

Latinos with Interrupted Education

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Latino Education Summit
March 2016

Workshop Agenda



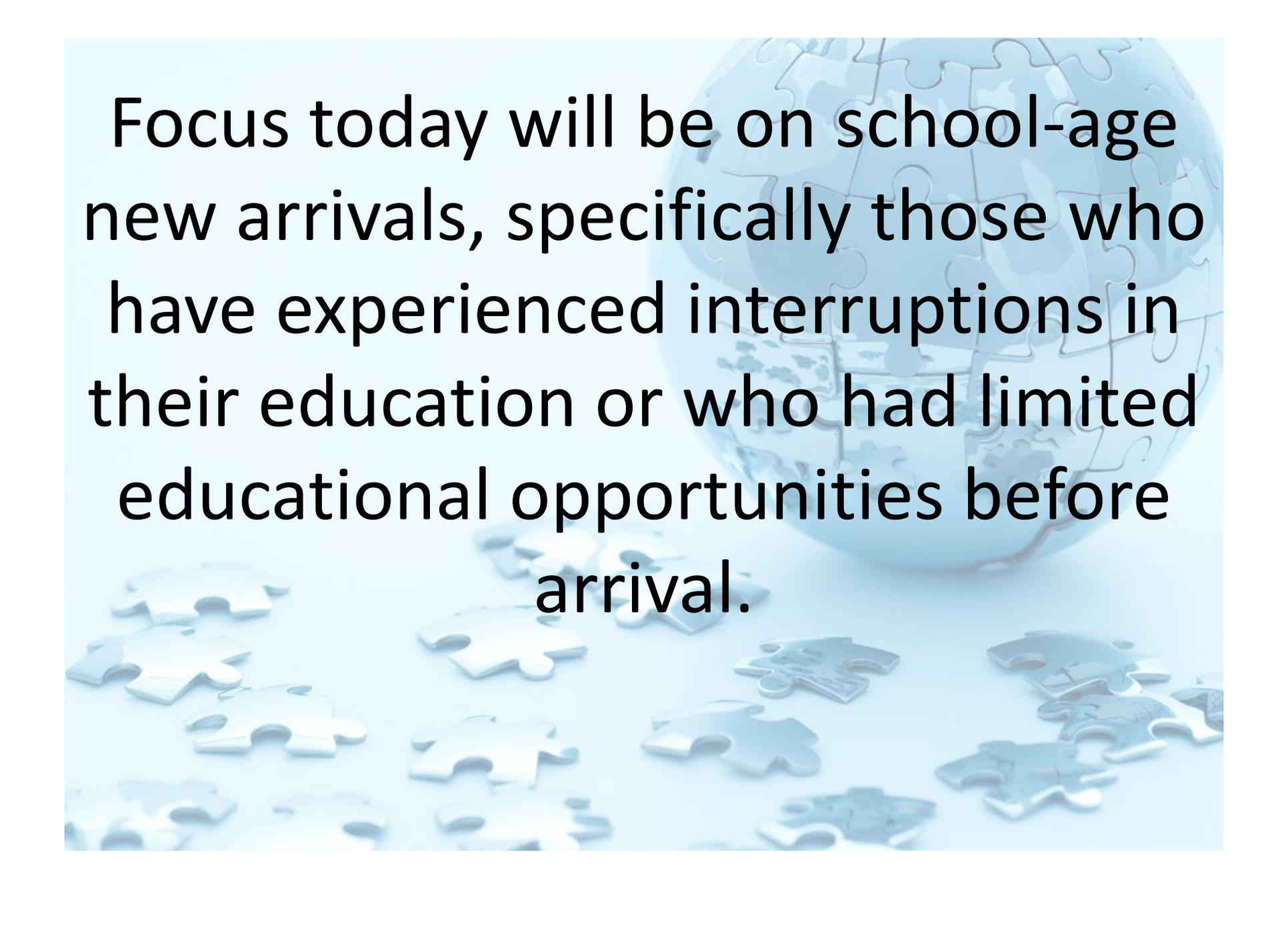
- Demographic Data on Latinos
- Definition of SIFE
- Causes of Interrupted Education
- Impact of Varied Compulsory Education Policies
- Students Who Never Enroll
- Suggested Programming to Assist Students with Interrupted Education

Number of Latinos in the US

Pew Research Center (2013)

- Mexico – 33.5 million
- Puerto Rico – 5 million
- El Salvador – 2 million
- Cuba – 1.9 million
- Dominican Republic – 1.5 million
- Guatemala – 1.2 million
- Colombia – 1.2 million
- Honduras -- .7 million



A light blue background featuring a globe made of puzzle pieces. The globe is positioned in the upper right quadrant, and several individual puzzle pieces are scattered across the foreground. The text is overlaid on the left side of the image.

Focus today will be on school-age new arrivals, specifically those who have experienced interruptions in their education or who had limited educational opportunities before arrival.

Definition of Limited Formal Schooling (LFS) or Students with Interrupted Formal Education

- “An LFS student is an older youth (ages 12 – 21) who lacks literacy skills in his/her native language because of limited formal education. In most cases, the LFS student possesses less than 2 complete years of formal education and possesses a language proficiency that is either non-English or limited-English.”

» Angelo Alcala, 2000

Definition of Limited Formal Schooling

- David and Yvonne Freeman, well-known experts in the field of limited formal schooling, use this definition of LFS in their book: Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners.
 - Recent arrivals
 - Interrupted or limited schooling in native country
 - Limited native-language literacy
 - Below grade level in math
 - Poor academic achievement

Causes of Limited Formal Schooling

- Little or no formal schooling in home country due to war or economic situation
- Missing years of education because of frequent moves after arriving in the US
- Limited educational progress because of lack of English proficiency, not benefiting from instruction
- Poor quality of education in native country
- Students who chose work over attending school

