

Creating Equity and Opportunity: Option 2 for Newcomers

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Outcomes

To provide background information about Option 2 opportunities for students.

01



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

03



05



02



04



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

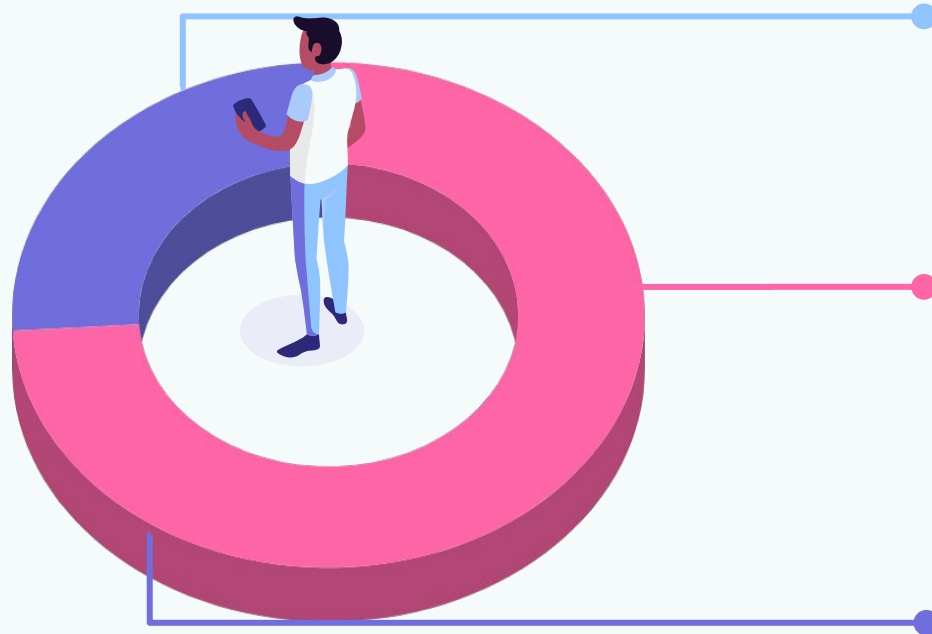


Background

- 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.

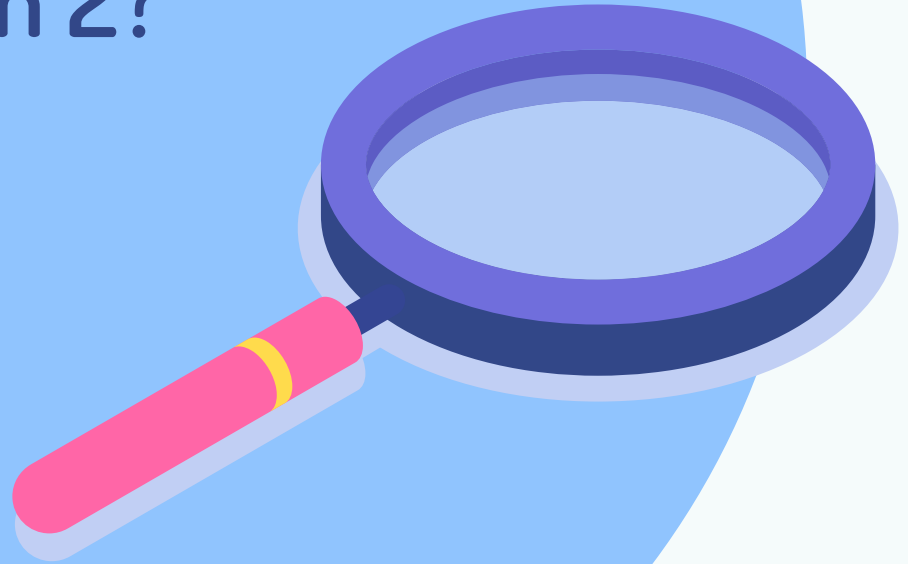
Background– Continued

- 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



02

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.

