

**SERVING NEW YORK CITY'S
MULTILINGUAL LEARNERS
DURING COVID:**

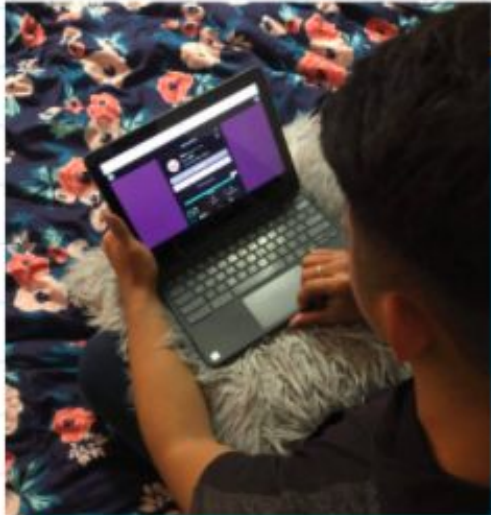
REFLECTION, RE-ENROLLMENT, RE-ENGAGEMENT &
RECOVERY INSIGHTS FROM INTERNATIONALS NETWORK



***Serving NYC's MLLs
during Covid:
Reflection, Re-Enrollment,
Re-Engagement and
Recovery Insights from
Internationals Network***

**Internationals Network for Public Schools
Panel Discussion
September 29, 2021**

Agenda



Welcome and Introductions

**Review of Findings and
Recommendations**

**Panel discussion with school
leaders, teacher, students**

Q & A

Wrap Up and Feedback

Acknowledgements

**This report was made possible by a generous grant from
The New York Community Trust**

**The educators across our network of schools,
our partners at the New York City Department of Education
community-based and immigrant-serving organizational partners
Internationals Network for Public Schools staff
and our Research Advisory Board
contributed to the creation of this report.**

Vision

Internationals Network's vision is to ensure that all recent immigrant students who are multilingual learners have access to a quality education that prepares them for college, career and beyond.



Mission

Our mission is to provide quality public education for recently arrived immigrants by growing and sustaining a strong national network of innovative public schools, while sharing proven best practices and influencing policy for multilingual learners nationally.

Internationals Network for Public Schools

CALIFORNIA

Internationals Academy at Belmont High School
Internationala Academy at Helms Middle School
Oakland International High School
San Francisco International High School
Richmond High International Academy

MARYLAND

International High School at Langley Park
International High School at Largo

MINNESOTA

Wellstone International High School

VIRGINIA

Internationals Academy at Alexandria City High School
Francis Hammond International Academy

WASHINGTON D.C.

International Academy at Cardozo
International Academy at Roosevelt

NEW JERSEY

Internationals Academy at Passaic High School

NEW YORK

Lafayette International Community High School

NEW YORK CITY

Brooklyn International High School
Bronx International High School
Claremont International High School
Crotona International High School
ELLIS Prep Academy
Flushing International High School
International Community High School
International High School for Health Sciences
International High School at LaGuardia Community College
International High School at Lafayette
International High School at Prospect Heights
International High School at Union Square
Manhattan International High School
Pan American International High School at Elmhurst
Pan American International High School at Monroe
South Bronx International Middle School



A poll before we begin: Who is here?



Challenges & Findings



Pre-existing Challenges

- Even before the pandemic immigrant students and multilingual learners have faced intersecting challenges:
 - xenophobia, racism, and structural exclusion.
- Equity-focused education provides resources and supports so students can thrive through opportunities to:
 - collaborate,
 - have a voice in their learning,
 - engage in rigorous projects with authentic purpose

When we remove the barriers that schools and US society often place in their way, immigrant multilingual learners succeed.



Findings

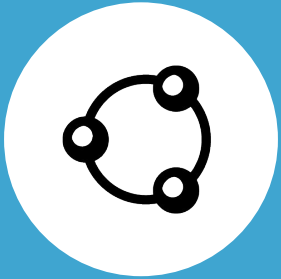


- ❖ Increase in number of working students
- ❖ Drop in enrollment, attendance, credits earned, post-secondary enrollment
- ❖ Increase in graduation rates
- ❖ Innovations and flexibilities were supports
 - Work-based Learning
 - Remote Internships
 - Performance Assessment and Mastery-based learning
 - Summer Rising

Challenges for the year ahead

- ❖ Building community at school
- ❖ Bringing back working students
- ❖ Addressing credit gaps
- ❖ Building on the strengths and lessons learned from remote learning

Recommendations



Recommendations

1. Foreground equity to ensure that multilingual learners' specific realities are addressed in district and school policies, considering in particular barriers to school access, enrollment and attendance.
2. Encourage school-level innovation & cross-school collaborations by creating intentional opportunities for adult learning.
3. Encourage and allow for scheduling flexibilities to ensure that all students are served.
4. Promote and support competency-based learning and performance assessment that de-emphasizes seat time but ensures access to rigorous and higher order thinking for all students.
5. Continue to incorporate targeted opportunities for asynchronous learning in ways that are meaningful, accessible and promote equity for diverse learners.



Panelist Introductions

- ❖ Alan Cheng, Superintendent, New York City Department of Education
- ❖ Norma Vega, Principal, English Language Learners and Internationals Support Preparatory Academy (ELLIS)
- ❖ George Badia, Former Principal, Pan American International High School (Elmhurst)
- ❖ Kholood Qumei, Teacher, Manhattan International High School
- ❖ Claudia Joa (12th grader at Manhattan IHS)
- ❖ Mame Gor Diop (11th grader at Manhattan IHS)



Panel Discussion and Q&A



1. What has been the main impact at the individual and school community level?
2. In terms of re-enrollment and re-engagement, what are a few successes you can point to and why were they successful?
3. What are some of the changes you would like to see that would help support re-engagement and recovery, from your own perspective?

Thank you!

Find a complete copy of the report at
<https://www.internationalsnetwork.org/nycmlsreport>



Visit us at: www.internationalsnetwork.org



Sign-up to our Newsletter
(scan QR code)



@IntlsNetwork



@Intls_Network



@InternationalsNetwork