

# Culturally Responsive Practices to Support Multilingual Learners in Temporary Housing



System

# Housekeeping: Using the Control Panel

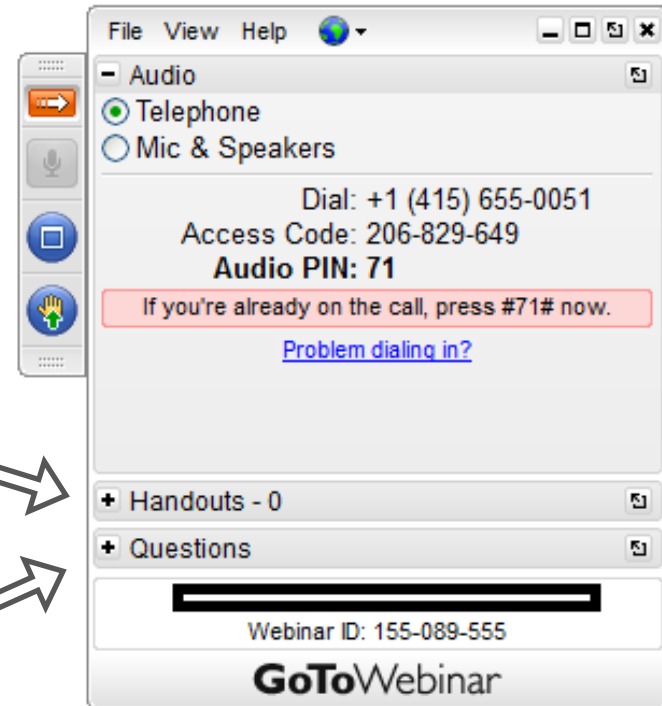
SHOW/HIDE your control panel using the orange arrow



HANDOUTS are available for download from the control panel



Ask QUESTIONS by typing them into the "Questions" box. Be sure to click "send."



# Culturally Responsive Practices to Support Multilingual Learners in Temporary Housing



System

# About Us: NYS-TEACHS

- New York State Technical and Education Assistance Center for Homeless Students
- Funded by the New York State Education Department and housed at Advocates for Children of New York
- Provide technical assistance on homeless education issues. Our services include:
  - Infoline / 800-388-2014
  - Website ([www.nysteachs.org](http://www.nysteachs.org))
  - Trainings
  - Outreach Materials



**NYS-TEACHS**

NEW YORK STATE TECHNICAL AND EDUCATION  
ASSISTANCE CENTER FOR HOMELESS STUDENTS

# About Us: Division of Multilingual Learners

Vision  
NYC DOE's racially, culturally, and linguistically diverse students will graduate multilingual, multi-literate, and prepared to succeed in college, career, and life in a global society.



- Part of Chief Academic Office
- Comprised of 4 teams, (1) Research, Instruction, and Professional Learning, (2) School Support and Implementation, (3) Postsecondary Readiness, and (4) Family and Community Partnerships

# Objectives

## We want you to know:

- Who are NYC's Multilingual Learners/ English Language Learners (MLLs/ELLs)? How does this student population intersect with Students in Temporary Housing (STH)?
- The importance of cultural responsiveness and strategies to improve your cultural responsiveness.
- Resources available to support MLLs/ELLs in temporary housing, during in-person and remote learning.

# Agenda



Identification of English Language Learners (ELLs) and Students in Temporary Housing (STH)

**A culturally responsive approach:** Concepts and communication strategies to support MLL students and families

Resources for MLLs and their families

# Definitions



# Multilingual Learners

- **Multilingual Learner**, NYSED and NYC DOE refer to English Language Learners (ELLs) as Multilingual Learners/English Language Learners (MLLs/ELLs) except in instances referring to state and federal policy.

Per NYSED, Multilingual learners are:

- Current ELLs
- Students who were once ELLs but have exited out of ELL status
- Students who were never ELLs but are heritage speakers of a language other than English
- World Language Students

[Policy and Reference Guide for Multilingual Learners/English Language Learners](#)

# English Language Learners

- An **English Language Learner**, or ELL, is a student whose home language is not English and needs support learning English.
  - comes from a home where a language other than English is spoken and
  - Scores at or below the NYS-designated level of proficiency on the New York State Identification Test for English Language Learners (NYSITELL)
- Approximately 154,000 students (~%13) are designated as English Language Learners.

[NYCDOE Webpage on MLLs/ELLs](#)

# English Language Learners, continued

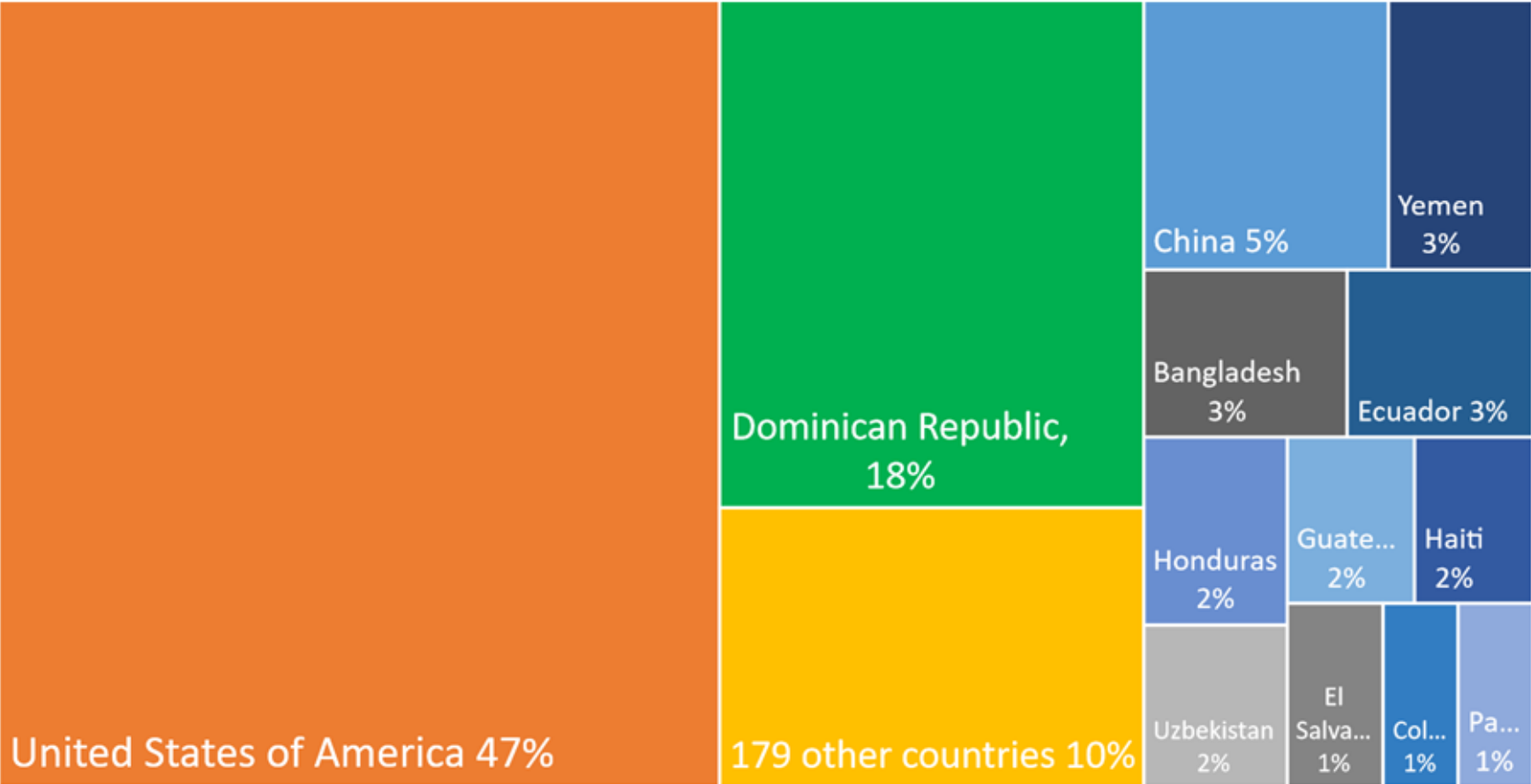
- The ELL designation entitles families to multiple rights to support their child's English language development, including:
  - the provision of ELL services (minutes)
  - the right to attend a bilingual education program within their district
  - an annual meeting between parent and school to discuss English language progress
- NY State and NYC DOE refer to English Language Learners (ELLs) as Multilingual Learners/English Language Learners (MLLs/ELLs) **except** in instances referring to state and federal policy in which they will continue to be referred to as ELLs.

