



# New to Country Students

## 2023-24 School Year

December 14, 2023

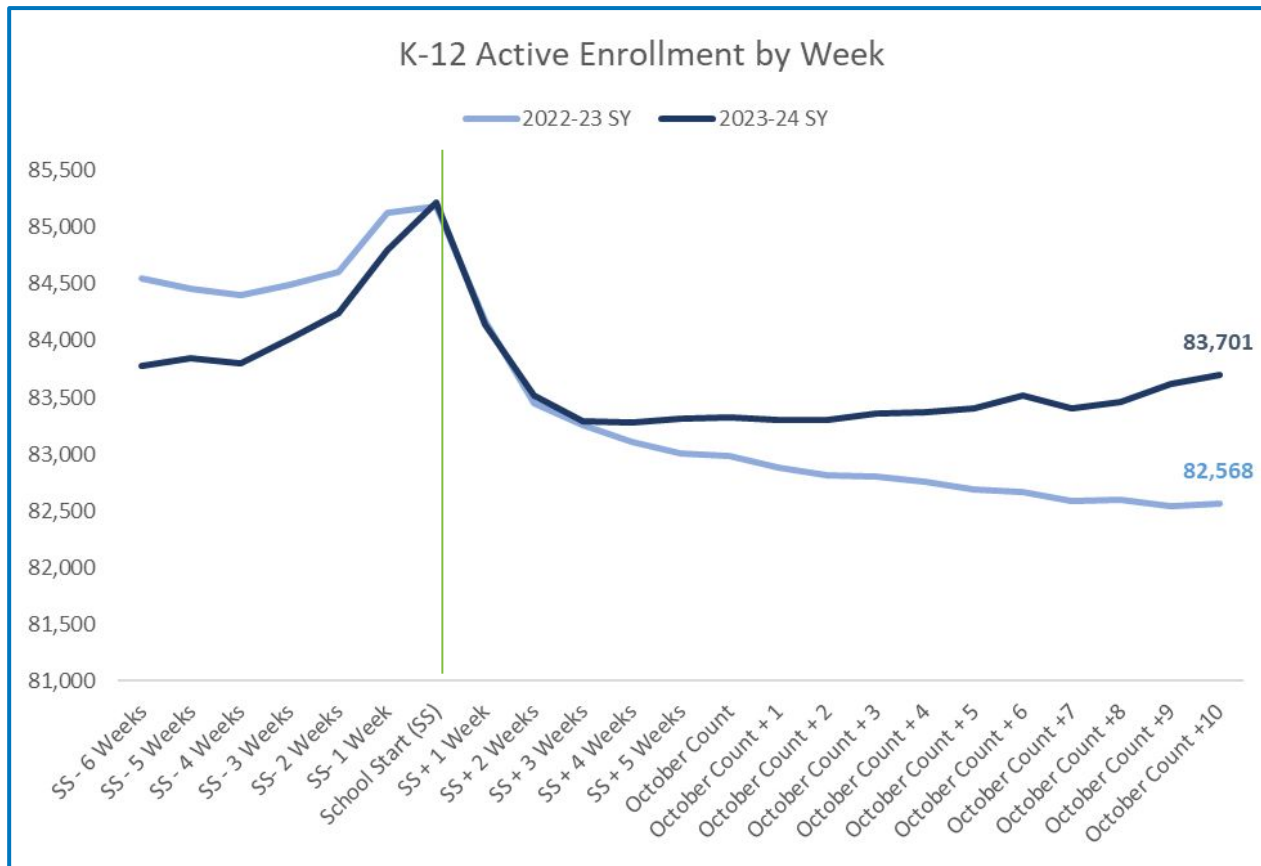
## Purpose: What's in this update

Each month, an update will be provided to the Board of Education regarding New to Country Students and related implications for our district. Updates will include information in the following areas:

- Enrollment and Regional Impacts
- School-Based Support - Academics and Multilingual Education (MLE)
- Staffing
- Transportation
- Family and Community Engagement (FACE)

