CHAPTER 3
Supporting Newcomers' Social, Emotional, and Mental Health Needs

Social and Emotional Well-Being and Student Success

There is widespread consensus affirming the interconnectedness of social, emotional, mental health well-being and academic development as central to the learning process. Students' positive social, emotional, and mental health well-being correlates with higher rates of academic engagement, a sense of belonging and connectedness in school, and academic motivation, as well as reduced conduct issues, drug use, and violence. Thus, an equitable education for all students addresses academic performance and achievement while attending to their social and emotional development.[1]

When school districts intentionally integrate addressing students' social, emotional, and mental health needs with academic instruction, students can benefit in multiple ways. There is evidence that addressing the needs of the whole child has the potential to increase students' social and emotional competencies across all grade levels, and that the intentional integration of whole-child supports into district activities has the potential to improve achievement and school climate and lessen the need for disciplinary action.

Addressing social, emotional, and mental health needs and academic instruction has the potential to benefit all students, including newcomers. However, newcomer MLs have unique social, emotional, and mental health needs stemming from their status as immigrants who may be unfamiliar with the language and cultural context in the United States. Some newcomers may be traumatized from fleeing war-torn countries or being separated from family members during the immigration process. Some newcomers may experience civil rights violations because of bullying or discrimination due to their race, ethnicity, country of origin, or language. To ensure that newcomers not only adjust, but thrive academically, socially, and emotionally, school leaders and staff need to become aware of the unique social, emotional, and mental health needs of newcomers and acquire an array of strategies to support these students.

The Unique Social, Emotional, and Mental Health Needs of Newcomers

As addressed in Chapter 1, newcomers are a heterogeneous population. They come from different countries, speak different languages, and represent different cultures. Newcomers vary racially and ethnically and have

**After reading this chapter, readers should be able to**

- Recognize the link between social, emotional, and mental health well-being and academic success;

- Understand the unique social, emotional, and mental health needs and stressors of newcomers;

- Identify strategies school districts and schools can use to support newcomers' social, emotional, and mental health needs;

- Acquire professional development tools for increasing staff's capacity to recognize and address the unique needs of newcomers;

- Expand their learning about the social, emotional, and mental health needs of newcomers and strategies for addressing these needs; and

- Continue learning about newcomers and their families through an annotated bibliography of resources.

---

[1] Office of Special Education and Rehabilitative Services. (2021). *Supporting child and student social, emotional, behavioral, and mental health needs.* U.S. Department of Education. https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf

different backgrounds and education levels. Some newcomers immigrate to the United States with their families, and others arrive as unaccompanied minors. The reasons for their immigration also differ. Some newcomer families leave their native country seeking a better life and more opportunities for their children. Others are fleeing war, persecution, or violence.

Due to the heterogeneity among newcomers, the specific type, intensity, and causes of their social, emotional, and mental health needs also vary. However, there are core stressors faced by all newcomers to some extent. Figure 3.1 illustrates the core stressors and unique challenges newcomers may face.

Figure 3.1. Core Stressors of Newcomers
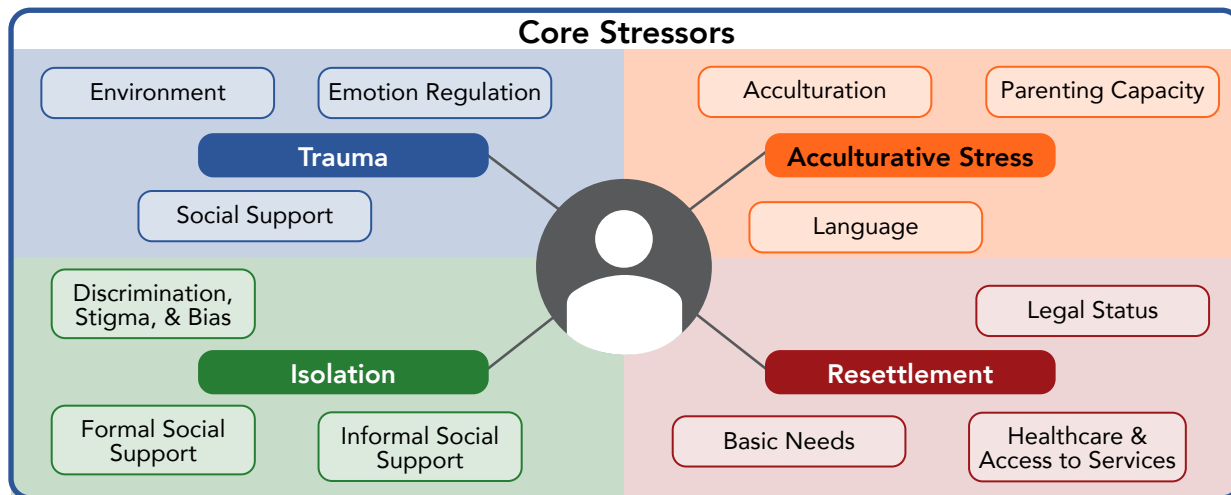
Traumatic Stress