[NYCDOE Webpage on MLLs/ELLs](#)

**What percentage of NYC's English Language Learners were born in the United States?**

- a. 5%
- b. 47%
- c. 97%
- d. 99.9%

# 192 Different Places of Birth (Countries of Origin)



Source: Audited Register, 2019-2020 SY

# Who are our Newcomers?

## U.S. Department of Education

According to the U.S Department of Education Newcomer Toolkit, “newcomers” are any foreign-born students and their families who have recently arrived in the United States

## New York City Department of Education

In the New York City Department of Education, Newcomers are English Language Learners (ELLs) who have received ELL services for 0-3 years.

# Who are some of our ELLs?

## Undocumented

- Undocumented are people who entered the U.S. without inspection and proper permission from the government, and those who entered with a legal visa that is not longer valid.
- The undocumented community members experience fear of deportation and separation of families.

## U.S Born

- Majority of ELLs are students born in the United States. They speak their native language at home

## Newly Arrived

- Newly arrived students are recently-arrived immigrants to the United States who attend school in grades K-12.

# Who are some of our ELLs?

## Refugees

- Is a person outside his or her country of nationality because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

## Immigrant

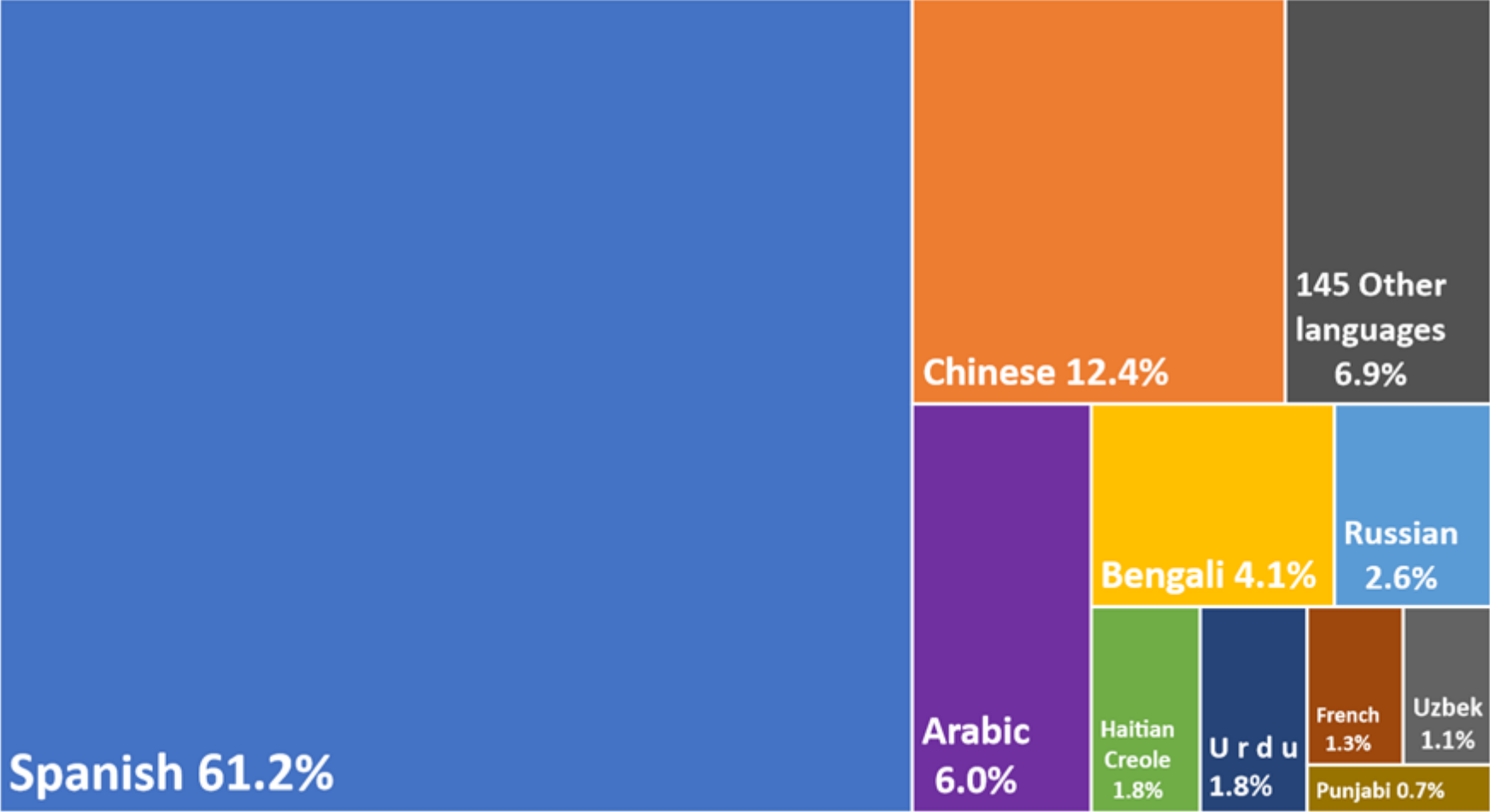
- A person that migrates to another country to live. They can be classified as citizens, residents, non-immigrants and undocumented.

