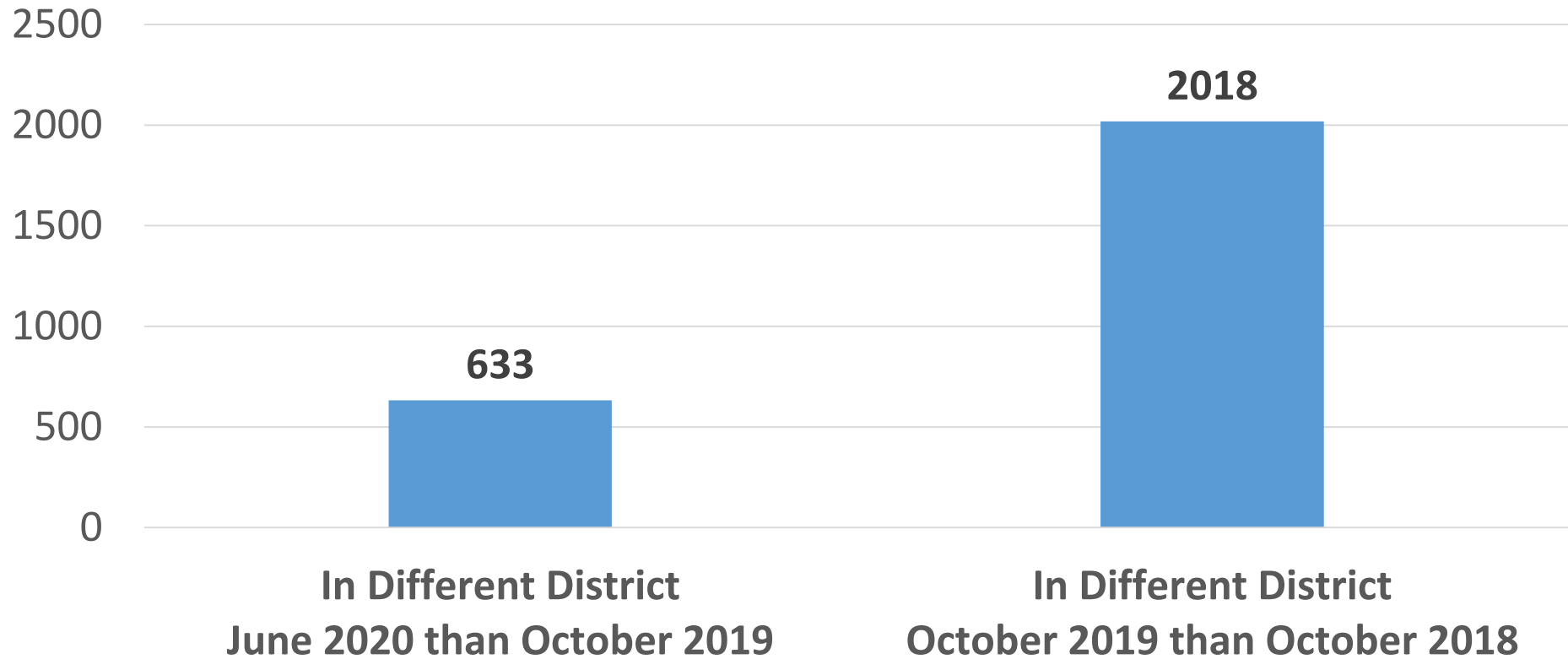
# Fluidity of English Learner and Public School Student Status During SY 2019-20

**2472:** Students who **were not registered** at the beginning of the school year but were registered and reported as ELs by the end of the year.

**906:** Students who **were registered but not reported** as an EL at the beginning of the school year but were an EL by the end of the school year.