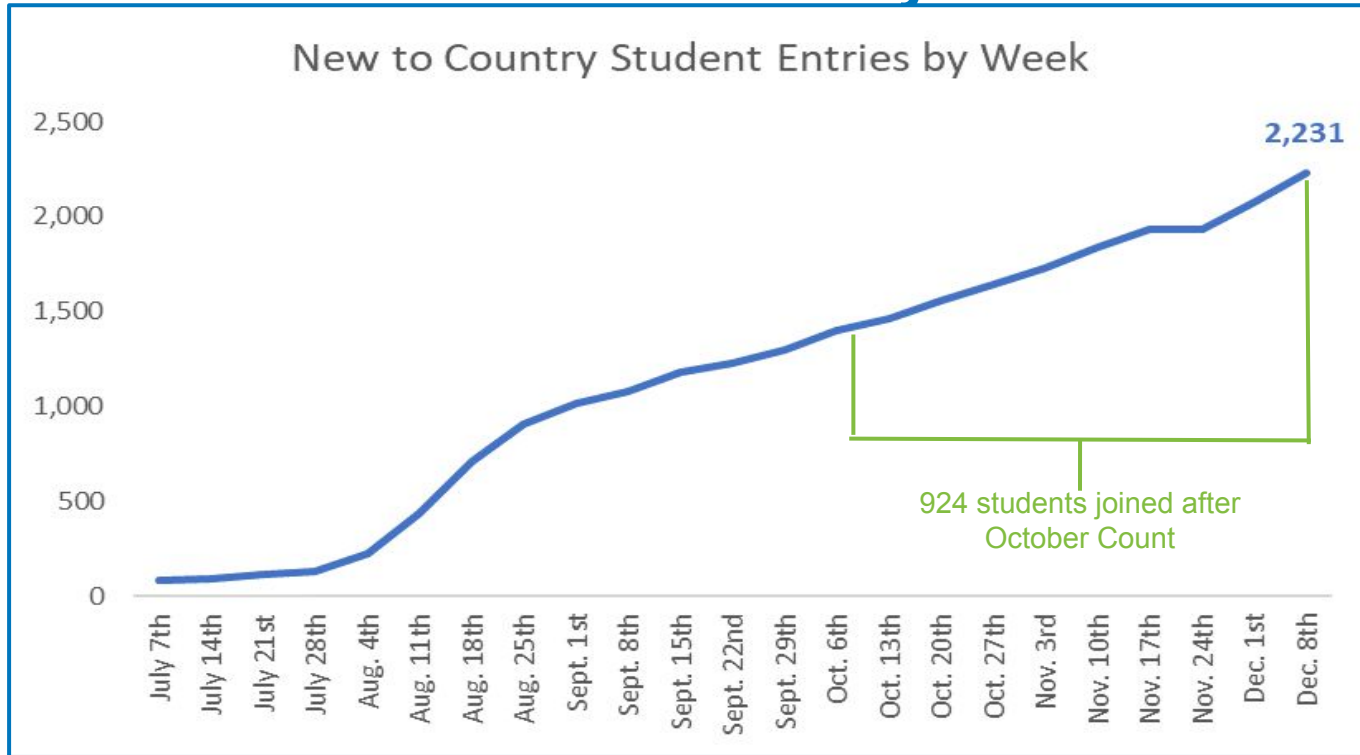
# Overall enrollment continues to climb

Based on Active Enrollment (12/11)



- Active student enrollment typically mirrors 2022-23 with the highest levels on the first day of school and decline from that point forward
- 2023-24 is unprecedented in the number of students increasing after October Count
- There are 1100 more K-12 students in DPS today than at this point last year

# Over 2,200 New-to-Country students have joined DPS since July



- There has been a steady increase in students from out of country since the beginning of the school year; the pause in November was over Fall Break
- DPS is not funded for student arriving after October Count

# Arriving from the following countries

## Comparison of 2021 - 2023

2021-22	
Country	# Students
Unknown	237
USA*	104
Mexico	41
Honduras	20
Guatemala	14
Venezuela	14
El Salvador	13
Ethiopia	12
Colombia	7
Guam	3
Peru	3
Korea, South	2
Nicaragua	2