## Unaccompanied Minors

- Is a refugee or asylee under the age of 18 who is separated from both parents and is not being cared for by a guardian or another adult who by law or custom is required to do so.

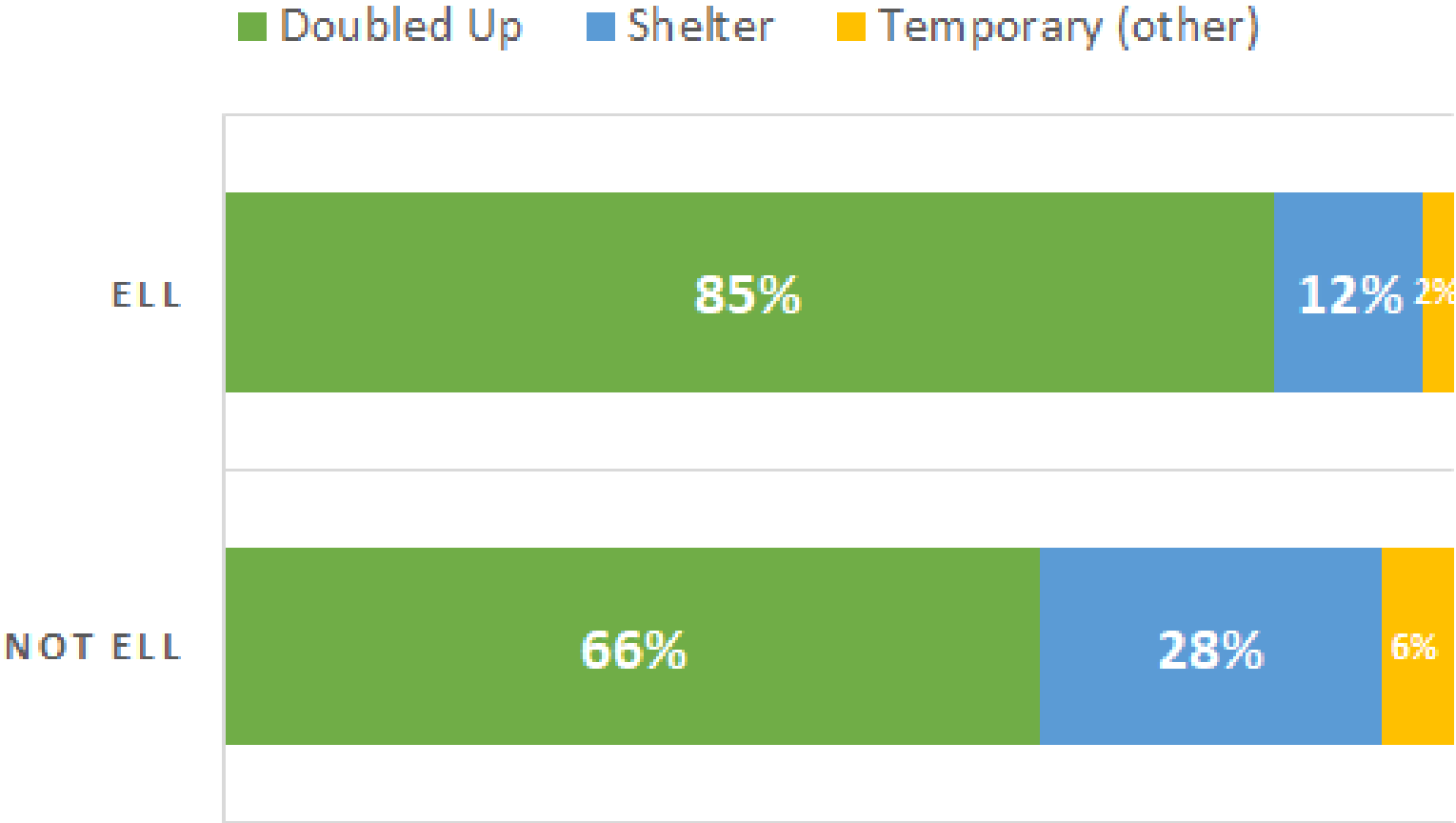


# 155 Different Home Languages



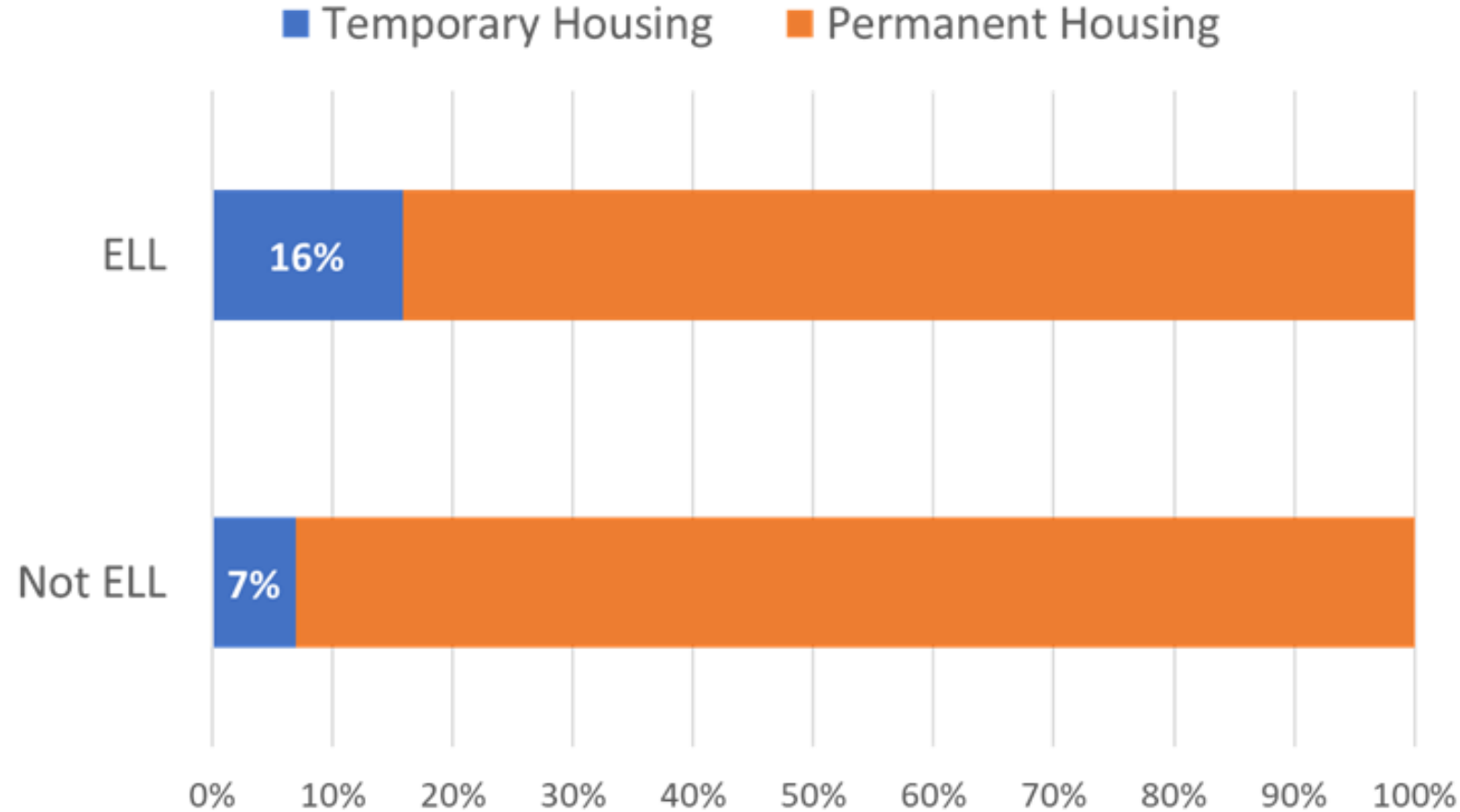
Source: Audited Register, 2019-2020 SY

# By STH Status



Source: Audited Register, 2019-2020 SY

# Housing Status



Source: Audited Register, 2019-2020 SY

# Poll

All children sharing the housing of someone else are considered “doubled up.”


True or False?

# Types of Temporary Housing

Housing Questionnaire must be completed:

- for **ALL STUDENTS** and
- When a student seeks a change of address

Housing Questionnaire can be found [here](#).

Unaccompanied Youth: Not in physical custody of parent/guardian AND living in temporary housing 



## HOUSING QUESTIONNAIRE

Parent/Guardian/Student:

This form is intended to address the McKinney-Vento Act 42 U.S.C. 11435, and must be completed for each student. **The information you provide is confidential.** Your child will not be discriminated against based upon the information provided.

Please complete the following questions regarding the student's housing in order to help determine services the student may be eligible to receive.

**Note to Schools/Temporary Housing Liaisons:** Please assist students and families in filling out this form. Do not simply include this form in the registration packet, because if the student qualifies as residing in temporary housing, **the student is not required to submit proof of residency** and other required documents that may be part of the registration packet. The district cannot disclose housing status information without parental consent.

Student Name			
Last	First	Middle	
OSIS #	Date of Birth (MM/DD/YY)	Gender	School

Please identify the student's current living arrangements. Please check one box:

Check (v)	Housing Questionnaire Choice	School Use Only ATS Code