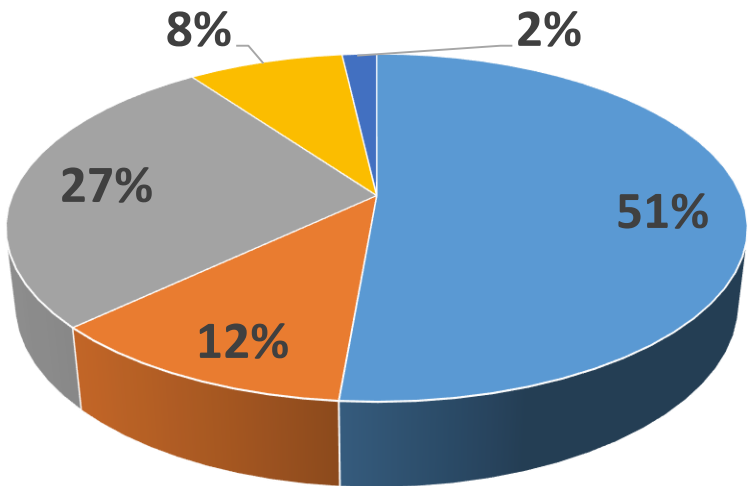


# District Mobility of English Learners, SY 2019-20





# Majority of Newly Identified ELs and New to their District ELs Are in Districts with at Least 1,000 Total ELs, SY 2019-20



■ 1000+ ■ 500-999 ■ 100-499 ■ 20-99 ■ 1-19

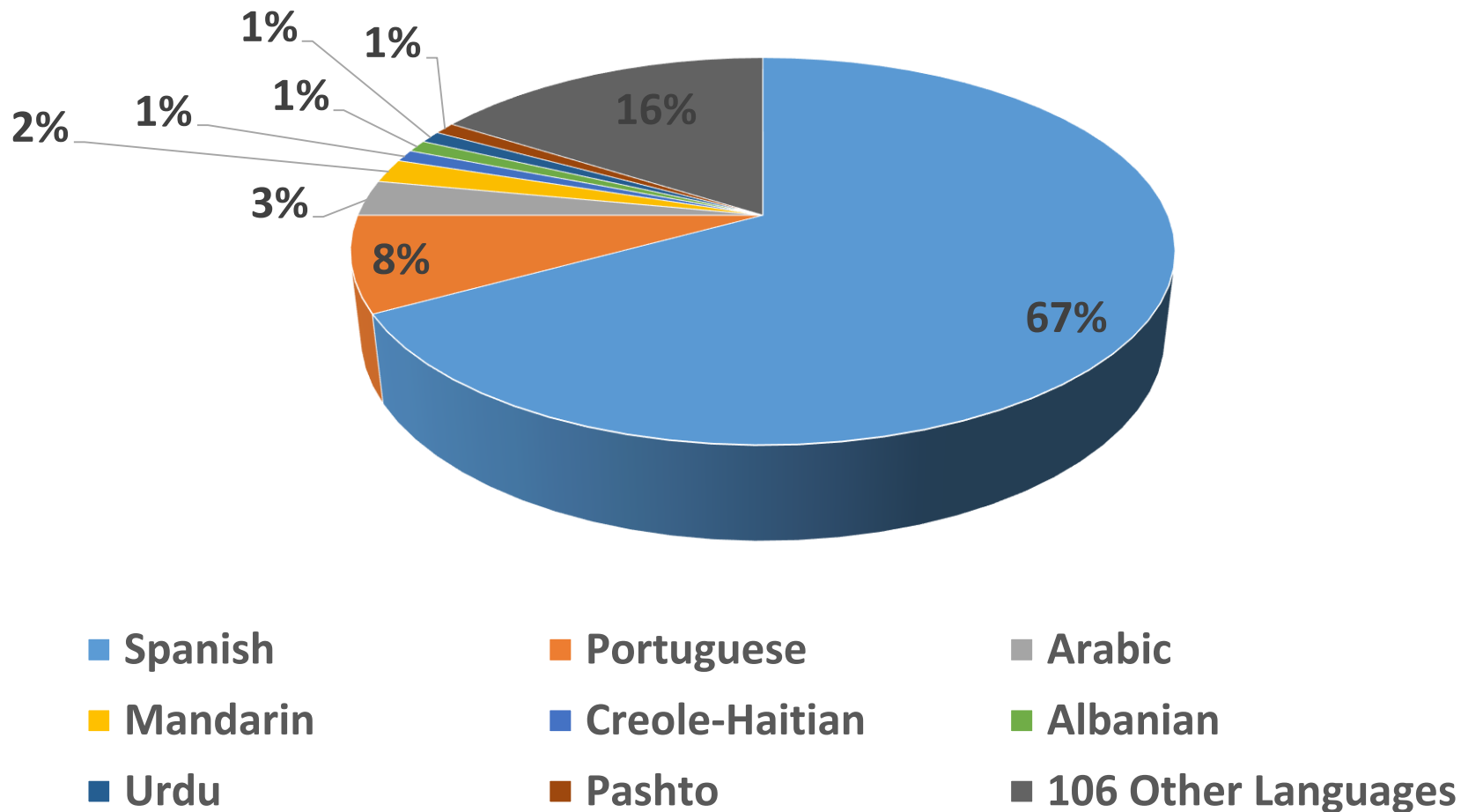
Total EL Population	Number of Districts
0	14
0-19	76
20-99	54
100-499	41
500-999	7
1000+	9