Education Expectations in Latin America



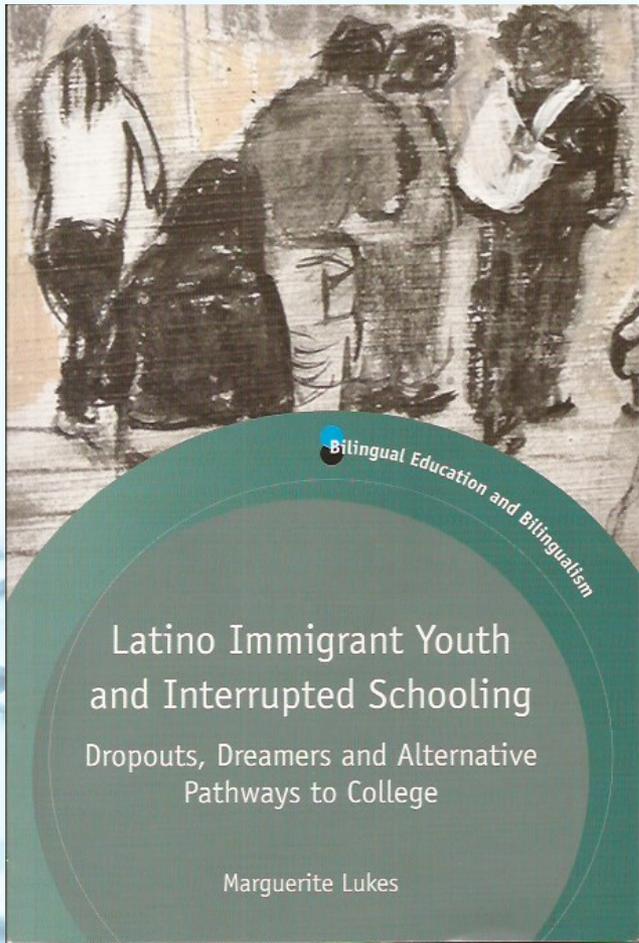
- Many Latin American countries only require 8–9 years of schooling:
 - Dominican Republic
 - El Salvador
 - Guatemala
 - Honduras
 - Mexico
- Often families must pay for uniforms and textbooks, even though schooling is free.
- Rural areas often have poor facilities, poorly trained teachers, and little enforcement of school attendance.

Education in Mexico and Northern Central America

Country	Years of compulsory education	Notes
United States	12	96 percent attend high school
El Salvador	9	14 percent complete grade 7
Guatemala	11	25 percent attend after grade 6
Honduras	9	School fees and gangs prevent regular school attendance
Mexico	9	66 percent do not complete grade 9

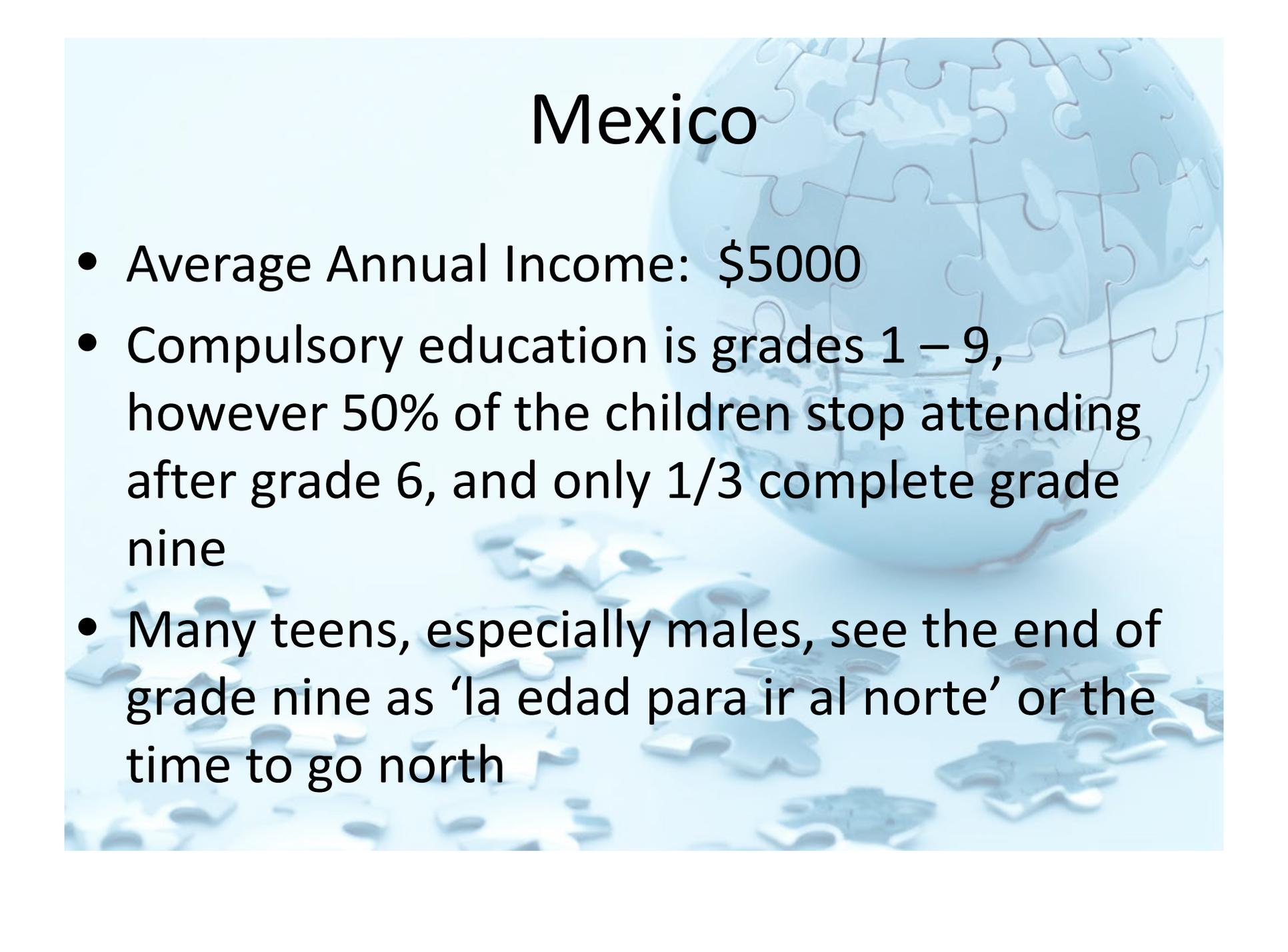
Source: Lukes, 2015.

Latino Immigrant Youth and Interrupted Schooling



- Subheading is ‘Dropouts, Dreamers, and Alternative Pathways to College’
- One chapter is “Pushouts, Shutouts, and Holdouts: Entering, Exiting, and Evading High School in the US”