<input type="checkbox"/>	<b>Doubled Up</b> With another family or other person because of loss of housing or as a result of economic hardship	D
<input type="checkbox"/>	<b>Shelter</b> Emergency or transitional shelter	S
<input type="checkbox"/>	<b>Hotel/Motel</b> Living in what is NOT an emergency or transitional shelter and involves payment	H
<input type="checkbox"/>	<b>Other Temporary Living Situation</b> Trailer park, campground, car, park, public places, abandoned building, street, or any other inadequate living space	T
<input type="checkbox"/>	<b>Permanent Housing</b> Student who is living in a fixed, regular, and adequate housing situation	P

If the student is NOT living in permanent housing, also indicate if the below applies:

	School Use Only
<input type="checkbox"/> Unaccompanied Youth Youth who is not in the physical custody of a parent or guardian	Enter "Y" if applicable

Parent/Guardian (print)

Parent/Guardian Signature

Date

# Housing Status

Check ( )	Housing Questionnaire Choice	ATS Code
✓	<b>Doubled-up (D)</b> with another family or other person because of loss of housing or as a result of economic hardship	<b>D</b>
	<b>Shelter (S)</b> Emergency or transitional shelter	<b>S</b>
	<b>Hotel/motel (H)</b> NOT an emergency or transitional shelter and involves payment	<b>H</b>
	<b>Other temporary living situation (T)</b> Trailer park, campground, car, park, public place, abandoned building, street, or any other inadequate living space	<b>T</b>
	<b>Permanent housing (P)</b> Student who is living in a fixed, regular, and adequate housing situation	<b>P</b>

Other Resources to help identify students in temporary housing:



[NYS-TEACHS Posters and Brochures](#)

[NYS-TEACHS Tip Sheets](#)

# ATS: Students in Temporary Housing

## Who can run a RATH Report?

- **Anyone at your school who has ATS access!**
  - School secretaries
  - STH staff (Community Coordinator, Bridging the Gap Social Workers)

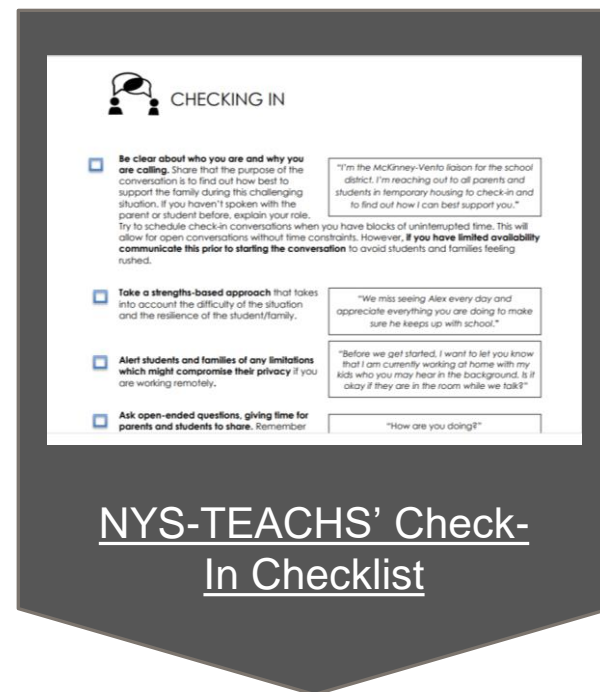
ATS - New York City Public Schools (Fri 10/18/19 16:43:12)  
Temporary Housing Address Report (RATH)