*But new ELs are present in nearly all districts*



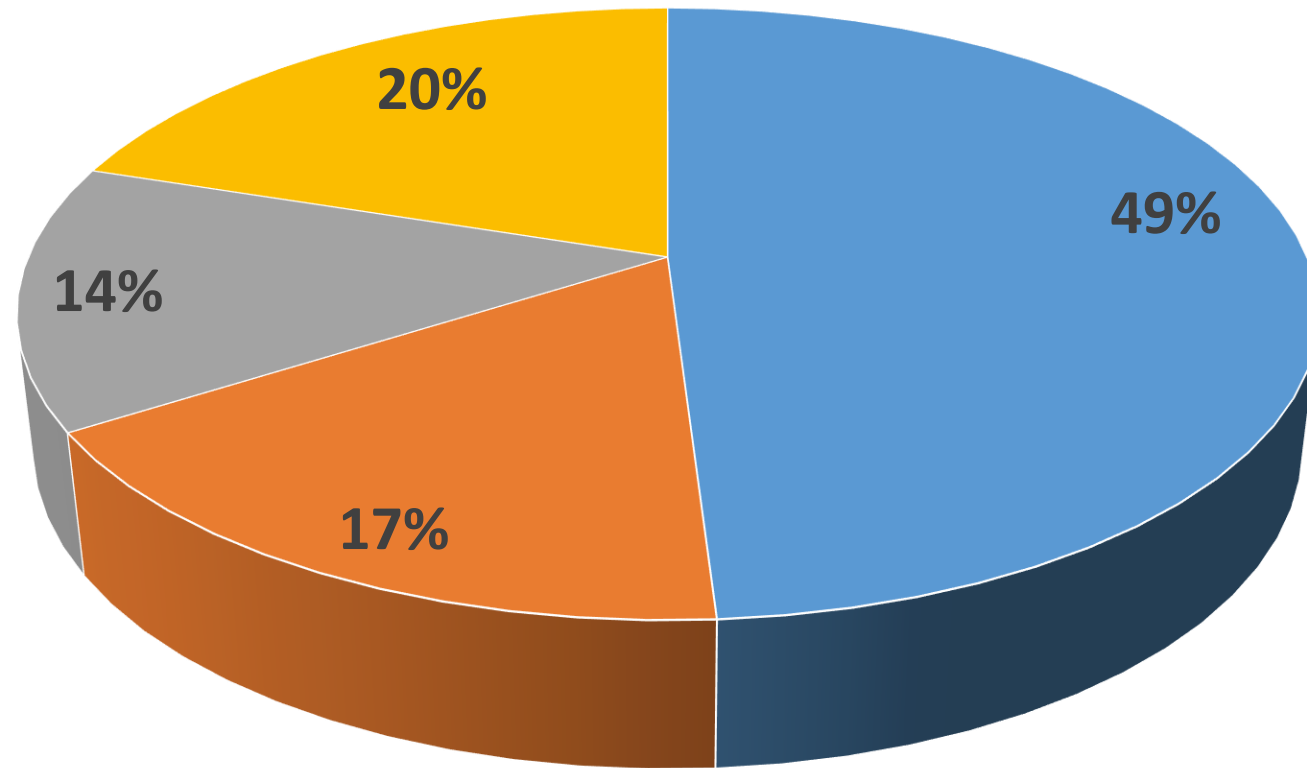
# Native Languages

## Of Newly Identified ELs and New to their District ELs, SY 2019-20



# Grade Bands

## Of Newly Identified ELs and New to their District ELs, SY 2019-20

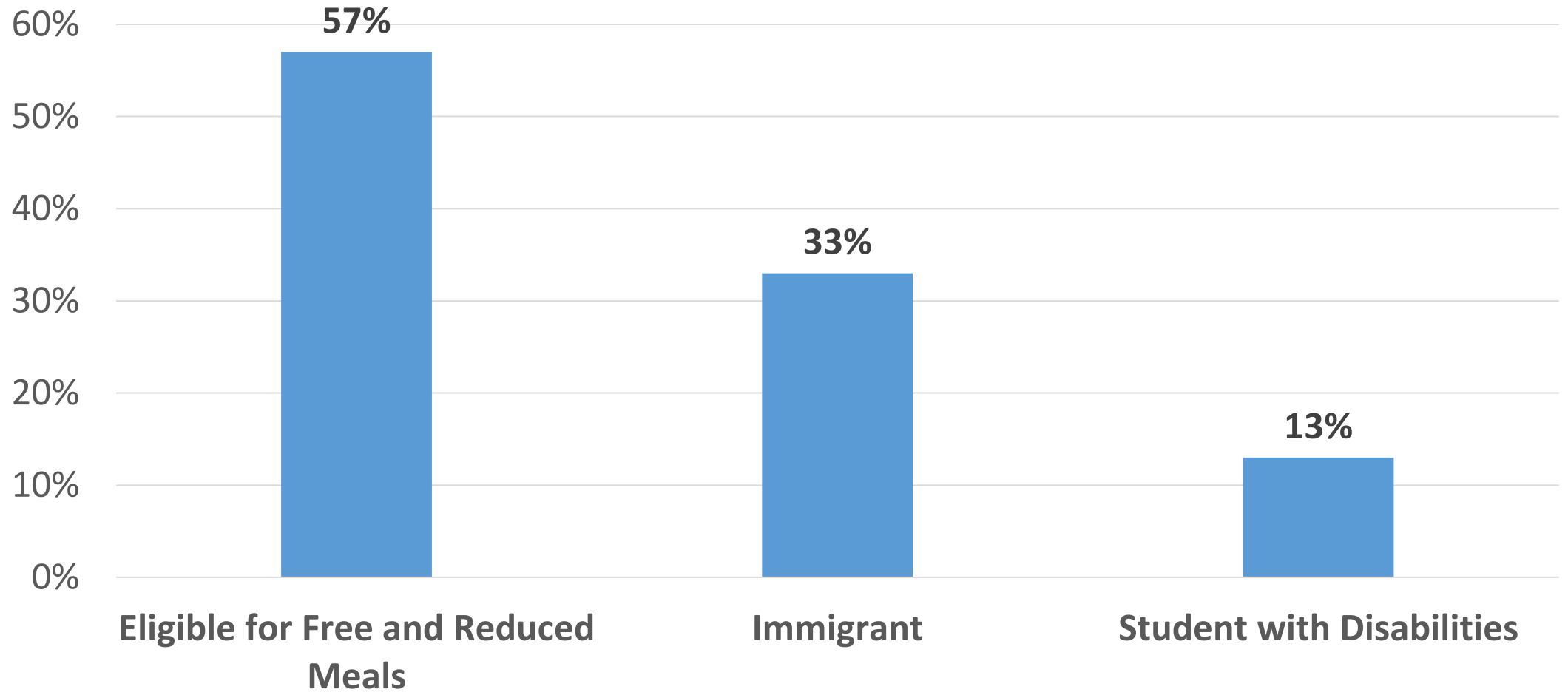


■ PK-2 ■ 3-5 ■ 6-8 ■ 9-12



# Key Demographics

## Of Newly Identified ELs and New to their District ELs, SY 2019-20



**A 4-Pillars approach** provides a focus on racial and ethnic and linguistically diverse populations whose presence, needs and expectations were not evident or considered over the many years of accumulated school culture and service development.

Welcoming	Safety	Opportunity to Participate	Opportunity to Learn
			

# Welcome Centers and Strategies for Supporting New English Learners

- What does **welcoming** mean beyond the traditional packet offered by the school secretary? What's missing ?
- How do EL students develop an **identity** with the school?
- How do parents develop an identity as part of the school community?
- Other than the classroom - what other types of "**membership**" are students invited to be included in? Are there unconscious biases that are a barrier to that?