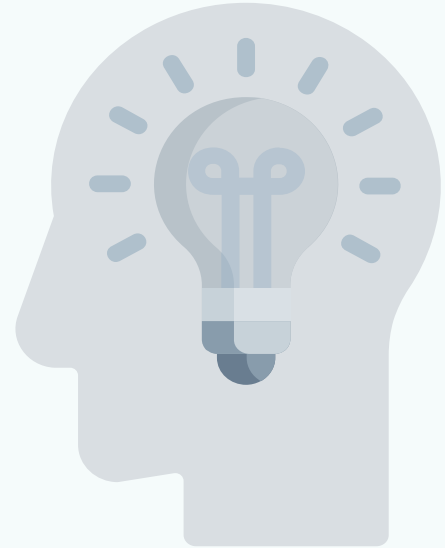
What is Option 2?



- 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

03

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)



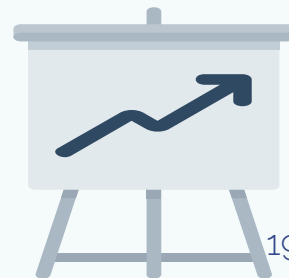
Discussion



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

| | | | |
|----------------|--|--|--|
| 9.1.12.A. 3 | Analyze the relationship between various careers and personal <u>earning goals</u> . | Student analyzed the environment in which they would be offering their services to determine what people would pay for (market analysis) | <u>Student could take oral or written assessment</u> 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. |
|----------------|--|--|--|

Financial Literacy

| | | | |
|----------------|--|--|---|
| 9.1.12.A. 4 | Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. | 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? | <u>Student</u> can create an outline or take a written or oral assessment on how s/he planned for the journey, what was required, etc. What will be required of the student from this point to continue to reach their goals? |
|----------------|--|--|---|

Financial Literacy

| | | | |
|----------------|--|--|---|
| 9.1.12.A. 5 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. | 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? | <u>Student</u> could <u>take</u> oral or written <u>assessment</u> describing the decisions made and if they changed course at any point based on changing information or circumstances. Assessment should include prompts to elicit student's funds of knowledge. You could select/adapt existing questions from district formative and summative assessments. |
|----------------|--|--|---|

Financial Literacy

9.1.12.A.
8

Analyze different forms of currency and how currency is used to exchange goods and services.

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?

Task-based assessment using prompts to elicit students' funds of knowledge.

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.

Math Example

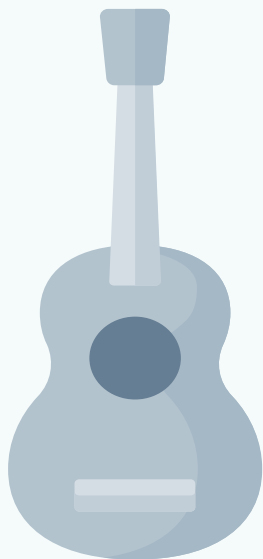
| Standard | Description | Example (Prior Experience and/or Current Structured Learning Experience) | Assessment |
|----------|--|---|--|
| F-LE.A.1 | Distinguish between situations that can be modeled with linear functions and with exponential functions. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge such as using online APEX units to demonstrate proficiency.. |

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.



Performing Arts



| | | | |
|---|--|--|--|
| 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. | <u>Student</u> 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. | <u>Student</u> 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

