Creating Equity and Opportunity: Option 2 for Newcomers

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Outcomes

To provide background information about Option 2 opportunities for students.

To provide examples of how different districts are implementing Option 2.

To discuss what Option 2 is and how to assign credits to High School students.

To discuss funding and staffing options for the implementation of Option 2.
01

Background
Background

- 94,413 ELLs were registered in NJ schools during the 2019-2020 SY
- Some ELLs come with formal education, some come with limited or no formal education.
ELLs: Background - Continued

- 23% Don't graduate in 4 years nationally
- 67% Graduate in 4 years nationally
- 75.4% Graduate in 4 years in NJ.
Background—Continued

- Option 2 has traditionally been leveraged by students and families with higher social and economic capital.

- This guidance leverages Option 2 as a tool of equity and a means to develop a more inclusive and assets-based approach to acknowledging the breadth of student experience and funds of knowledge.
What is Option 2?
What is Option 2?

- An allowance to demonstrate the New Jersey student learning standards (NJSLS) in an individualized way.
- Option 2 policies vary across districts in New Jersey. There is no requirement to obtain approval from the state Department of Education. However, districts must have a board approved policy.
What is Option 2?

- Option two is an inclusive, assets-based approach that provides ELLs with equal opportunities towards graduation.
- An alternative to traditional high school courses
- N.J.A.C. 6A:8-5.1(a)(2) permits for “The 120-credit requirement set forth in (a)1 above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities”
Why Use Option 2 for ELLs?

- Using Funds of Knowledge is a culturally responsive, assets-based approach
- Makes HS graduation accessible
- Benefits the entire school community
A Hands-On Approach to Learning

- Allows students to think about the knowledge they are acquiring and apply it in a real-life context
- Creates an explicit connection between material and everyday life
- Feels less intimidating and more accessible
Assigning Credits for Prior Experiences
Key Documents

NJPSA Guidance on Using Option 2 for ELLs

NJDOE Enrollment for Newcomers

The Road Back: Restart and Recovery Plan for Education (p.79)

Thomas Edison University - Portfolio Assessment
Assigning Credits for Prior Experiences

- Students may have had prior experiences that can be mapped to standards for various courses, including the following:
  - Financial literacy
  - Visual and Performing Arts
  - Math
  - Science
Assigning Credits for Prior Experiences

- Rubric
- Table with standards and assessments
- Development of procedures for follow-through
- Decide on committee members and roles
Knowledge Is Power: Data Analysis

- What students have leveraged Option 2 in the past? (demographics, etc.)
- How did students learn of Option 2 opportunity? (e.g., parents, counselors, etc.)
- In what ways was Option 2 leveraged by these students? (e.g., program type, credits assigned)
- What resources have been necessary to support implementation of Option 2 in the past (e.g., community partners, staff, budget)
What types of trends have you seen in your district with the use of Option 2? Do you see opportunities for widening the population of students who can leverage Option 2?
Assigning Option 2 Credit With An Assets-Based Lens: Financial Literacy

- Student, 16, arrives in your district missing years of formal education.
- Instead of attending school, s/he has been selling items in the street for the past seven years.
- S/he is an unaccompanied minor who speaks Spanish and Zapotec.
- Based on initial screening, student can do math, but literacy skills are low.
**Financial Literacy**

<table>
<thead>
<tr>
<th>9.1.12.A. 3</th>
<th>Analyze the relationship between various careers and personal earning goals.</th>
<th>Student analyzed the environment in which they would be offering their services to determine what people would pay for (market analysis).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student could take oral or written assessment describing the decisions made and if they changed course at any point based on what they noticed about what people were buying and selling or change of market conditions. Assessment should include prompts to elicit student's funds of knowledge. You could select/adapt existing questions from district formative and summative assessments.</td>
</tr>
<tr>
<td>9.1.12.A.4</td>
<td>Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</td>
<td>Arrival in the US/school district was the goal. What was required to attain it? How does that experience prepare the student to move forward to meet future goals?</td>
</tr>
<tr>
<td>9.1.12.A.5</td>
<td>Analyze how the economic, social, and political conditions of a time period can affect the labor market.</td>
<td>What was it about the economic, social, or political conditions of your situation that made you or your family decide to leave where you were and specifically come to the US?</td>
</tr>
<tr>
<td>9.1.12.A.8</td>
<td>Analyze different forms of currency and how currency is used to exchange goods and services.</td>
<td>What would the value of goods and services be in different currencies and how much change do you give in one currency if you receive payment in another based upon current exchange rates and commissions?</td>
</tr>
</tbody>
</table>
Assigning Option 2 Credit With An Assets-Based Lens: Math