Mexico

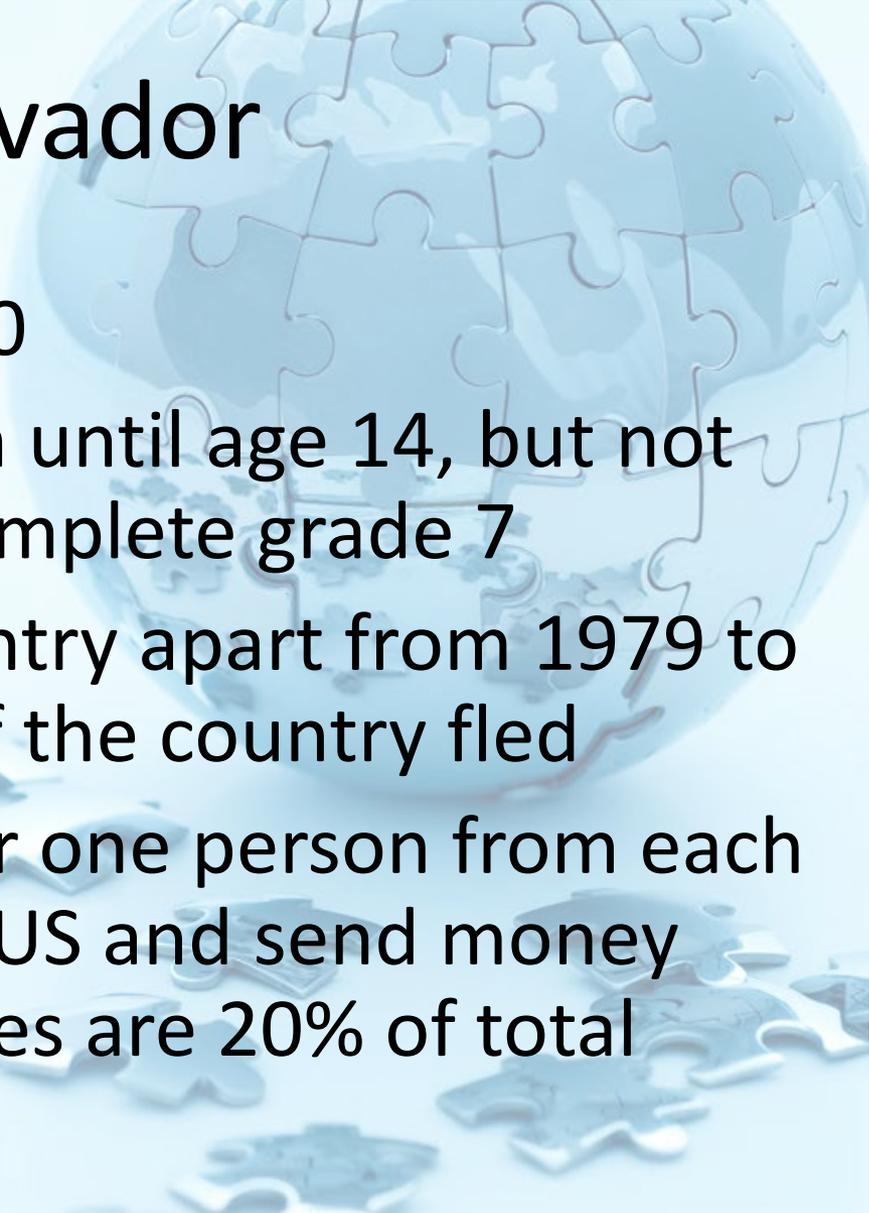


- Average Annual Income: \$5000
- Compulsory education is grades 1 – 9, however 50% of the children stop attending after grade 6, and only 1/3 complete grade nine
- Many teens, especially males, see the end of grade nine as 'la edad para ir al norte' or the time to go north

Mexico (continued)

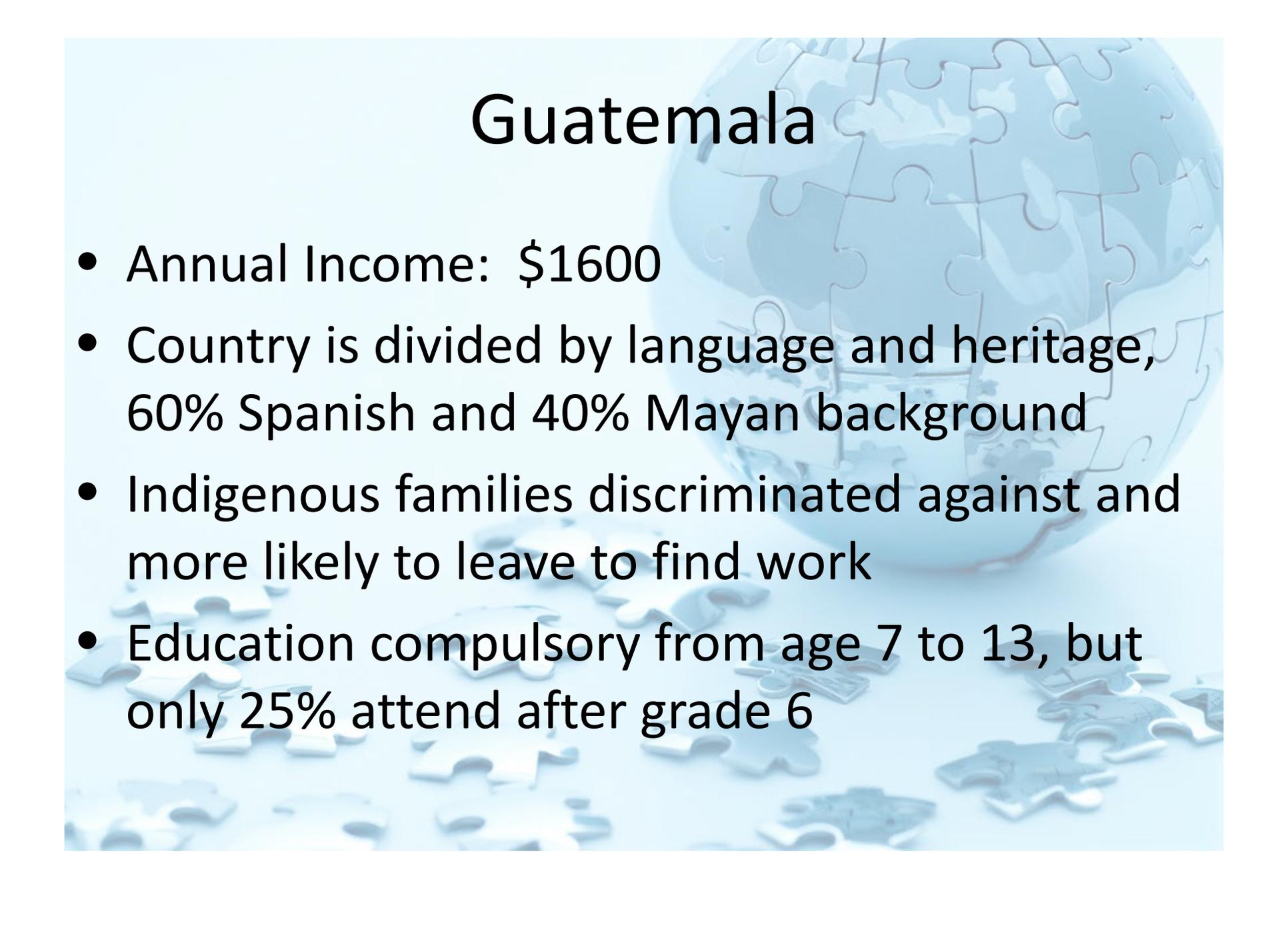
- When they arrive in the US and discover that they are expected to continue attending school until they are either 18 or complete grade 12, some students become frustrated and angry.
- Many do not bother to enroll in school (studies show from 40% to 85%), or they enroll and then drop out
- If they enroll, they may have to repeat some classes because requirements are different here or they may not have come with a transcript