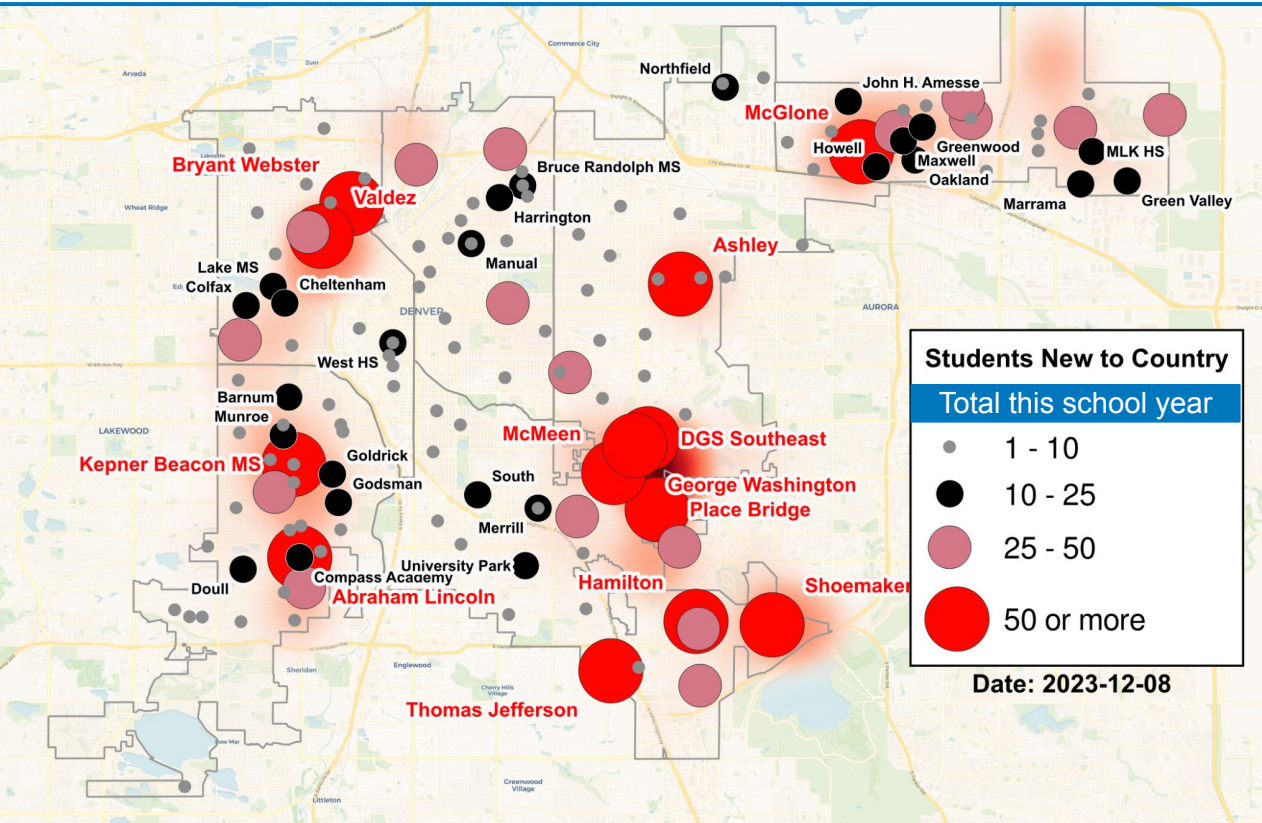
2022-23	
Country	# Students
Unknown	205
USA*	113
Mexico	75
Colombia	42
Venezuela	38
Honduras	15
El Salvador	12
Peru	11
Guatemala	10
Afghanistan	8
Cuba	7
Nicaragua	7
Sudan	6

2023-24	
Country	# Students
Venezuela	870
Mexico	293
USA*	215
Unknown	171
Colombia	168
Guam	79
Afghanistan	48
Honduras	45
Guatemala	41
El Salvador	37
Peru	32
Syria	18
Nicaragua	17



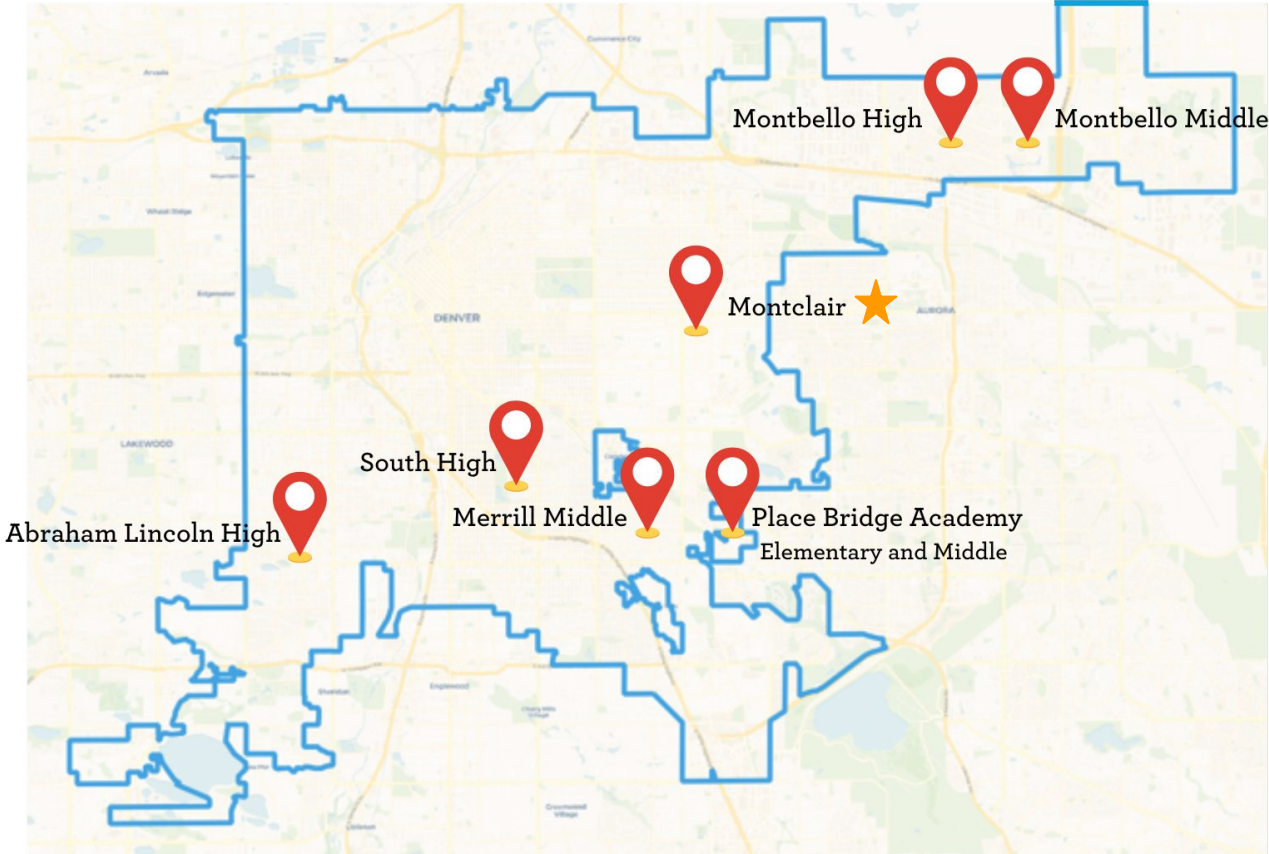
\*Note- some students may have been born in the United States, but are most recently entering from living in a different country