05



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

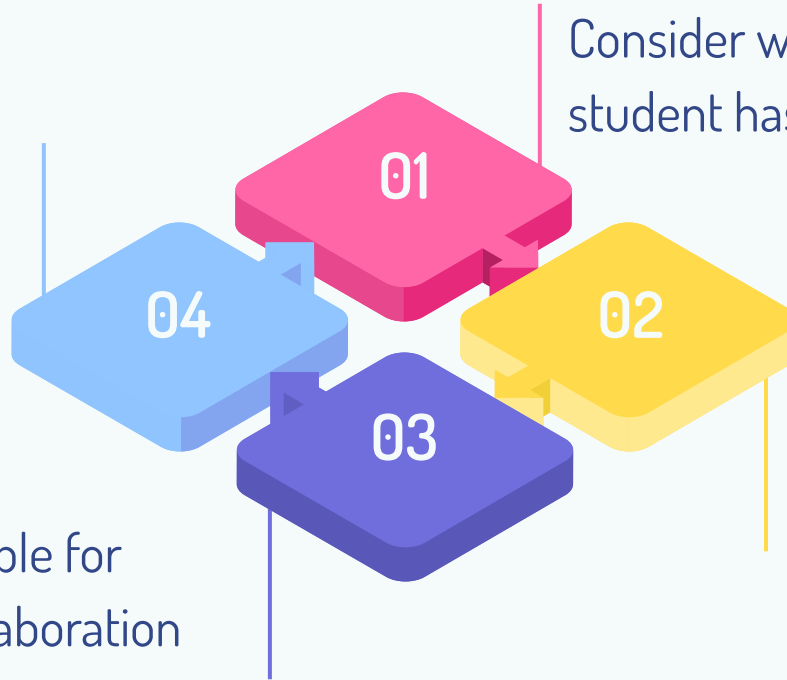
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Assigning Credit for Structured Experiences

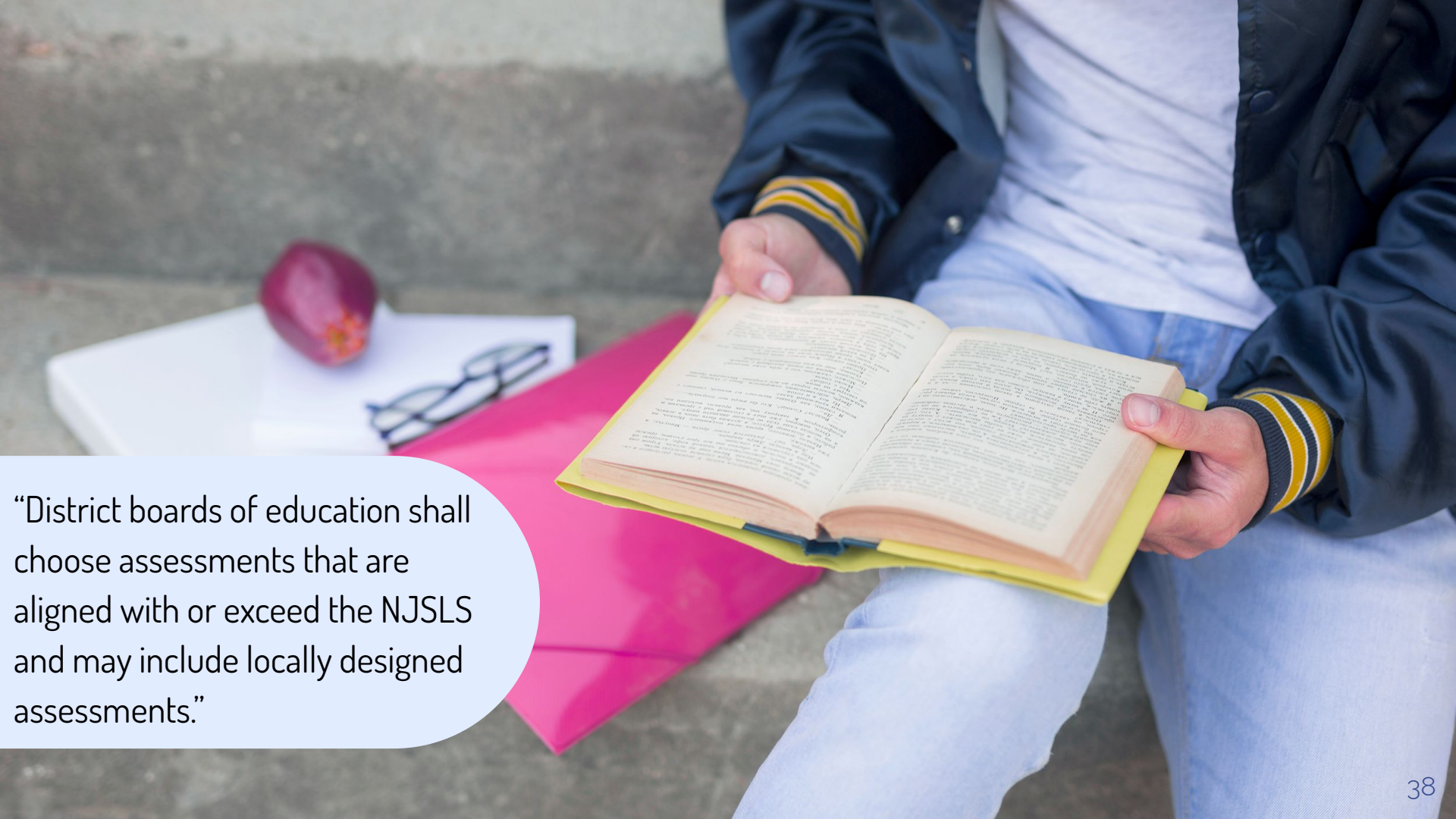
ILOs can be based on students' interests or career goals.