Last Name	First Name	Student Id	Sex	Grade	Level	Official Class	Temp Res Flg	Housing Status	House Number	Street Name	Apartment Number	Zip Code	Res Boro	Res District	Phone Number
SMITH	John	111111111	M	150	05	501	Y	S	111	FIRST AVENUE	1J	11234	K	22	( ) -
DOE	Jane	222222222	M	180	08	802		D	333	AVENUE H	3K	11210	K	22	( ) -
HICKEY	Mike	113113113	F	140	04	401	Y	S	1213	FLATBUSH AVENUE	1J	11234	K	22	( ) -
CHRISTISON	Corrine	114114114	M	180	08	801	Y	S	222	GLENWOOD ROAD	3K	11234	K	22	( ) -

- Here is the link to **Remote ATS**
- Having trouble? Email your STH Regional Managers, if you need additional assistance.

# Promoting Sensitive Housing Conversations

- Say “**temporary housing,**” not “homeless”
- Always explain the **reason for your questions**
- **Come prepared** with resources and referrals
- Find a **private space** to talk
- Adopt a **strengths-based approach** toward families (e.g., stress partnership, avoid blame, and be patient and clear about expectations)



The graphic is a checklist titled "CHECKING IN" with a small icon of two people talking. It lists four key points for educators to follow when reaching out to families in temporary housing, each accompanied by a sample quote.

**CHECKING IN**

- **Be clear about who you are and why you are calling.** Share that the purpose of the conversation is to find out how best to support the family during this challenging situation. If you haven't spoken with the parent or student before, explain your role. Try to schedule check-in conversations when you have blocks of uninterrupted time. This will allow for open conversations without time constraints. However, **if you have limited availability communicate this prior to starting the conversation** to avoid students and families feeling rushed.  
"I'm the McKinney-Vento liaison for the school district. I'm reaching out to all parents and students in temporary housing to check-in and to find out how I can best support you."
- **Take a strengths-based approach** that takes into account the difficulty of the situation and the resilience of the student/family.  
"We miss seeing Alex every day and appreciate everything you are doing to make sure he keeps up with school."
- **Alert students and families of any limitations which might compromise their privacy** if you are working remotely.  
"Before we get started, I want to let you know that I am currently working at home with my kids who you may hear in the background. Is it okay if they are in the room while we talk?"
- **Ask open-ended questions, giving time for parents and students to share.** Remember  
"How are you doing?"

**NYS-TEACHS' Check-In Checklist**



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Resources for ELLs and their families

**Everyone has a story**

# Immigrant Stories of Coming to America

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*[What Does it Mean to Be an American \(2020\)](#)*

## How does the DOE define CRSE?

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*Culturally responsive-sustaining education uses educational strategies that leverage the various aspects of students' identities, including the rich cultural, racial, historical, linguistic characteristics of students to provide mirrors that reflect the greatness of who their people are and windows into the world that allow students to connect across cultures.*

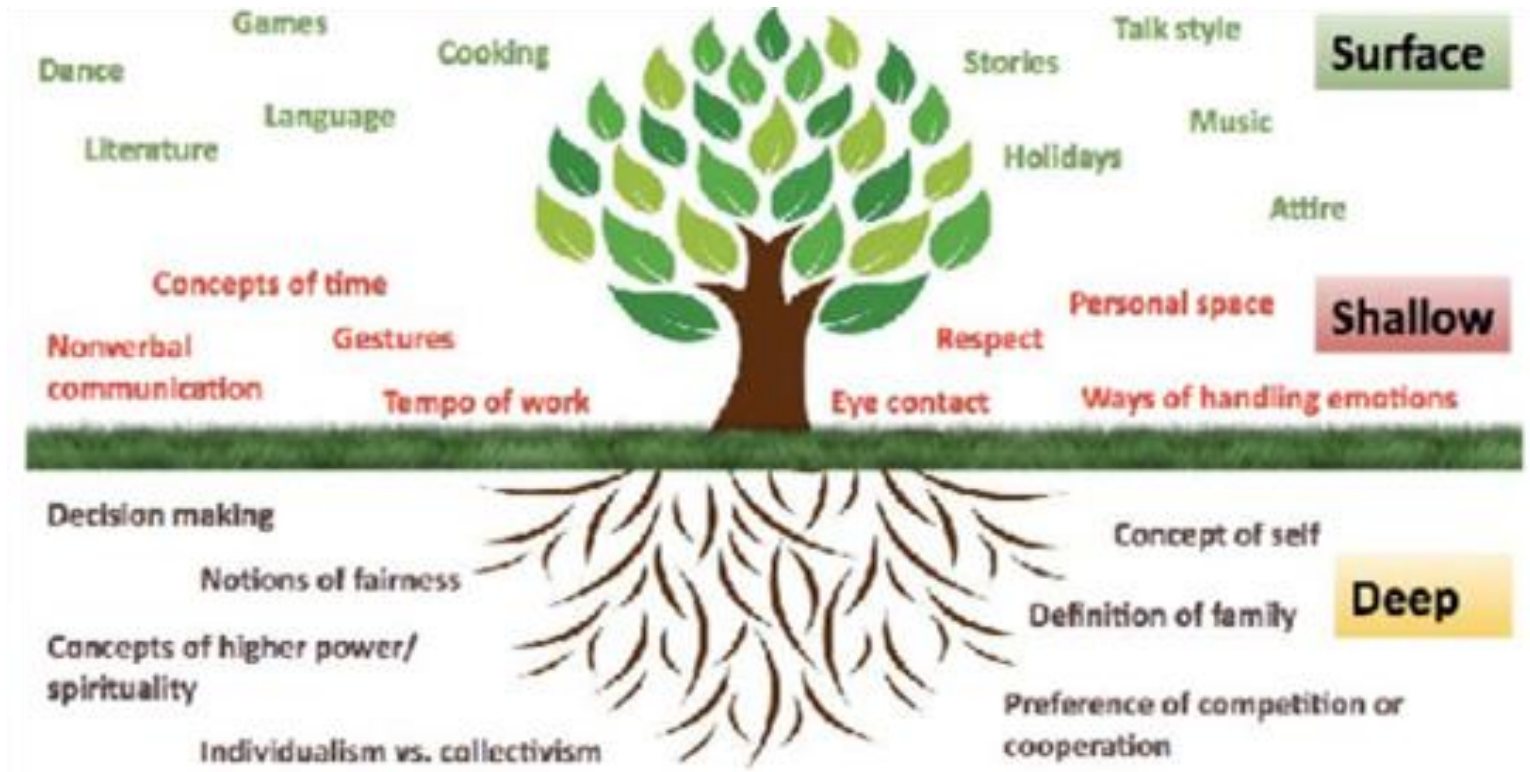
[DOE's Culturally Responsive-Sustaining Education Definition](#)