# Where are new to country students attending?

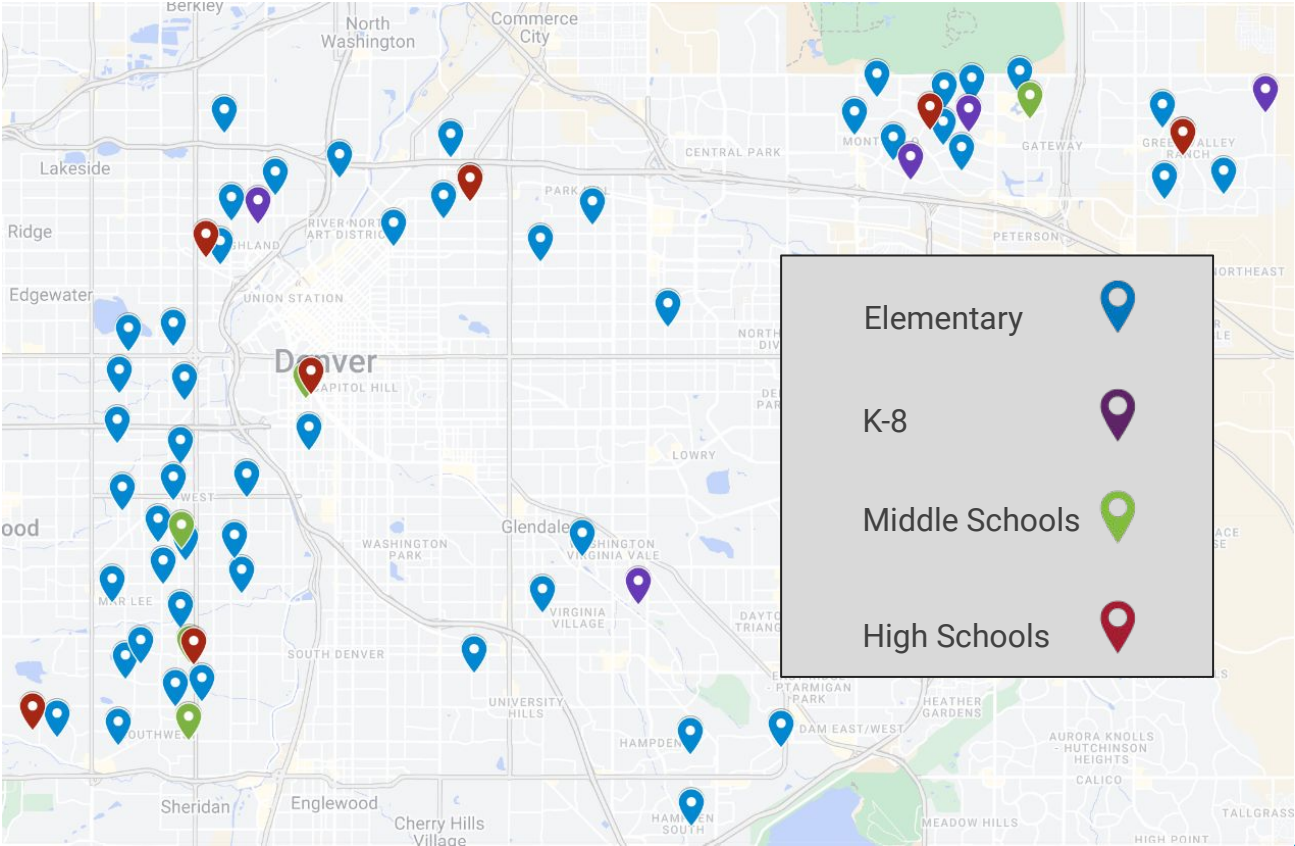


- About 75% of DPS schools have received 10 or fewer new-to-country students this entire school year (since July 2023), while 13 schools have received more than 50 students.
- This concentration is due to housing and bilingual programming & Newcomer Centers

# Newcomer Centers



# Bilingual Programs





# School-Based Supports

## Multilingual Education (MLE)

Ensure **safe and welcoming** experience for students & families.

- Support school choice and registration - including MLE Program options & transportation
- Host Family Welcome Meetings for students, families and caregivers of newly arrived students
- Provide support with administration of
  - Home Language Questionnaire (HLQ)
  - Parent Permission Form (PPF) - to select MLE program
  - English language proficiency assessment – WIDA Screeners



*Family Welcome Meeting at  
Abraham Lincoln High School*

# School-Based Supports

## Multilingual Education (MLE)

**Strategic supports prioritized** for schools welcoming large numbers of new arrivals.

- Weekly hotspots: [MLE New Arrivals Menu of Services](#) & [General Needs inventory](#)
- Plan with school leaders to reconfigure resources and staff, strategically align budget, and seek additional resources & FTE as needed
- Development of [New Arrivals Toolkit](#) as one-stop-shop for all schools

# School-Based Supports

## Multilingual Education (MLE)

Professional **learning opportunities** for school-based staff, including leaders, teachers, and paraprofessionals.

- School leaders: [The Impact of Language Instruction in the Content Areas](#), [Wraparound Navigation & Supports for New to Country and Newcomer Students and Families](#), [New Arrivals](#) info session
- Teachers: [Supporting Newcomers in Accessing Content](#) and [Supporting New to Country Students in ELA-S Classrooms](#)
- Paraprofessionals: [MLE Bilingual Para Training](#)



*Principal Quarterly Meeting  
December 14, 2023*

# Staffing Implications

- 98% of budgeted FTE for Teachers are currently filled:
  - Candidate pool focused on diverse candidates and hard-to-fill/high need areas
  - Visa Sponsorship: 58 new educators
  - District hosted hiring events:
    - George Washington H.S., North H.S. & Place Bridge Community Hub