Trauma occurs when a child experiences an intense event that threatens or causes harm to his or her emotional or physical well-being. Immigrants and refugees can experience traumatic stress related to the following:

- War and persecution
- Displacement from their home
- Flight and migration
- Poverty
- Family/community violence

Acculturative Stress

Stressors that refugee and immigrant children and families experience as they try to navigate between their new culture and their culture of origin include the following:

- Conflicts between children and caregivers over new and old cultural values
- Conflicts with peers related to cultural misunderstandings
- The necessity to translate for family members who are not fluent in English
- Problems trying to fit in at school
- The struggle to form an integrated identity including elements of their new culture and their culture of origin

Stress of Isolation

Stressors that refugee and immigrant children and families experience as minorities in a new country include the following:

- Feelings of loneliness and loss of social support network
- Discrimination
- Experiences of harassment from peers, adults, or law enforcement
- Experiences of mistrust by host population
- Feelings of not "fitting in" with others
- Loss of social status

Resettlement Stress

Stressors that refugee and immigrant children and families experience as they try to navigate between their new culture and their culture of origin include the following:

- Financial issues
- Difficulties finding adequate housing
- Loss of community support
- Lack of access to resources
- Transportation difficulties

Note: Recreated for 508 compliance with permission from _Refugee and Immigrants Core Stressors Toolkit,_ by Boston Children's Hospital, 2019. Copyright by Boston Children's Hospital.

Unique Challenges of Newcomers Who Are Black MLs

The population of newcomers who are Black MLs is diverse and growing. In the 2017–2018 school year (SY), 223,893, or 4.2 percent, of K–12 MLs identified as Black; this number includes native-born and immigrant ML students. The largest percentage of non-native Black MLs was born in Haiti (17 percent). The countries of origin of the second through fifth largest percentages of Black immigrant MLs are Ethiopia (8.2 percent), Nigeria (7.3 percent), Kenya (6.7 percent), and the Dominican Republic (6.2 percent). Spanish was the home language of 30.6 percent of non-native Black MLs in SY 2017–2018. In that same year, 13.1 percent of non-native MLs identified Haitian Creole as their home language, and 11.1 percent identified French as their home language.[2]

Check out these **RESOURCES**

- English Learners Who Are Black infographic
- English Learners Who Are Black fact sheet

Both of these documents were created by the Office of English Language Acquisition of the U.S. Department of Education.

Many newcomers experience discrimination, racism, and xenophobia in K–12 schools.[3]

Educators may lack an understanding of the diverse linguistic and cultural backgrounds of Black MLs and the intersectionality of their lived experiences. This lack of understanding could lead to Black MLs being misidentified or under-identified for ML services. The New York City schools are an example of a responsive school community, in that they have established dual language, Haitian Creole programs where Black MLs can attain English proficiency while continuing to learn their language and history.

How Schools Can Support Newcomers' Social, Emotional, and Mental Health Needs

When school administrators prioritize meetings students' social, emotional, and mental health needs, students reap long- and short-term benefits, and school climate improves.[4] This approach can benefit all students, including newcomers.

In addition to prioritizing students' social, emotional, and mental health needs and implementing policies and programs that support the whole child, school administrators can provide leadership in other areas that have the potential to address the unique needs of newcomers. These are summarized below.

Create Trauma-Sensitive Schools

As a result of the COVID-19 pandemic, many students, including newcomers, may have experienced serious social, emotional, and physical trauma. Transforming schools to be more trauma-sensitive by implementing a strength-based approach will not only benefit newcomers who may be living with trauma resulting from the

2   Office of English Language Acquisition. (2021). *English learners who are Black* [Infographic]. U.S. Department of Education. https://ncela.ed.gov/resources/infographic-english-learners-who-are-black

3   Romo, H. D., Thomas, K. J., & García, E. E. (2018). Changing demographics of dual language learners and English learners: Implications for school success. *Social Policy Report, 31*(2). https://files.eric.ed.gov/fulltext/ED592254.pdf

4   Kendziora, K., & Yoder, N. (2016, October). *When districts support and integrate social and emotional learning (SEL): Findings from an ongoing evaluation of districtwide implementation of SEL.* American Institutes for Research, Education Policy Center. https://eric.ed.gov/?id=ED571840

immigration process and/or the reasons that prompted their immigration, it will also benefit other students who may be traumatized by other types of events in their lives.[5]

Trauma-sensitive schools are safe and supportive places where students who have experienced trauma make positive connections and build relationships with adults and peers. Although trauma-sensitive schools may look different from each other, the Trauma and Learning Policy Initiative (TLPI) has identified six core attributes of a trauma-sensitive school:

- There is a shared understanding among all staff that a whole-school approach to trauma sensitivity is needed.
- The school supports all children to feel safe physically, socially, emotionally, and academically.
- The school addresses student needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being.
- The school explicitly connects students to the school community and provides multiple opportunities to practice newly developing skills.
- The school embraces teamwork, and staff share responsibility for all students.
- Leadership and staff anticipate and adapt to the ever-changing needs of students.