El Salvador



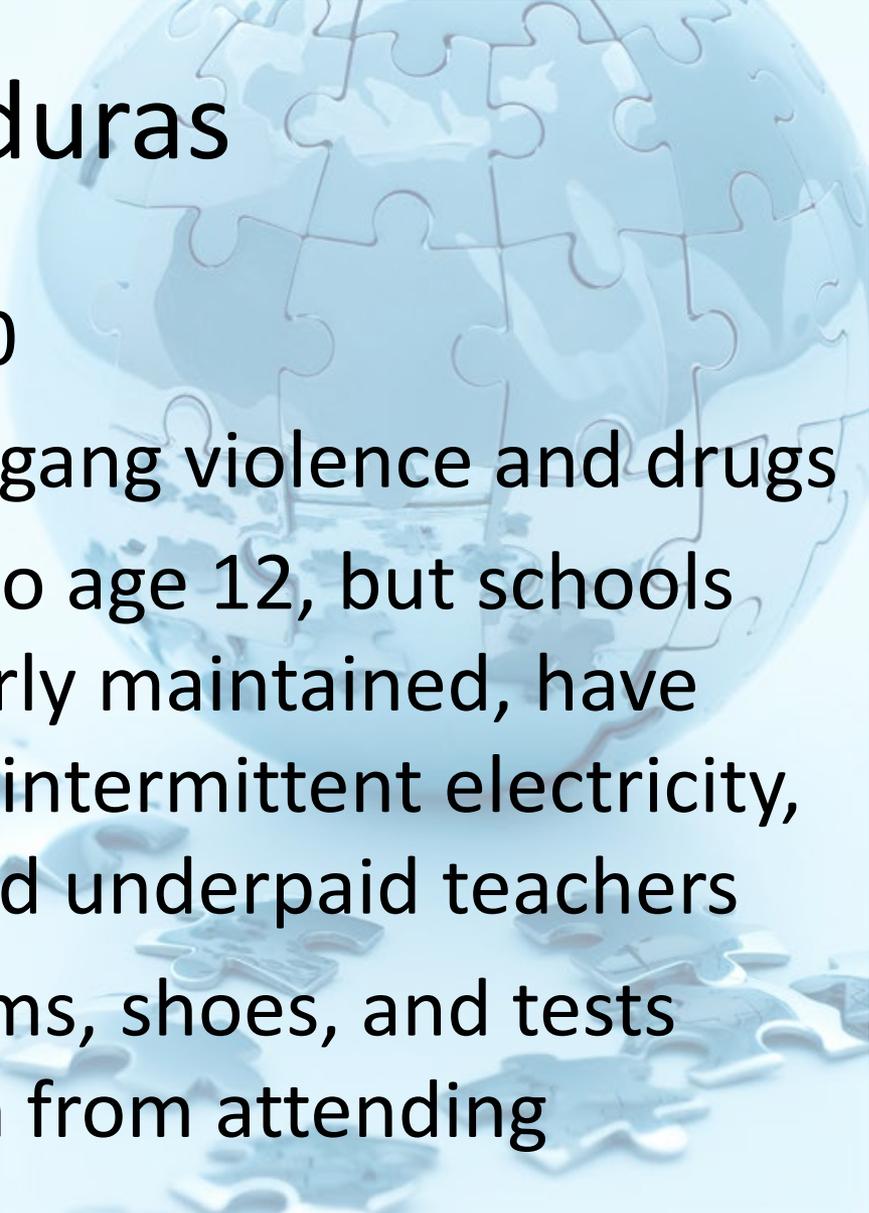
- Annual Income: \$1900
- Compulsory education until age 14, but not enforced, only 14% complete grade 7
- Civil War tore the country apart from 1979 to 1991, and up to 1/5 of the country fled
- Extremely common for one person from each family to come to the US and send money back home (remittances are 20% of total country's income)

Guatemala



- Annual Income: \$1600
- Country is divided by language and heritage, 60% Spanish and 40% Mayan background
- Indigenous families discriminated against and more likely to leave to find work
- Education compulsory from age 7 to 13, but only 25% attend after grade 6