- Hired Talent Acquisition Specialist dedicated to recruitment of Bilingual and Newcomer Teachers and Paras
- Priority support will continue:
  - Newcomer Centers
  - Bilingual Teachers & Paras
  - Native Language Tutors

# Transportation

Students arriving with [McKinney-Vento](#) status, transitioning to Newcomer or Multilingual Learner (MLL) status:

Aug	Sept	Oct	Nov	Dec
23	70	133	184	225

Services provided by:

- Yellow Buses
- Contracted Services

Routes:

- To date, there has been no need to add new routes, service additions only



# Family and Community Engagement (FACE)

FACE has and will continue to provide the following support:

**FACE Family Connect (FFC):** 19% of intensive case management.

**Partnerships and Resources:** Process of finalizing a [resource guide](#) for families and staff.

**ESL, GED & Workforce:** Participating in ESL, GED and workforce supports.

**Vaccine Clinics:** Coordinated vaccine clinics at various schools, nearly 3,000 vaccines to date.

**Food Drive:** Designated food drives to address food insecurity with migrant community.

**Donation and Volunteer Drives:** Requests to community and bringing in additional resources and volunteers.

## Areas of greatest need:

- Food
- Clothing/ Shoes,
- Housing
- Mental Health
- Hygiene products
- Laundry Detergent
- School Supplies
- [Bilingual Volunteers](#)

# Preview: Next Phase

- **Projections & Budgets:** Projections at Highly Impacted Schools – project at classroom level
- **Space Use:** Deploying Capacity Utilization Resources including modules, furniture, technology and other needs
- **Program Allocation:** Reviewing the need for additional Multilingual Education funding, including bilingual teachers & paraprofessionals, and potential expansion of Newcomer Centers
- **Staffing:** International Educator Institute (IEI) will provide enhanced and extended support for our International Educators.
  - Outreach to local city organizations that support immigrant professionals, workforce development, certification and licensure.
- **Monitoring Over the Summer:** Monthly updates to changes within system to identify how to allocate resources (human and physical)
- **Day 1 of School 2024:** Adjust with agility, redeploying human resources, if needed