## More guiding questions....

- What is the type and range of outreach offered to EL students and their families as it relates to **non-academic support and welcoming**?
- Do schools **offer the full array of opportunities and benefits** (curricular, extracurricular and recreational) **afforded non-EL peers**? How is that communicated?
- Is it communicated in a way that feels **truly caring and welcoming**?



## More guiding questions....

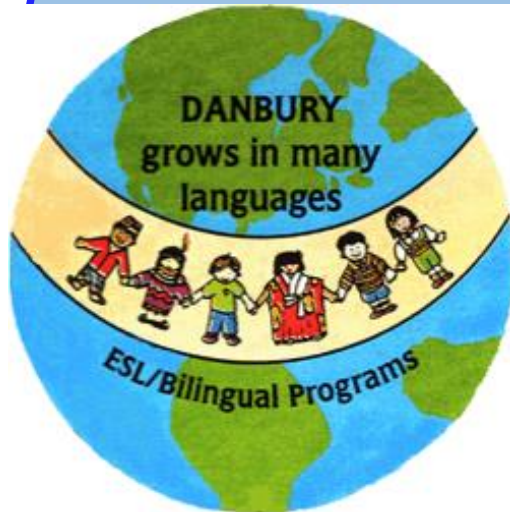
- Are there the same or similar ways for families to be involved in the school community **afforded non-EL families?**
- Do school leaders offer opportunities for EL families to **come in and talk** about their experiences in the school, in a welcoming, informal setting?
- What can **we learn** by observing our own welcoming practices?







# “Danbury Grows in Many Languages”



## **Augusto Gomes, District Administrator**

ESL/Bilingual Education & World Language Departments

### **Danbury Public Schools**

Curriculum Resource Center

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# “Danbury Grows in Many Languages”

## ESL RECEPTION CENTER AT CENTRAL REGISTRATION

One Stop  
Shop

Safe Haven

Ongoing  
Communication





# “Danbury Grows in Many Languages”

## ESL RECEPTION CENTER AT CENTRAL REGISTRATION

### “HOW WE DO IT”

- Registration/Initial Identification
- ESL Proficiency Assessment
- Parent Orientation
- Multilingual Support
- Outreach Initiatives
- Intergenerational Workshops





# “Danbury Grows in Many Languages”

## High Needs English Learners

Newcomers/Immigrants

SIFE/SLIFE

Long-term English Learners

As of October 1, 2020

- 3,301 K12 ELs
- 2,427 Spanish
- 723 Portuguese
- 34 Languages spoken in the homes of students





# “Danbury Grows in Many Languages”

**A COMMITMENT TO THE INSTRUCTION OF OUR ENGLISH LEARNERS**

**A Blueprint for Serving English Learners Throughout the School Day**

1. Systematic ELD Instruction
2. Explicit Language Instruction for Content Learning
3. Integration of Language and Content
4. The Coaching Component
5. Extended Learning Opportunities





# New Britain Student and Family Engagement

## All hands on deck

- BOE Admins
  - Building Admins
  - Teachers
  - Support Staff
  - Community
- Central Registration
  - Welcome Center



# BOE Level

- Weekly attendance and engagement data dive by District Engagement Team
- Added at least 1 FSL to each school
- Town Hall Meetings (Arabic and Spanish translators)
- PS enhanced for admin and parent reports
- New protocol for home visits
- Extensive partnering with Community providers
- New equity officer position



## BOE and School Level

- Ongoing cultural relevance and sensitivity training
- Creation of new curriculum that is culturally relevant, student centered, and addresses the needs of **all** students
- Enhanced, consistent and transparent communication with parents
- All parent/guardian communication on website is translated to Spanish and Arabic (text to speech option will be added)
- Ensures that every student has a device and is able to connect