Students can be responsible for designing a project in collaboration with the member(s) of the ILO committee.



Consider which standards the student has already mastered.

Consider which areas the student still needs to demonstrate mastery.



“District boards of education shall choose assessments that are aligned with or exceed the NJSLs and may include locally designed assessments.”

Assigning Credits: Chemistry Example



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](#)

Assigning Credits: US History 1 Example



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

| "Typical" ESL Course offerings | ESL Newcomer Overall Access < 2.0 SLIFE | ESL 1 Overall Access < 2.0 | ESL 2 Overall Access 2.0-2.9 | ESL 3 Overall Access 3.0-3.9 | ESL 4 Overall Access > 3.9 |
|--------------------------------|--|--|---|--|---|
| Targeted Interventions | Newcomer Literacy - Required for ALL students enrolled in ESL Newcomer | Reading 1 - Literacy instruction for lower achieving ESL 1 learners | Reading 2 - Literacy instruction for lower achieving ESL 2 learners | Reading 3 - Literacy instruction for lower achieving ESL 3 learners | |
| Social Studies | Newcomer History - Required for ALL students enrolled in ESL Newcomer | Newcomer History <i>(Sheltered World History with teacher recommendation)</i> | Shelt World History Sheltered U.S. 1 | Shelt World History Sheltered U.S. 1 Sheltered U.S. 2 | Sheltered U.S. 2 |
| Science | Newcomer Science - Required for ALL students enrolled in ESL Newcomer | Newcomer Science <i>(Sheltered Environmental with teacher recommendation)</i> | Shelt Environmental | Shelt Environmental Mainstream Science | Shelt Biology Mainstream Science |
| Math | Newcomer Math - Required for ALL students enrolled in ESL Newcomer | Newcomer Math Intro to Math Sheltered Algebra - Non-Spanish speakers Bilingual Algebra - Spanish speakers | Newcomer Math Intro to Math Sheltered Algebra - Non-Spanish speakers Bilingual Algebra - Spanish speakers Sheltered Geometry | Sheltered Geometry Mainstream Math Sheltered Algebra II ? | Mainstream Math Sheltered Algebra II ? |

District Implementation: Atlantic City High School

| "Typical" ESL Course offerings | ESL Newcomer Overall Access < 2.0 SLIFE | ESL 1 Overall Access < 2.0 | ESL 2 Overall Access 2.0-2.9 | ESL 3 Overall Access 3.0-3.9 | ESL 4 Overall Access > 3.9 |
|-----------------------------------|---|---|------------------------------------|------------------------------------|----------------------------------|
| P.E. | Newcomer P.E. | Newcomer P.E. | Mainstream P.E. | Mainstream P.E | Mainstream P.E |
| Elective | Newcomer Art Newcomer Pastry Newcomer Keyboards Newcomer Computers | Newcomer Art Newcomer Pastry Newcomer Keyboards Newcomer Computers | Mainstream Electives | Mainstream Electives | Mainstream Electives |
| Keys/Finance | | | Sheltered Keys to Finance | | |

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

08



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

09

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



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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

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THANKS