# | Appendix



# Frequently Asked Questions

- Why isn't DPS doing more?
  - DPS is one of many crucial city organizations that are partnering to address this crisis. We all have a role to play. *Our mission is to ensure the educational needs of our new to country student are met.*
  - We are also being good partners with other city organizations to assist or provide resources where we can.
- Why doesn't DPS provide new to country families with essential items such as housing, food, water, winter clothing, blankets, and medicine?
  - From the moment our newcomer families arrive in Denver, we have staff members from our Multilingual Services team welcoming them at the intake centers to make sure that they are quickly connected with a local school so that their student's educational journey can be restarted. Families are also connected with our nursing team and Denver Health to make sure that the families have the vaccinations and health services that they need.
- Why doesn't DPS allow the city to utilize empty DPS schools for shelter?
  - DPS does not currently have any empty buildings. Recently closed schools have had their buildings repurposed for other educational programs or schools and are not vacant.

# City of Denver Collaboration

Deputy Chief of Staff

## City Requests:

- Migrant housing at DSA Campus (Wildcat Center)
  - Space is under contract with an artist until 2027
- Space to be donated to host legal clinics
  - Expectation for DPS to absorb costs (employee overtime, childcare, food, etc.)
- DPS bus stops to be moved to align with shelter sites



# DPS New Arrivals Working Group

The working group meets every two weeks to plan for district, school and community needs, representing the following departments:

Academics

Campus Planning

Chief of Staff

Communications

Culturally Sustaining Teaching &  
Learning

Early Childhood

English Language Acquisition

Enrollment

Exceptional Student Services

Family & Community Engagement

Federal Programs

Homelessness Specialist

Instructional Specialist

Mental Health

Multilingual Services

Portfolio Services

School Operations

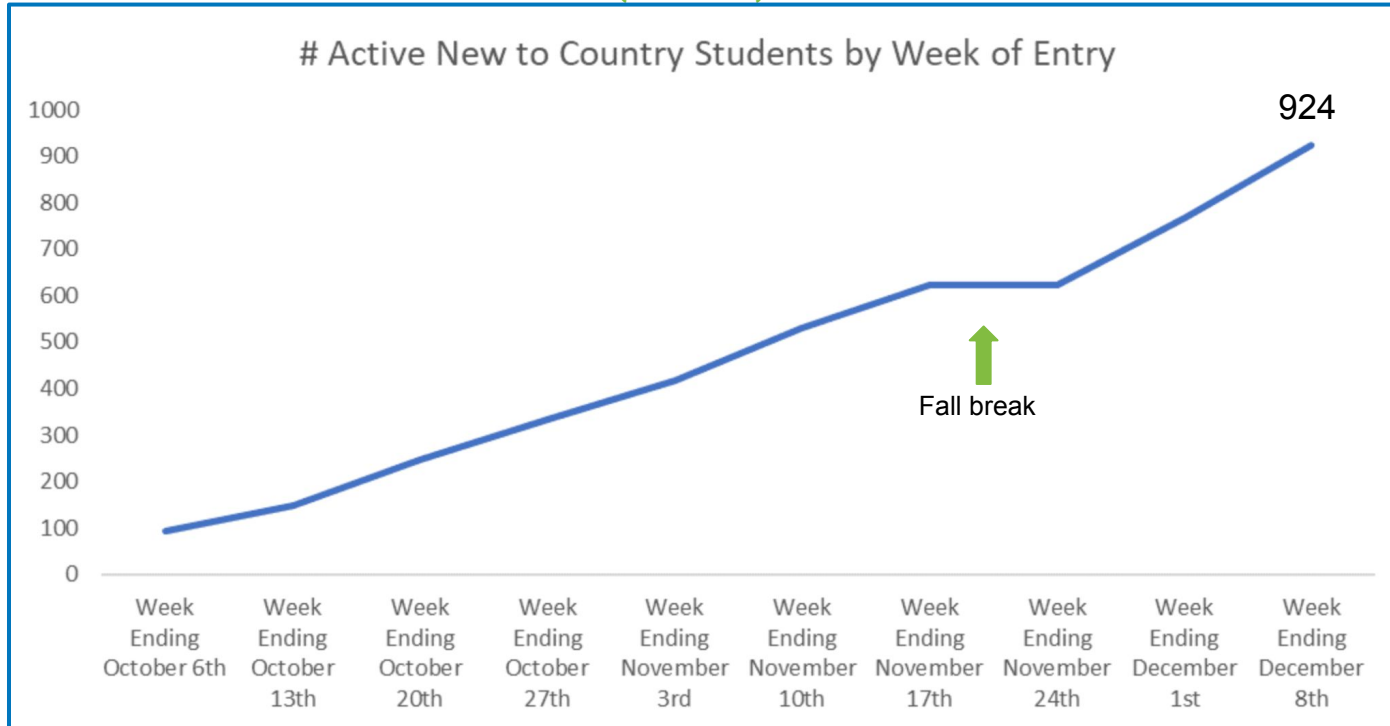
Substance Use Prevention

Talent Acquisition

Transportation

# Nearly 1,000 New-to-Country students have joined DPS since October

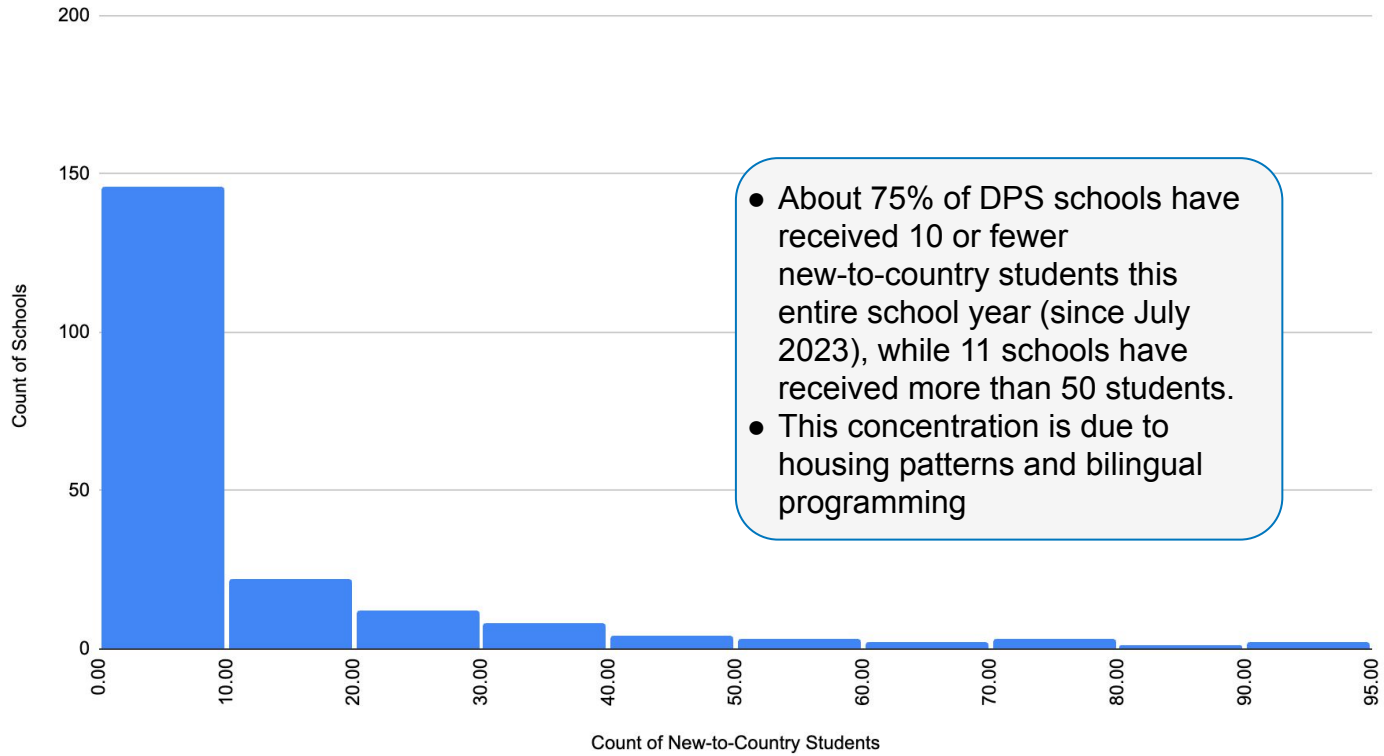
Based on Active Enrollment (12/11)