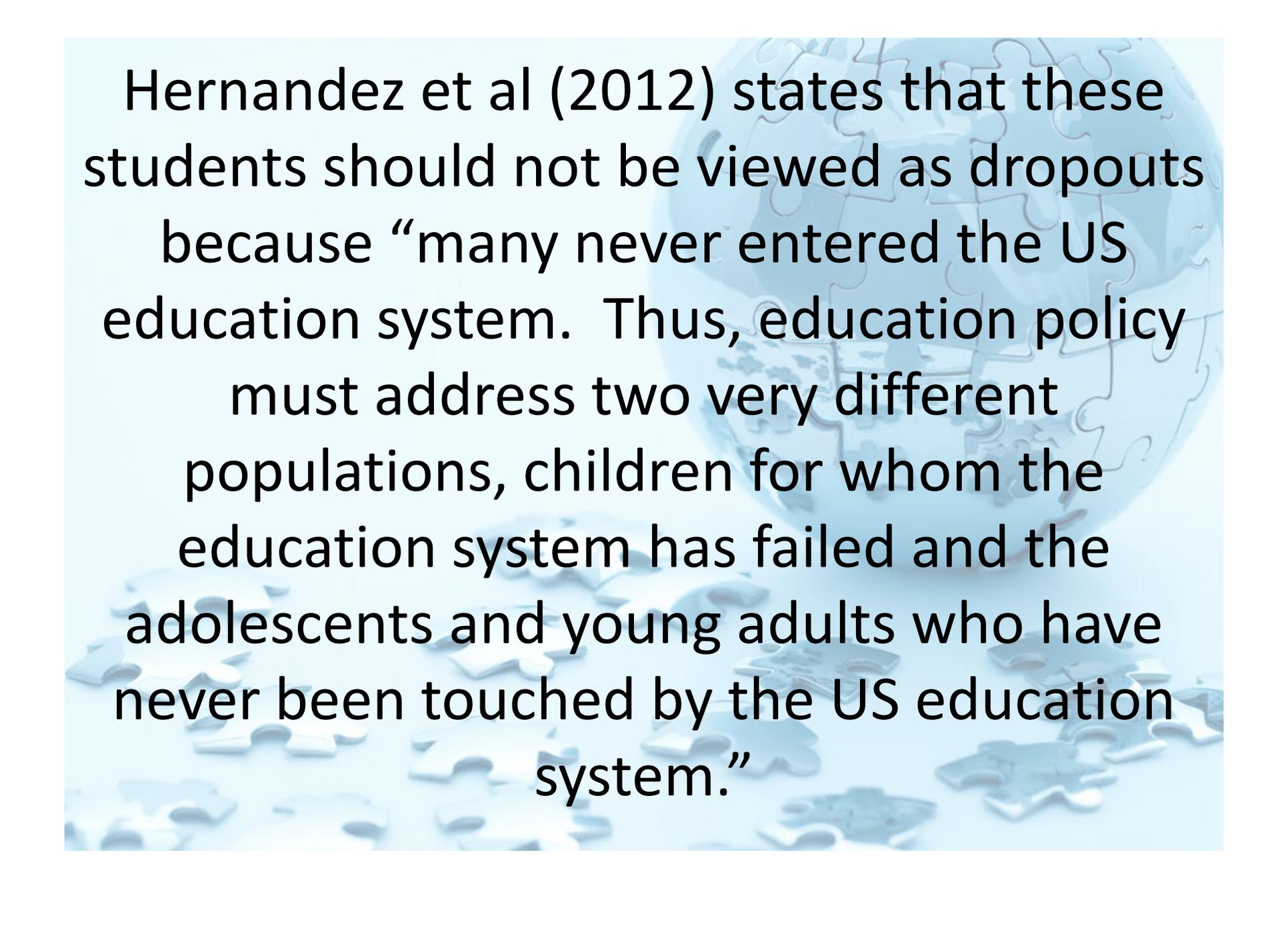
Honduras



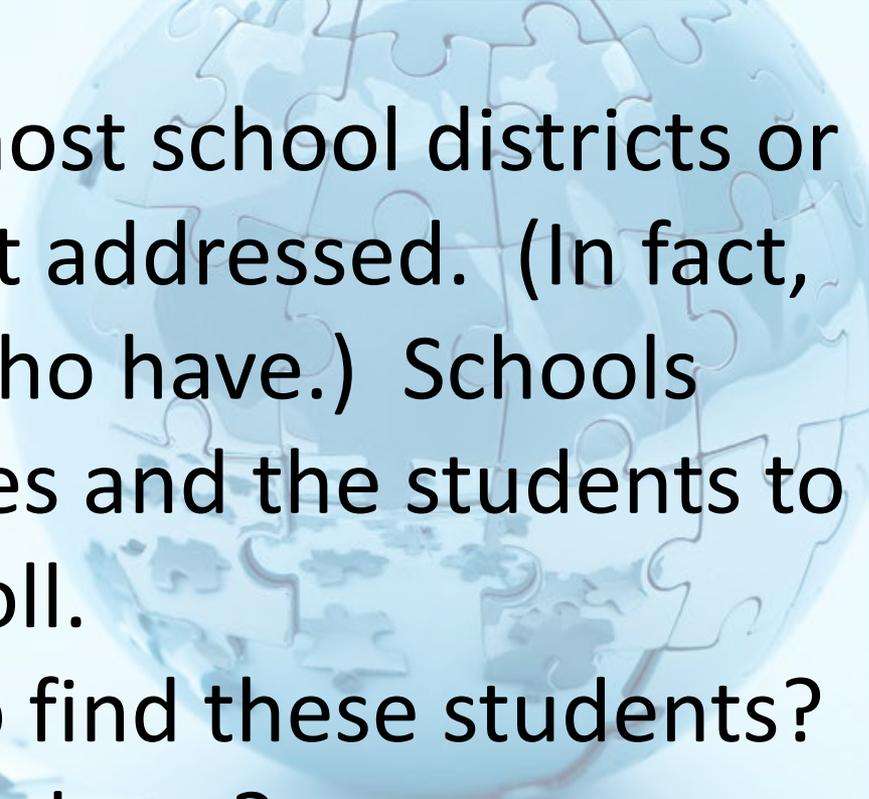
- Average Income: \$930
- Country torn apart by gang violence and drugs
- School is compulsory to age 12, but schools are overcrowded, poorly maintained, have limited textbooks and intermittent electricity, with poorly trained and underpaid teachers
- Fees for books, uniforms, shoes, and tests prevent many children from attending

Second Major Issue: Non-Enrollment

- Two major studies of Latino immigrants found that many adolescents choose not to enroll in school when they arrive in the US
- Lukes study (2015) found that about 40% of Mexican adolescent immigrants had never enrolled in high school
- Fuiz-de-Velasco and Fix (2000) found that up to 83% of Mexican teens who had done poorly in school before arrival never enrolled



Hernandez et al (2012) states that these students should not be viewed as dropouts because “many never entered the US education system. Thus, education policy must address two very different populations, children for whom the education system has failed and the adolescents and young adults who have never been touched by the US education system.”

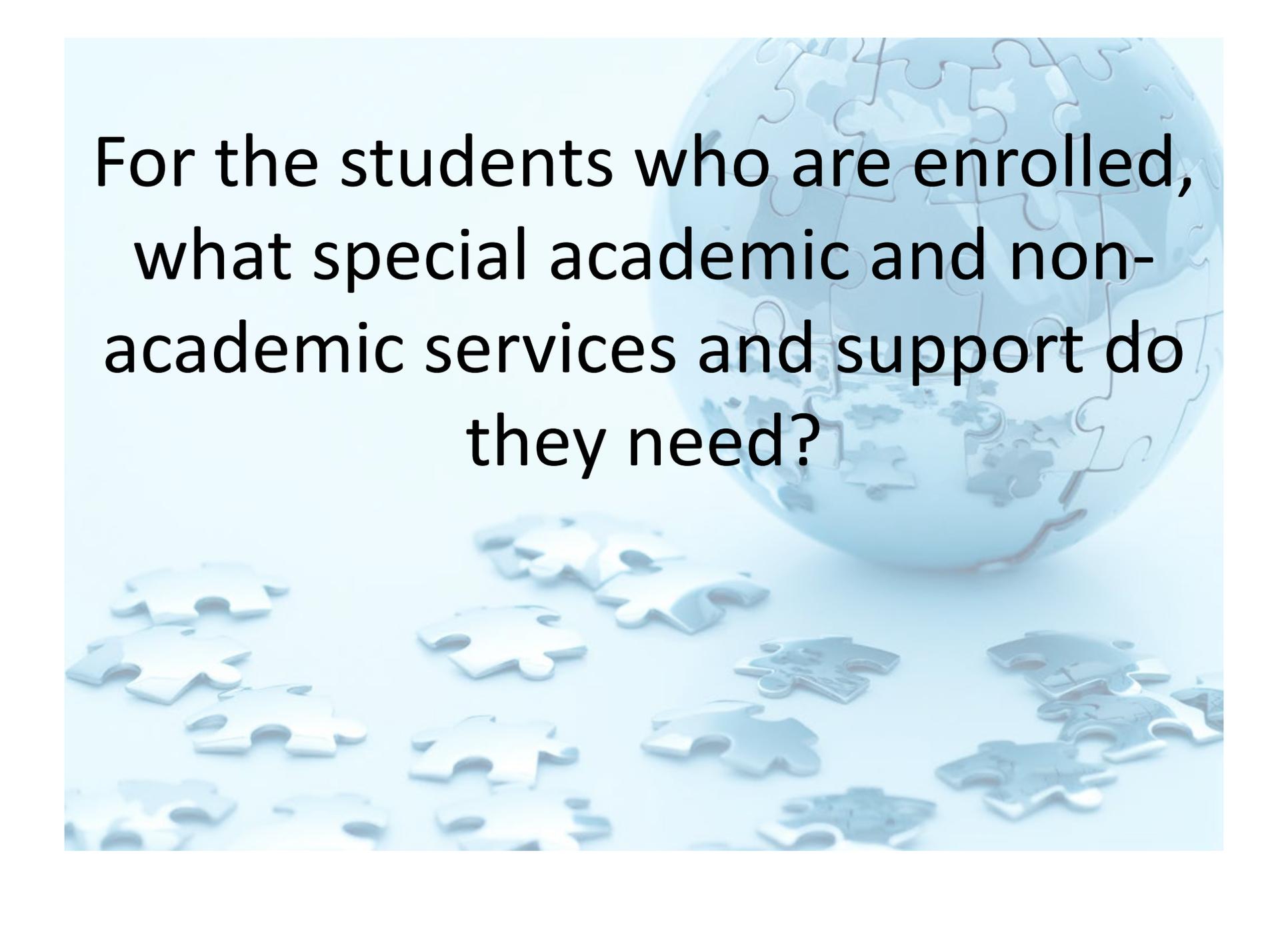
A globe made of puzzle pieces, with some pieces missing and scattered around it. The background is a light blue gradient.