# Why is culture relevant?



Preservation of one's own culture does not require contempt or disrespect for other cultures.  
—Cesar Chavez, Mexican American Activist

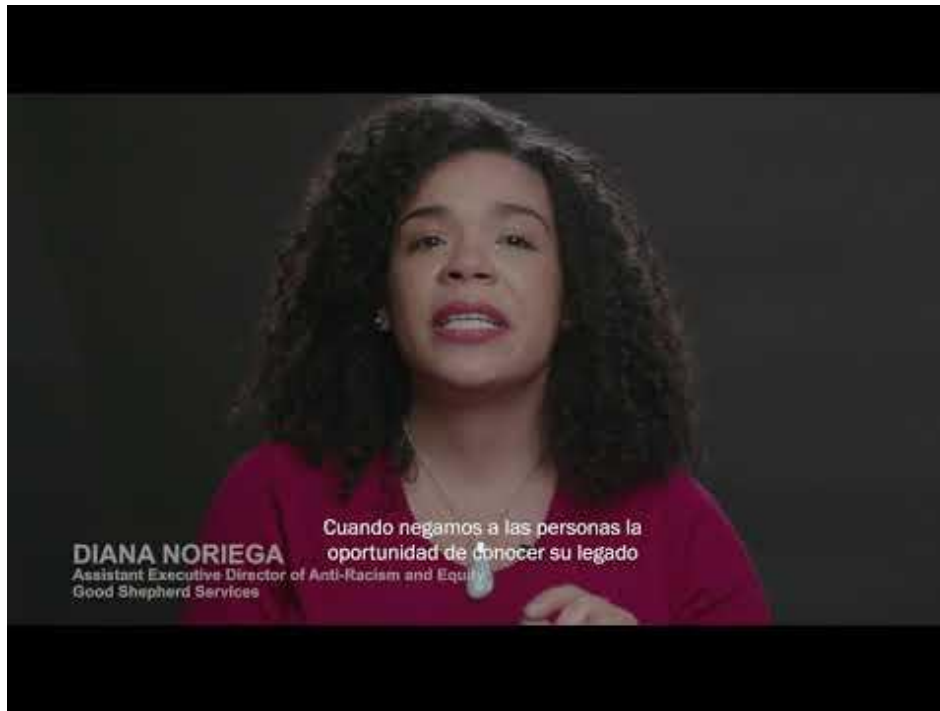
# Culture Tree



## 3 Levels of Culture

From Zaretta Hammond's *Culturally Responsive Teaching and the Brain*

# Culturally Responsive Education in New York City



Answer in the chat:

**What resonates  
with you? Why?**

*[NYC Coalition for Educational Justice \(2020\)](#)*

# Communication



# Direct/Indirect

What are some ways we communicate?



- Long Pause
- Interrupt
- Physical Touch
- Inquisitive
- Eye contact

How does it make us feel or react?

# Formal/ Informal

What are some ways we communicate?



- Polite
- Voice level
- Hand shake
- Quiet
- Verbal/Non-Verbal

How does it make us feel or react?

# Environment

**Physical space is just as important as the approach.**



- Physical proximity
- Translation
- Interpretation
- Furniture arrangement

Is the meeting space comfortable for you or the family?

What are some ways we can make a newcomer family or student feel comfortable?

# Important Reminders

- Do not assume immigrant students/families have access to social and cultural capital needed to navigate the complexities of the U.S. education system.
- Avoid making assumptions about a student's country of origin, home language and culture.
- Do not measure intelligence or involvement by an accent.
- Nodding and silence does not mean understanding or agreement.

# Strategies

# Strategies

1. Smile!

2. Be patient

3. Provide a safe space for them to share

4. Ask questions to learn who a student's primary decision maker is. Don't assume.

5. Research their country of origin

6. Explain services in their language

# Strategies *(continued)*

7. Pronounce their name correctly

8. BEYOND COMMUNICATION: *Use images to communicate*

9. Learn a phrase in their home language

10. Have an interpreter present during meetings

11. Support with compassion, not pity

12. Be a resource

# Strategies (continued)

13. Consider language or connection nights

14. Create a space for students and families to decompress during or after-school hours

15. If possible, create a library or a resource corner

16. Create a special orientation for newcomers

17. Develop meaningful partnerships to support work

18. Learn their culture



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**A culturally responsive approach:** Concepts and communication strategies to support MLL students and families



Resources for MLLs and their families

# Referrals and Partnerships

- If you know the family's needs: **Quality over quantity**
- Focus on **immediate needs**
- When creating lists of referrals, consider how they relate to **basic elements of trauma sensitivity**:
  - Safe and supportive environments
  - Secure attachments
  - Opportunities to strengthen non-cognitive skills (like memory, attention, empathy, interpersonal skills)
- **When it comes to distribution, be creative!** Try: Email, websites, texting, hard copies tucked into grab-and-go bags, mailings



For strategies and approaches, see [slides](#) or [recording](#) from 4/27/21 Referrals and Partnerships presentation

# Focusing Community Referrals



Language



Cultural



Geographic

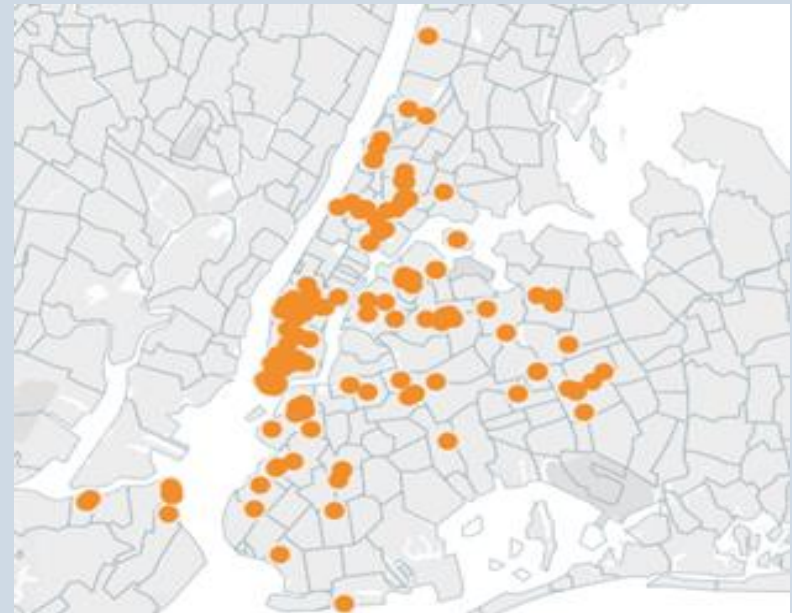
## GeoMap of Community-Based Organizations

Running list of CBOs that provide health and legal services, among other wraparound services.