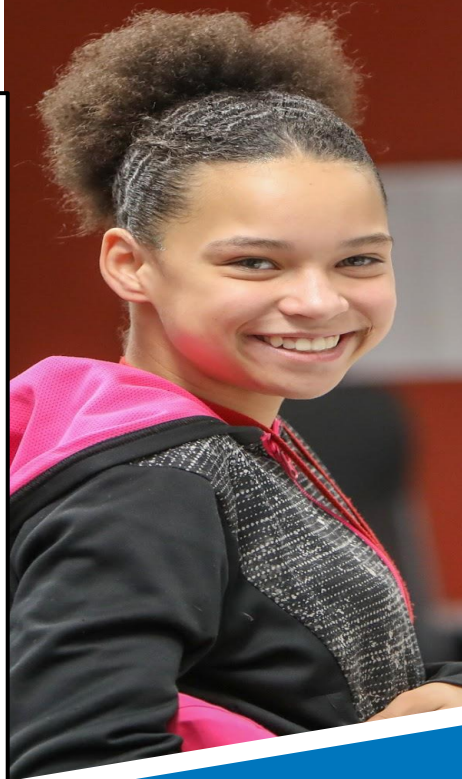
- The net increase of students since the October Count window is been 924 through Dec 8
- If these students were counted DPS would have been eligible for \$14M more funding from both state PPR and local Mill Levy Override funding

# New-to-Country students are concentrated at <10% of DPS Schools

Distribution of New-to-Country Students Across Schools



- About 75% of DPS schools have received 10 or fewer new-to-country students this entire school year (since July 2023), while 11 schools have received more than 50 students.
- This concentration is due to housing patterns and bilingual programming



# Additional Financial Resources

- **\$10,968** Per Pupil funding received for students through October count
- **\$3,998** Average per pupil funding for Mill Levy Override revenue
- **\$11,511** Average per pupil SBB funding for all district-managed schools (excluding ECE and Center classroom funding)
  - \$1.4M has been allocated to 47 different schools since Fall Adjustments to support late arrivals and new to country students
  - [Details by school](#)

# Technology Implications

We are committed to ensuring a device for every student!

- Enrollment numbers tracked and updated dynamically through Inventory Management System (SnipeIT)
- A 5% excess is in place for all schools to ensure we meet/exceed Chromebook needs and account for repair and breakage

# Interpretation and Translation

## Communications

- Requests have more than doubled this year. For example, IEP Interpretation Requests follow:

Aug 22 to Dec 22	Aug 23 to Dec 23
59	165

- Consent Decree ([English](#))([Spanish](#))
  - Essential information translated into: Spanish, Vietnamese, Arabic, Amharic, Somali, Nepalese, French, Mandarin





# State Testing Implications

## CMAS

- MLL students that are first time in the US within one year (newcomer or otherwise) with a background language other than English or Spanish are exempt from taking CMAS English Language Arts (ELA) in grades 3-8.
- MLL students that are first time in the US within one year with a background language in Spanish and are receiving instruction in Spanish are expected to take the Spanish Language Arts (CSLA) test in grades 3 and 4 UNLESS the student did not receive Spanish Language Arts instruction for the previous academic year in their prior country (newcomer students). MLL Students with a background language in Spanish are exempt from ELA testing in grades 5-8.
- All MLL students are expected to take math and science regardless of their time in the country. Math and science is available in Spanish.

# State Testing Implications

## CMAS

- MLL students taking a CMAS assessment in English may have the following accommodations in addition to any accessibility features available for all students and any IEP or 504 accommodations they may have:
  - text-to-speech for math, science and social studies
  - use of a school-provided, paper-based word-to-word dictionary that does not contain definitions (electronic dictionaries are not allowed)
  - extended time
- Students who enroll in DPS after October 1 are removed for performance-based accountability measures, but they count toward participation rates.

# State Testing Implications

## P/SAT

- MLL students taking PSAT|SAT may have the following accommodations in addition to any accessibility features available to all students and any IEP or 504 accommodations they may have:
  - translate test directions
  - extended time (time and one-half)
  - use of school-provided College Board approved word-to-word dictionary
- There are currently no testing exemptions for new to US or newcomer students that would remove them from the accountability measures for the entire PSAT|SAT test

# State Testing Implications

## P/SAT

- MLL students that are first time in the US within one year (newcomer or otherwise) are exempt from taking the Reading and Writing section of the PSAT|SAT test. This must be approved by College Board and the student's score will not be college reportable.
- All MLL students are expected to complete the math section of the test regardless of their time in the country.
- There is no translation of any portion of the PSAT|SAT.

# Homeless Education Network

## HEN

As of December 11th, the Homeless Education Network has identified 1,054 McKinney Vento students, however 124 of the identified students have left the district. About 33% (303 students) of the 930 currently enrolled and identified students are New Arrivals.

The HEN team consists of:

- 1 Manager (Spanish Speaker)
- 5 Specialist (3 Spanish Speakers)
- 2 Liaisons (1 Spanish Speaker)

The HEN team works in collaboration with Choice Enrollment and MLE to support families with school enrollment, transportation services as well as sharing other resources.