- Student, 17 and is a refugee from Syria. Schooling was on track until three years ago (seventh grade), and then was schooled intermittently in the refugee camp.
- Student is high in math and reading, but not at grade level.
- This student clearly possesses mathematical skills that can be connected to the standards.
- To develop the most appropriate Option 2 experience, consider which standard this student has already mastered and which areas this student still needs to demonstrate mastery.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Example (Prior Experience and/or Current Structured Learning Experience)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-LE.A.1</td>
<td>Distinguish between situations that can be modeled with linear functions and with exponential functions.</td>
<td>This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US.</td>
<td>Task-based or performance-based assessment using prompts to elicit students’ funds of knowledge such as using online APEX units to demonstrate proficiency.</td>
</tr>
</tbody>
</table>
Assigning Option 2 Credit With An Assets-Based Lens: Performing Arts

- A student arrives in your district from Haiti.
- S/he completed sixth grade in a rural setting, and is currently 15.
- No transcripts or academic records have been provided.
- The student comes from a family of musicians and has been playing guitar with the family musical group for several years.
| Standard 1.1 The Creative Process | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. | What is the student's experience in performing in front of an audience? Do they write their own songs and choreography or only play cover songs? Do they create their own costumes, stage sets, or other accompanying artwork? Does the student sell their visual or performing artwork? Is the artifact a component of their culture? | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| Standard 1.2 History of the Arts and Culture | All students will understand the role, development, and influence of the arts throughout history and across cultures. | Student will be able to describe the history and traditions associated with their art form in their home country context, compare and contrast with available US art forms. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| Standard 1.3 Performing | All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | Student will be able to describe the benefits and drawbacks of various choices in the selection of the components of their art form, and how a different selection might change the final product. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
Q&A

Please write questions/comments on the Padlet.
BREAK

10 minutes
District Implementation

04

Preliminary Implementation
Preliminary Implementation

- Meeting with high school stakeholders - ensure agreement on the vision and necessary first steps
- Meeting between high school leaders/curriculum leaders and district leadership to map out procedure and policy and secure funding
- Review school schedules and decide who will perform which functions. Ensure all documentation and procedures are in place and fully understood by stakeholders
District Implementation

Advanced
District Implementation:

The following steps should be considered when implementing the district’s Option 2 policy for ELLs (New Brunswick Public Schools, 2019):

a. Determine student eligibility
b. Collect documentation (grades, assessment data, teacher recommendation, student needs)
c. Determine teacher of record, course needed, and credits
d. Counselor holds initial meeting with the supervisor or assigned teacher of record to provide background of needs, interests, and strengths.
District Implementation:

e. Supervisor or Teacher of Record sets a meeting with the student and communicates plan (ILO).
f. Plan is submitted to the counselor and administrator for approval.
g. ILO committee meets and finalizes plan.
h. Student and Parent signatures should be required.
District Implementation: Policy

**NBPS HS Graduation Policy 5460:**

1. The district shall establish a process to approve individualized student learning opportunities that meet or exceed the New Jersey Student Learning Standards.
   a. Individualized student learning opportunities in all New Jersey Student Learning Standards areas include, but are not limited, to the following:

   (1) Independent study;

   (2) Online learning;

   (3) Work-based programs, internships, apprenticeships;

   (4) Study abroad programs;

   (5) Student exchange programs; and

   (6) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
Assigning Credit for Structured Experiences
Assigning Credit for Structured Experiences

ILOs can be based on students' interests or career goals.

Consider which standards the student has already mastered.

Consider which areas the student still needs to demonstrate mastery.

Students can be responsible for designing a project in collaboration with the member(s) of the ILO committee.
“District boards of education shall choose assessments that are aligned with or exceed the NJSLS and may include locally designed assessments.”
The components of this ILO are designed to meet the supplemental requirements of the course after the child’s completion of natural sciences in Ecuador.

- ILO Bilingual Chemistry PDF
- ILO Rubric PDF
- ILO Chemistry Description PDF
Student was passing the course, however, the components of this ILO are designed to meet missing work requirements of the course due to student’s absences during the school year.