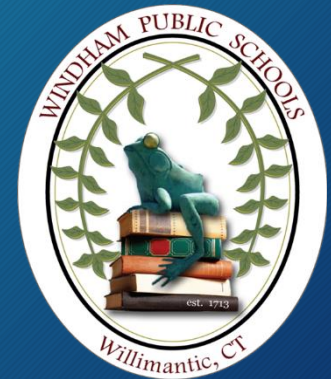
## School Level

- One to one instruction for parents on how to connect (home visits, drive by, FT, calls)
- Weekly engagement meetings by school Engagement Team
- Use of all support staff to address engagement
- Home visits (include FSLs, BSAs and staff that speaks the language of the families they are visiting)
- 4 schools offer after hours homework help line for students and families (more to be added)



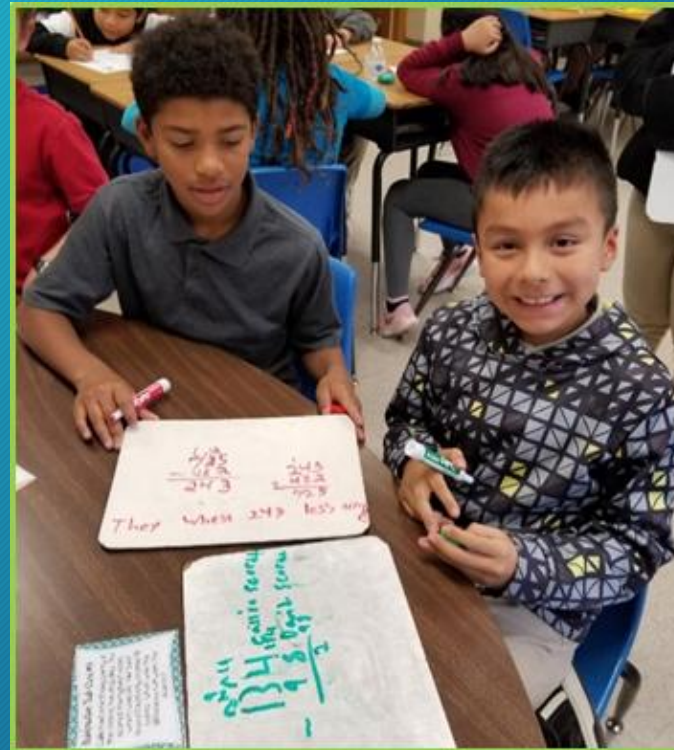
# Windham's New Arrivals Welcome Work

Dr. Aradhana Mudambi  
Director of ESOL, Bilingual Education, and World Languages  
Windham Public Schools



# Demographics

- ≈30% identified as Emergent Bilinguals (learning English at school and at least one other language at home)
- ≈70% Hispanic
- Most common language is Spanish



# Emergency Welcome Centers

- Temporary Welcome Centers set up after Hurricane María and the Puerto Rican Earthquakes
- Provided Access to:
  - ELL Placement Testing
  - Homeless Shelters
  - Community Resources
- Provided school supplies, toiletries, uniforms, & coats



# One-Way Dual Language Program

- Dos Ríos - Currently in grades K-4, with the intention of expanding to 5<sup>th</sup> grade next year
- Provides instruction 50% of the time in Spanish, 50% of the time in English
- Ensures a Spanish-speaking teacher for communication with parents
- Ensures that most parents can understand at least some of the homework going home
- Ensures better communication between parent and child
- Parents have expressed feeling more welcome in the schools due to the program.

# Emergent Bilinguals

I am bilingual!



What's your superpower?



¡Yo soy bilingüe!



¿Cuál es su superpoder?



# Constant Improvement

- Departmental Committee on Family Engagement
- Needs Assessment Conducted by the Multi-State Association of Bilingual Educators, NE (MABE)
- Continual PD for teachers



# CSDE EL Resources

## EdSight

<http://edsight.ct.gov/SASPortal/main.do>

## ELP Growth Model Technical Report

<http://edsight.ct.gov/relatedreports/CT%20Growth%20Model%20for%20ELP%20Technical%20Paper%20FINAL.pdf>

## Understanding Growth Metrics YouTube Video

<https://youtube/DHTEW1FVrzs>

## ELP Assessment Page

<https://portal.ct.gov/SDE/Student-Assessment/ELP-Assessment/English-Language-Proficiency-Assessment---LAS-Links>

## EL Resource Page

<https://portal.ct.gov/SDE/English-Learners/English-Learners>





# CSDE EL Team Contact Information

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