Includes language services, program areas, and contact information.

Users can recommend CBOs to continue adding and building the list.

<https://tinyurl.com/DMLCBOS>



# Bill of Rights for Parents of English Language Learners

Parents of identified English Language Learners (ELLs) have the right to be informed and advocate for their child to ensure that ELLs are well served. The bill of rights sums up access parents of ELLs have under state law. The bill of Rights are available in the nine-covered languages.

[English](#) [Spanish](#) [Chinese](#) [French](#) [Korean](#) [Arabic](#) [Bengali](#) [Haitian Creole](#) [Russian](#)  
[Urdu](#)



# Sharing Resources: Public Benefits and other services available in all languages

All NYC.GOV webpages can be translated and families can call 311 to learn which services are available in their language.

Housing

[Homebase- Eviction Prevention](#)

Food

[GetFood NYC](#)

[Grab and Go Meals](#)

Mental Health

[NYC Well](#)

Resources for Immigrants

[Immigrant Resource Guide](#)

# Reference and Resources

- [Supporting Undocumented and DACAmented students and Families](#) by IMMschools
- [English Language Resources](#) by a community of resources
- [Resources for Immigrant Communities During COVID-19 Pandemic](#) by NYC Mayor's Office of Immigration Affairs
- [Culturally Responsive-Sustaining Family Engagement in the Time of COVID-19 and Remote Learning, and Always](#) by NYU Steinhardt, Metropolitan for Research on Equity and the Transformation of Schools
- [List of NYCDOE Regional Managers](#) – Office of Students in Temporary Housing
- [Social Emotional Support for Newcomer Students](#) by National Clearinghouse for English Language Acquisition
- [5 Steps to ELL Advocacy](#) by National Education Association
- [Resources for Distribution](#) by various resources
- [Creating New Futures for Newcomers](#) by Center for Education Equity a Project of MAEC
- [Culturally Responsive Teaching and the Brain](#) by Zaretta Hammond
- [Newcomer Took Kit Chapter 2](#) – U.S. Department of Education
- [Supporting Immigrants in Schools](#) – CUNY IIE
- [The Moth](#) – The Art of Story Telling
- [Office of New Americans-](#) New York State

# Translated Guides on Remote Learning

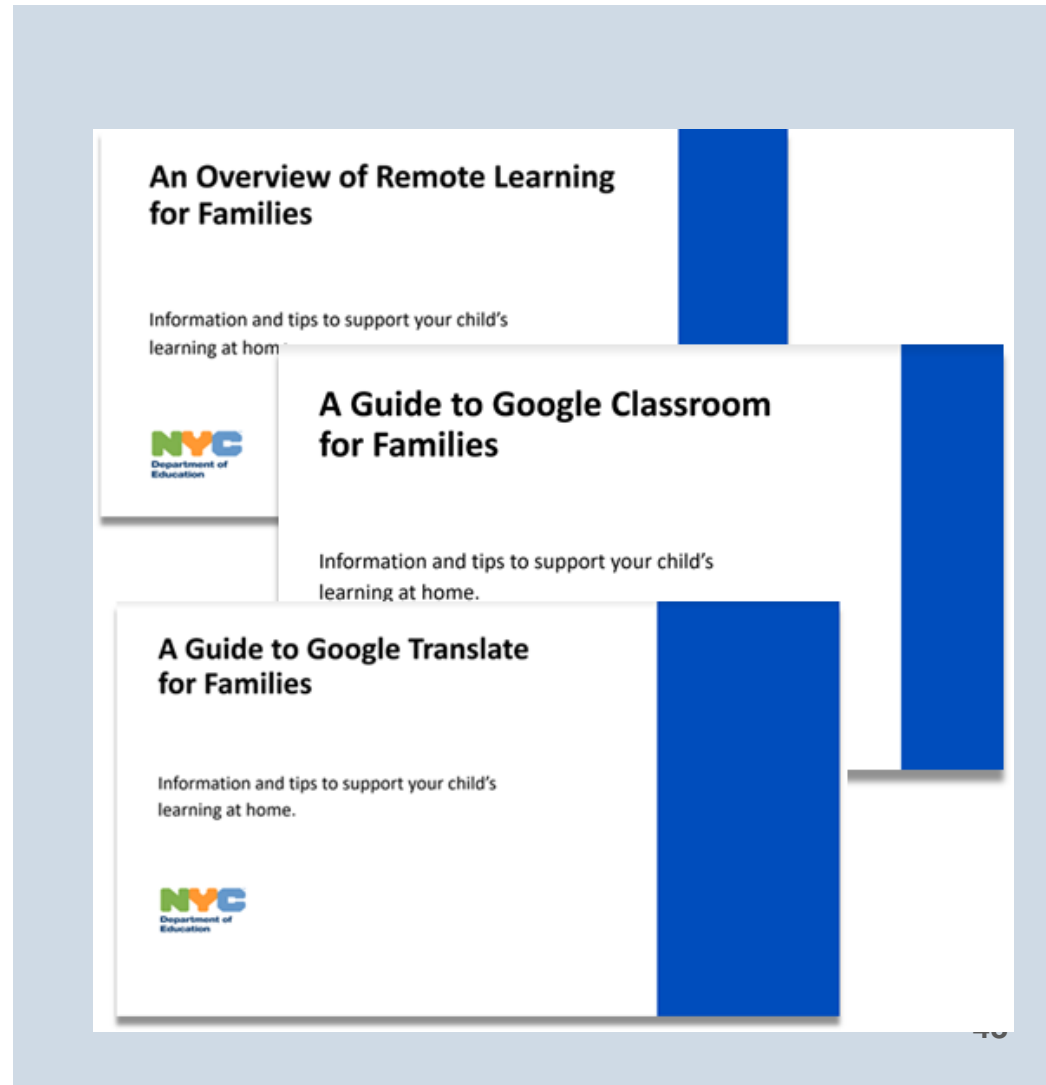
Available in 10 DOE-supported languages

**Guide 1** - Overview of key information that families need to know to best participate in remote learning.

**Guide 2** - Step-by-step instructions on accessing Google Classroom and pages specific to families.

**Guide 3** - Step-by-step instructions on downloading and using the application on phones, tablets, and computers.

<https://www.schools.nyc.gov/learning/multilingual-learners/translated-support-for-remote-learning>