This is an issue that most school districts or communities have not addressed. (In fact, I don't know of any who have.) Schools leave up to the families and the students to find a school and enroll.

Have we even tried to find these students?

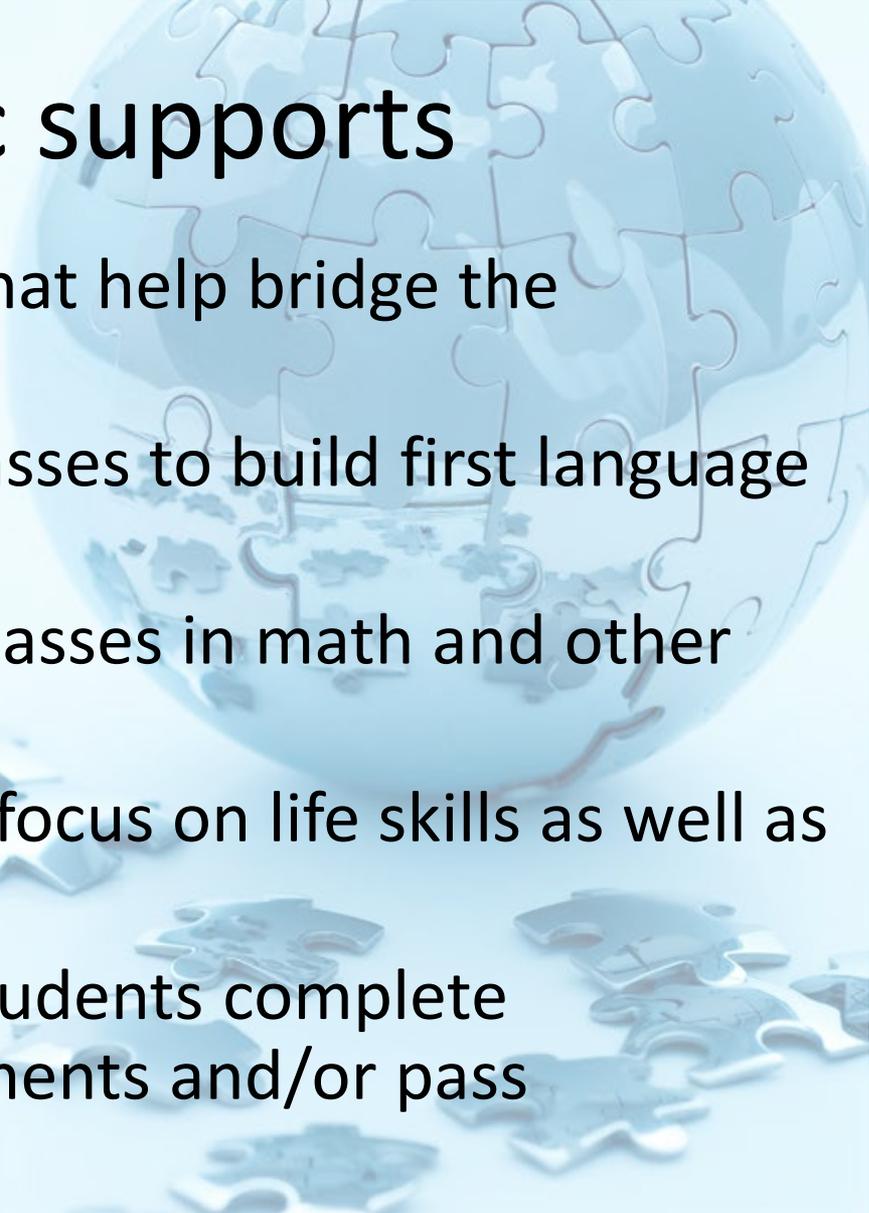
Who is responsible to do so?

What special programming could address this situation?