- **Sample US I History ILO**
- **ILO Standards and Assessments US 1 History**
## District Implementation: Atlantic City High School

<table>
<thead>
<tr>
<th>“Typical” ESL Course Offerings</th>
<th>ESL Newcomer Overall Access &lt; 2.0 SLIFE</th>
<th>ESL 1 Overall Access &lt; 2.0</th>
<th>ESL 2 Overall Access 2.0-2.9</th>
<th>ESL 3 Overall Access 3.0-3.9</th>
<th>ESL 4 Overall Access &gt; 3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Interventions</td>
<td>Newcomer Literacy <strong>Required for ALL students enrolled in ESL Newcomer</strong></td>
<td>Reading 1</td>
<td>Reading 2</td>
<td>Reading 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Literacy instruction for lower achieving ESL 1 learners</td>
<td>- Literacy instruction for lower achieving ESL 2 learners</td>
<td>- Literacy instruction for lower achieving ESL 3 learners</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Newcomer History <strong>Required for ALL students enrolled in ESL Newcomer</strong></td>
<td>Newcomer History</td>
<td>Shelt World History</td>
<td>Shelt World History</td>
<td>Shelted U.S. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Sheltered World History with teacher recommendation)</td>
<td>Shelted U.S. 1</td>
<td>Shelted U.S. 1</td>
<td>Shelted U.S. 2</td>
</tr>
<tr>
<td>Science</td>
<td>Newcomer Science <strong>Required for ALL students enrolled in ESL Newcomer</strong></td>
<td>Newcomer Science</td>
<td>Shelt Environmental</td>
<td>Shelt Environmental</td>
<td>Shelted Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Sheltered Environmental with teacher recommendation)</td>
<td>Mainstream Science</td>
<td>Mainstream Science</td>
<td>Mainstream Science</td>
</tr>
<tr>
<td>Math</td>
<td>Newcomer Math <strong>Required for ALL students enrolled in ESL Newcomer</strong></td>
<td>Newcomer Math Intro to Math</td>
<td>Newcomer Math Intro to Math</td>
<td>Sheltered Geometry</td>
<td>Mainstream Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sheltered Algebra</td>
<td>Sheltered Algebra</td>
<td></td>
<td>Sheltered Algebra II ?</td>
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<tr>
<td></td>
<td></td>
<td>- Non-Spanish speakers</td>
<td>- Non-Spanish speakers</td>
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<tr>
<td></td>
<td></td>
<td>Bilingual Algebra</td>
<td>Bilingual Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spanish speakers</td>
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<th>ESL 4 Overall Access &gt; 3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.E.</td>
<td>Newcomer P.E.</td>
<td>Newcomer P.E.</td>
<td>Mainstream P.E.</td>
<td>Mainstream P.E</td>
<td>Mainstream P.E</td>
</tr>
<tr>
<td>Elective</td>
<td>Newcomer Art</td>
<td>Newcomer Art</td>
<td>Mainstream Electives</td>
<td>Mainstream Electives</td>
<td>Mainstream Electives</td>
</tr>
<tr>
<td></td>
<td>Newcomer Pastry</td>
<td>Newcomer Pastry</td>
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<tr>
<td></td>
<td>Newcomer Keyboards</td>
<td>Newcomer Keyboards</td>
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<tr>
<td></td>
<td>Newcomer Computers</td>
<td>Newcomer Computers</td>
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<tr>
<td>Keys/Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sheltered Keys to Finance</td>
</tr>
</tbody>
</table>


Funding Options

07
Funding Options

- For getting started, Title III or Title III Immigrant can provide for staff stipends
- Larger implementation may come from Title I, CTE, local funding sources, independent grant opportunities.
- CARES/ESSER Funding
Staffing Options
Option 2 may occur during the regular school year hours, after school, and during summer program months. A team of existing staff may include personnel from the following areas:

- Content Area Curriculum Supervisor
- ESL/Bilingual Supervisor
- Content Area Teachers
- ELL Specialists
- Counselors
- School Leadership

Utilize the Professional Learning Community (PLC) process
Recommendations/Conclusions
● Ensure a shared vision at the start, then backwards design your program

● Take an assets-based approach to students’ prior knowledge and experience

● Make explicit how select experiences can be connected to present learning and future goals
Q and A
Contact Information

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RESOURCES

- Using Existing Policy to Support English Language Learners. Individualized Learning Opportunities (Also Known as Option 2)
- The Road Back: Restart and Recovery Plan for Education (p.79)
- Enrollment for Newcomers
- N.J.A.C. 6A:8-5.1(a), p. 28
- New Brunswick Public Schools ILO's
THANKS