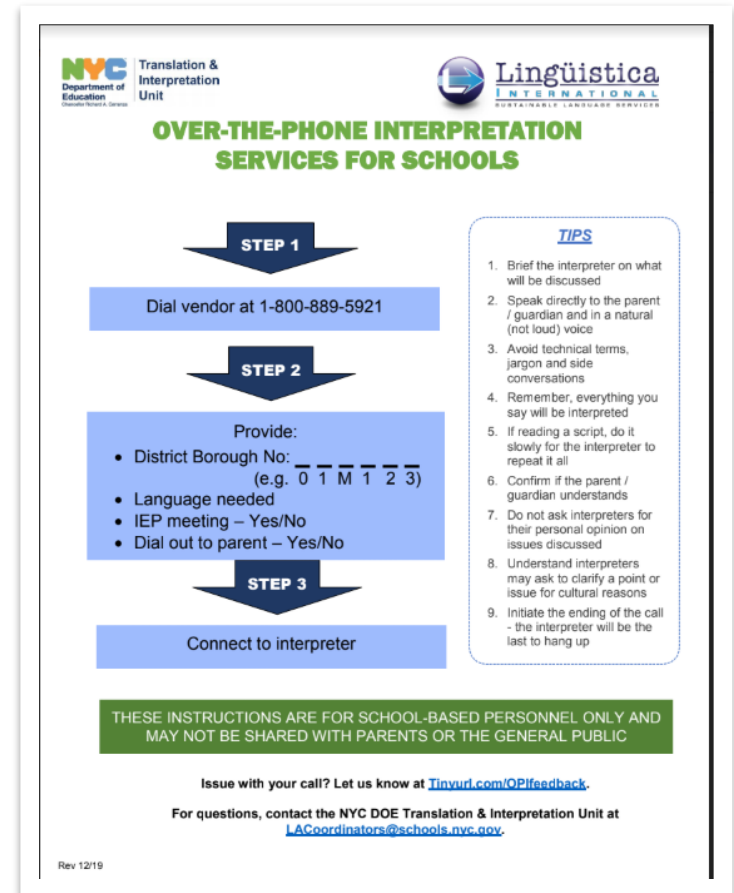




# Translation and Interpretation

- DOE offers translation and interpretation supports for school staff when communicating with multilingual families
- Free written translation in 10 DOE-supported languages. And free over-the-phone access in 350+ languages.
- Letters to parents made available in 10 DOE-supported languages

[Translation Request Form](#)  
[Language Resources \(DOE Employees only\)](#)

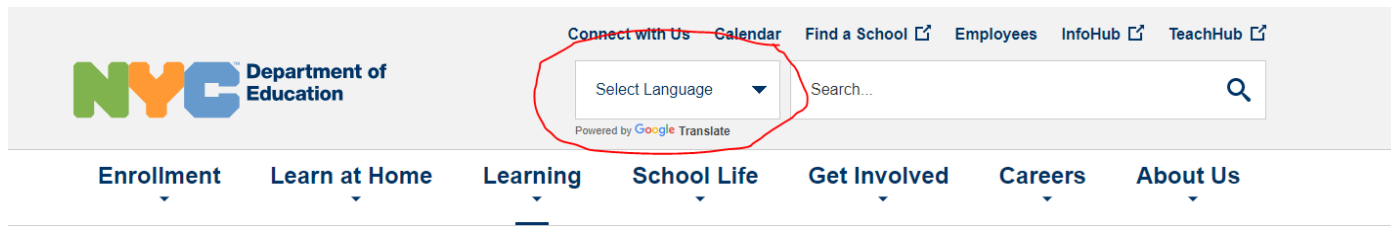


# Sharing Resources: Tech Support

**The Technical Support for Families Form is now available in all 9 DOE languages!**

Additional Supports:

- DOE Help Desk is available in all 9 DOE languages
  - Dial 718-935-5100. Press number for correct language
- Parent-facing Tech Support Page can be translated



# Remote Learning Guides for Families

- Available in 10 DOE-supported languages
- **Guide 1 - Overview of Remote Learning** provides an overview of key information that families need to know to best participate in remote learning.
- **Guide 2 - Google Classroom** shares step-by-step instructions on accessing Google Classroom and pages specific to families.
- **Guide 3 - Google Translate** shares step-by-step instructions on downloading and using the application on phones, tablets, and computers.  
[tinyurl.com/fcpteam](https://tinyurl.com/fcpteam)

## An Overview of Remote Learning for Families

Information and tips to support your child's learning at home.



## A Guide to Google Translate for Families

Information and tips to support your child's

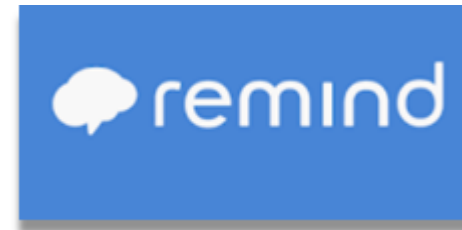
## A Guide to Google Translate for Families

Information and tips to support your child's learning at home.



# Sample Communication Apps

- Offers auto-translation.
- These tools do not take the place of a qualified interpreter for important meetings, such as IEP meetings and meetings concerning student progress.
- But they are helpful in general communication and building rapport and one-to-one relationships with your families.



<https://talkingpts.org/>

<https://www.remind.com/>

# We Speak NYC

- Mayor's Office of Immigrant Affairs (MOIA) English Language Learning Program.
- Videos and accompanying curriculum to build English skills and access NYC services, such as Family Justice Centers for survivors of domestic violence.
- Weekly online classes to meet new people and practice English.

<https://wespeaknyc.cityofnewyork.us/>



# Contacts

## The Division of Multilingual Learners

- Email: [DML@schools.nyc.gov](mailto:DML@schools.nyc.gov)
- Website: <https://www.schools.nyc.gov/learning/multilingual-learners>

## NYC DOE Students in Temporary Housing (STH) Team

- Email: [sthinfo@schools.nyc.gov](mailto:sthinfo@schools.nyc.gov)
- Website: <https://www.schools.nyc.gov/school-life/special-situations/students-in-temporary-housing>

## NYS- TEACHS

- Infoline: **800-388-2014**
- Email: [info@nysteachs.org](mailto:info@nysteachs.org)
- Website: [www.nysteachs.org](http://www.nysteachs.org)