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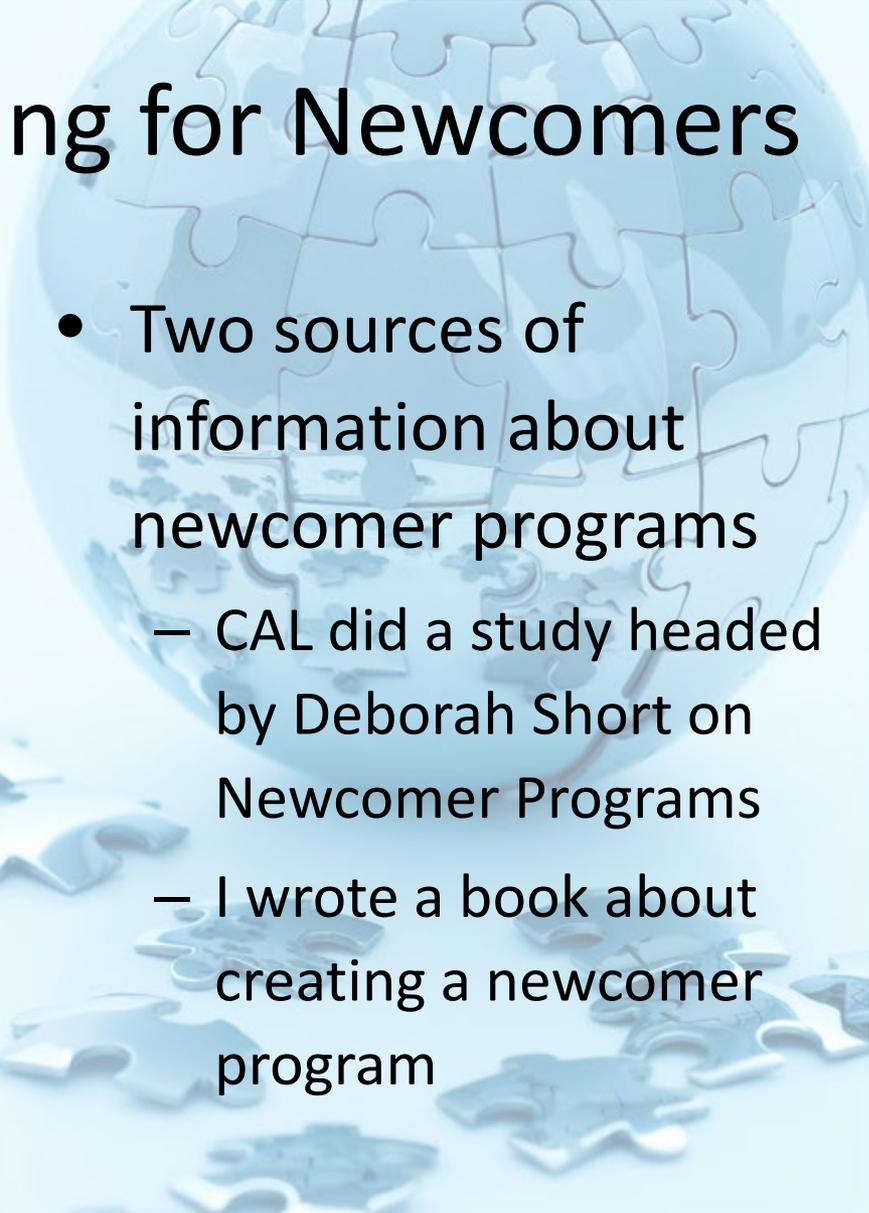
For the students who are enrolled,
what special academic and non-
academic services and support do
they need?

Academic supports

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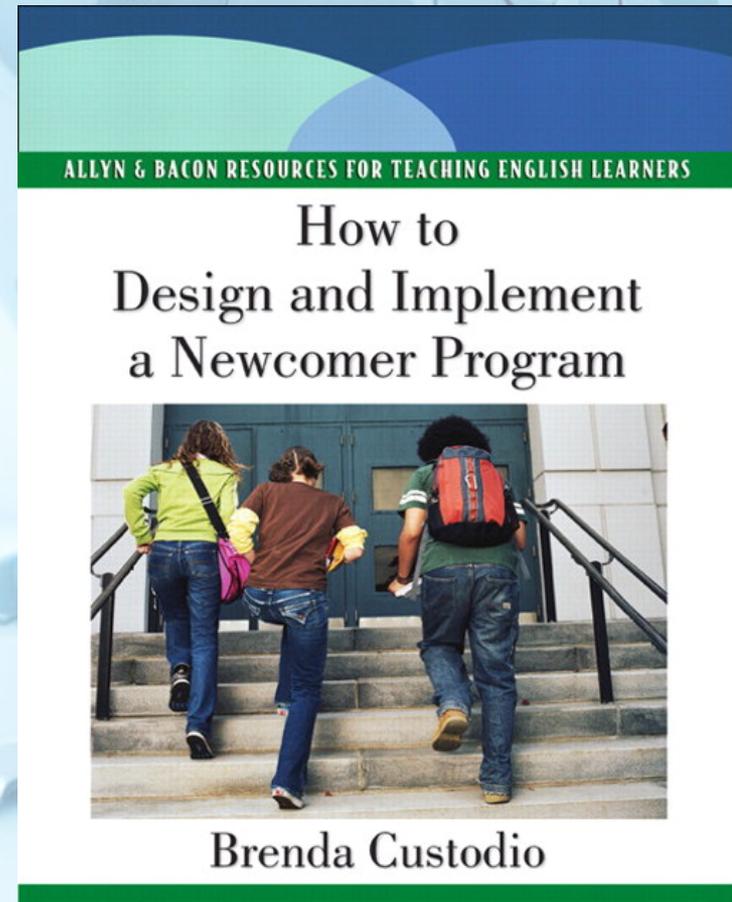
- Courses or programs that help bridge the academic gaps
 - Heritage Spanish classes to build first language literacy
 - Sheltered content classes in math and other required subjects
 - English classes that focus on life skills as well as academic content
 - Courses that help students complete graduation requirements and/or pass mandated exams

Special Programming for Newcomers



- Newcomer Programs are one option
 - Can be a class, a strand of classes, a school within a school, or a stand alone school
 - Specifically designed to meet the unique needs of new arrivals
- Two sources of information about newcomer programs
 - CAL did a study headed by Deborah Short on Newcomer Programs
 - I wrote a book about creating a newcomer program

Two sources of information about Newcomer Programs



Newcomer Program for SIFE students

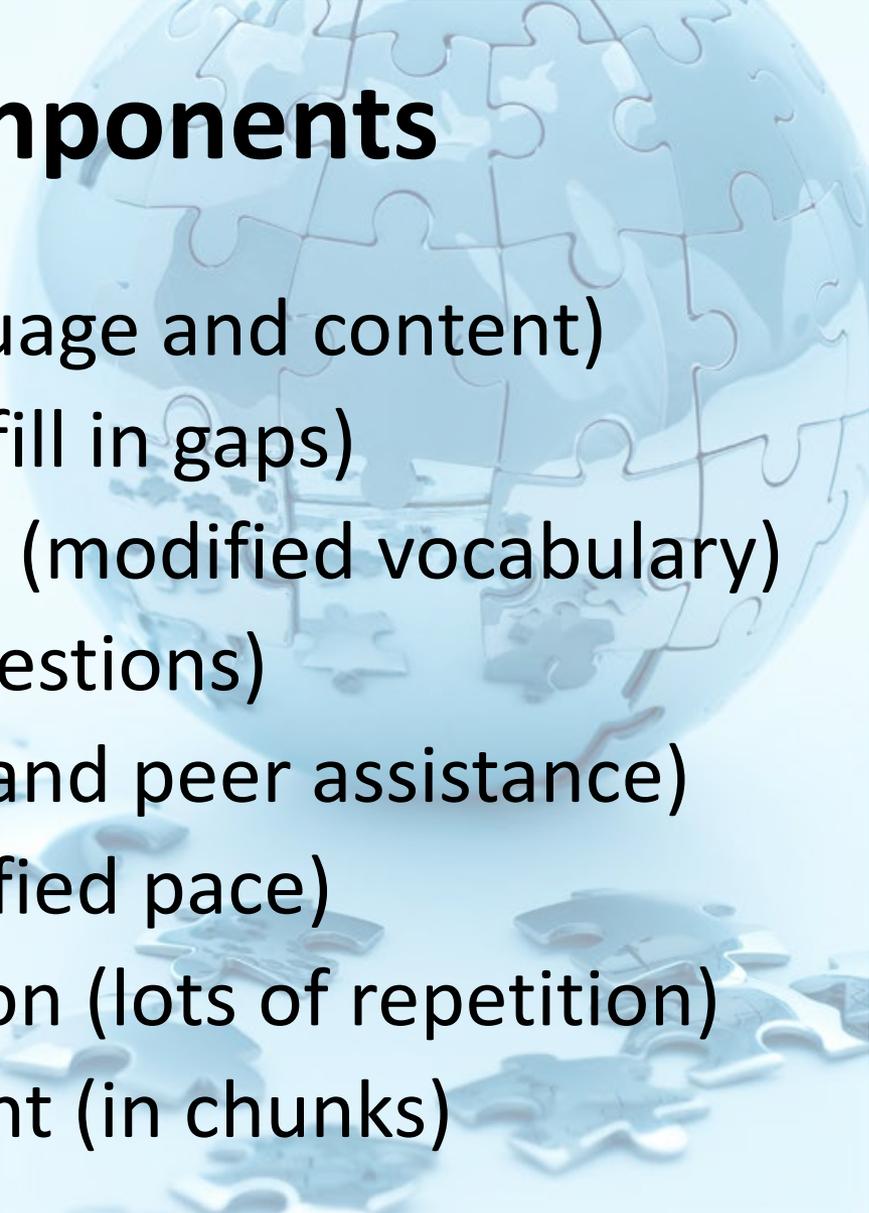


- Basic English language development critical with native-language support available if possible
- Basic literacy skills introduced and developed
- Basic numeracy skills introduced and developed
- Introduction to all content areas using sheltered instruction
- Basic school orientation

Sheltered Instruction Critical

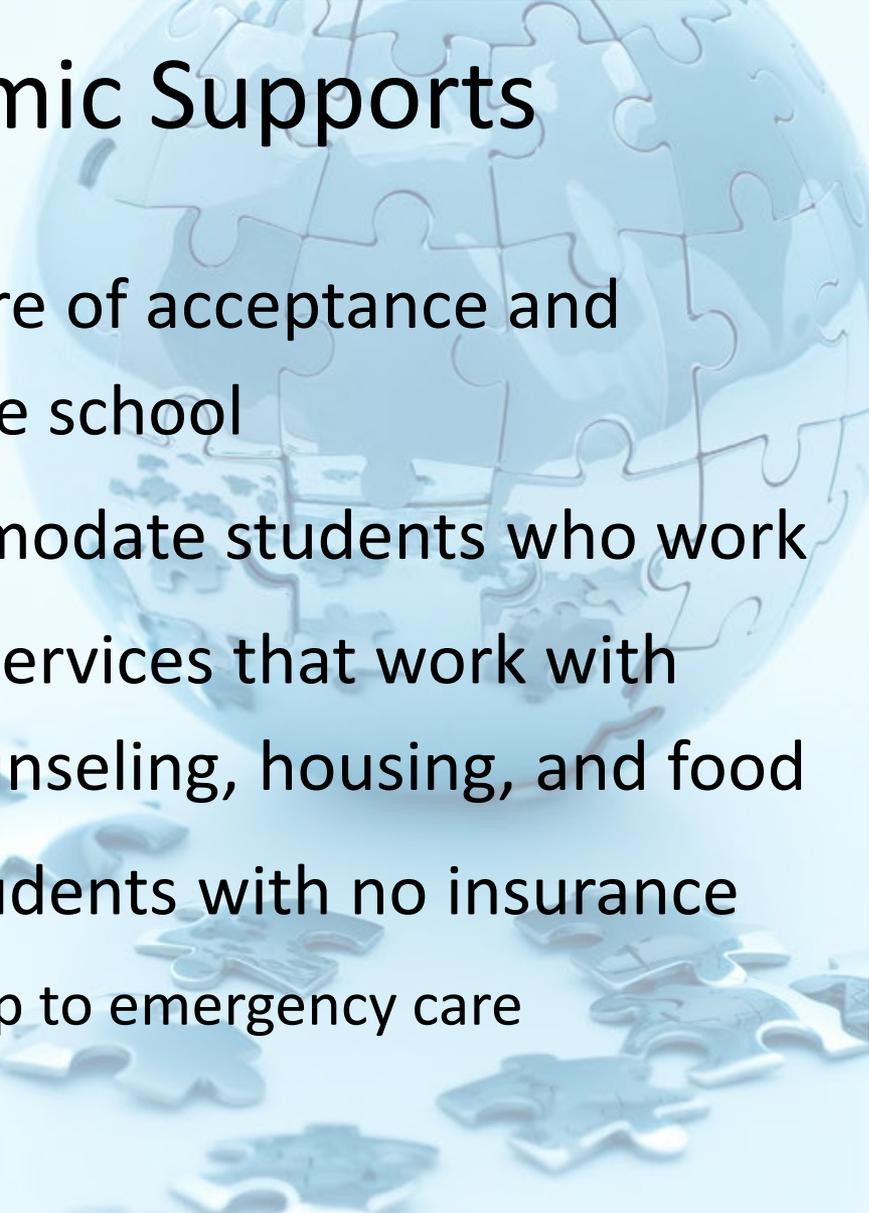
- Most critical academic component of working with Latinos with interrupted education is providing sheltered instruction
- Can be classes with only ELLs or a mixed class, but with a trained sheltered teacher
- Training is provided by program called SIOP: Sheltered Instruction Observation Protocol.

SIOP Components



- Lesson Planning (language and content)
- Building Background (fill in gaps)
- Comprehensible Input (modified vocabulary)
- Strategies (focused questions)
- Interaction (grouping and peer assistance)
- Lesson Delivery (modified pace)
- Practice and Application (lots of repetition)
- Review and Assessment (in chunks)

Non-Academic Supports



- Ensuring an atmosphere of acceptance and support throughout the school
- Schedules that accommodate students who work
- Connections to social services that work with undocumented for counseling, housing, and food
- Health supports for students with no insurance
 - Dental, vision, follow-up to emergency care

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