Check out this RESOURCE

The Trauma and Learning Policy Initiative (TLPI) has produced a 10-minute video of an elementary school's journey to create a trauma-sensitive, safe, and supportive school, "A School's Journey Toward Trauma Sensitivity".

Support Teachers in Implementing Asset-Based and Trauma-Informed Approaches

Teachers first need to get to know newcomers and not make any assumptions about who they are based on their cultures, languages, and family backgrounds. Learning about newcomers as individuals will lay the foundation for teachers to establish trusting relationships with each of their students. Developing positive relationships with students, including newcomers, has the potential to support students' social, emotional, and mental health well-being, cognitive engagement in school, resilience, and achievement.

Newcomers, like all students, need to be recognized for the strengths they possess. Teachers should not only acknowledge the assets newcomers have, but also build upon these assets to support students living with trauma to meet their linguistic, academic, and personal goals.

Research demonstrates how an asset-based approach to supporting the social, emotional, mental health needs, and academic growth of all students, especially MLs, can help students thrive. There are four asset-based practices teachers should use to support students facing adversity:[6]

1. *Build asset-based relationships with students:* Teachers know who their students are and build relationships with them through personalized interactions. They support

Check out this RESOURCE

The National Center on Safe Supportive Learning Environments offers the Trauma-Sensitive Schools Training Package. The training package provides school and district administrators and staff with a framework and roadmap for adopting a school- or district-wide trauma-sensitive approach.

---

[5] Zacarian, D., Alvarez-Ortiz, L., & Haynes, J. (2020, October). Meeting student trauma with an asset-based approach. *Educational Leadership, 78*(2), 69–73. https://www.ascd.org/el/articles/meeting-student-trauma-with-an-asset-based-approach
[6] Figure 3.2.

students to identify their strengths so they can best leverage them in order to become productive members of the learning community.

2. *Encourage student voice and choice:* Teachers should create a classroom environment that provides various opportunities for students experiencing trauma to speak up, make decisions, take risks, and build their confidence.

3. *Connect the curriculum to students' lives:* Curricula that are affirming and culturally relevant can make students feel seen and heard. Connecting the curriculum to students' experiences communicates to students that their experiences are valid and should be celebrated.

4. *Ensure that routines and practices are consistent and predictable:* Implementing consistent routines can make students living with trauma feel more stable and confident. Teachers who use the same classroom routines and rituals minimize students' fears.

The use of the asset-based strategies above is not unique to newcomers living with trauma. These trauma-informed practices are applicable to newcomers and other students who have experienced trauma and/or are currently living in adverse circumstances.

Promote Resilience Through Facilitating Responsive Relationships

Resilience serves to counterbalance trauma; it is the ability of an individual to withstand and rebound from stress. Research into the development of resiliency indicates that there is both a biological predisposition determined by a child's genetic make-up and brain development and environmental factors determined by the strong relationships children have with the adults in their family or community. Resilience depends on the development of supportive, responsive relationships that help students master a set of capabilities crucial in helping them respond and adapt to adversity in healthy ways.[7]

One strategy school and district administrators can employ to build newcomers' resilience is to provide opportunities for school personnel to respond to students' needs. Establishing advisory teacher programs, newcomer support teams, or after-school activities (e.g., clubs, sports) are some ways in which adults can work to form supportive relationships with newcomers, a critical factor in building resilience.

Ideas in ACTION

At **Marble Hill School for International Studies** in Bronx, New York, an advisory teacher follows a cohort of students throughout their academic career and serves as an advocate for each student. Advisors oversee student academic progress by gathering information about grades, attendance, and behavior; providing support whenever needed; and fostering communication between the school and home. At the beginning of the program the advisory program addresses socializing, learning study skills, and familiarizing students with the college process. Later students are taken on college visits, and the focus is more on postsecondary college and career success. Teacher lessons for advisory courses are continuously being created, adapted, and modified to fit the needs of the students.

Learn more about this school by visiting the school's website at https://www.marblehillschool.org/
Source: U.S. Department of Education, Office of English Language Acquisition. (2016). *Newcomer Tool Kit.* Washington, DC: Author

---

[7] National Scientific Council on the Developing Child. (2015). *Supportive relationships and active skill-building strengthen the foundations of resilience: Working paper No. 13.* Harvard University, Center on the Developing Child.

Develop Individualized Strategic Plans for Newcomers in High School

Older newcomers who enroll in high school upon their arrival in the United States face the added stress of having little time to learn English, acclimate, and complete all graduation requirements so they can receive a high school diploma. Districts and schools can alleviate some of that concern by instituting the practice of developing individualized strategic plans with newcomers in secondary schools for completing high school and making postsecondary plans.

A publication by the Regional Educational Laboratory Northwest discusses the process and identifies resources for creating individualized strategic plans for newcomers. One key to a successful plan and outcome is to begin the planning process as soon as possible, so newcomers have adequate time to earn needed credits for graduation. It is also important to include newcomers and their families during the planning process.

> **Check out this RESOURCE**
>
> For more information and resources on individualized strategic planning, see Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools by the Regional Educational Laboratory Northwest.

There are several challenges older newcomers face related to obtaining records of previously completed courses, credit deficiencies, and ineligibility if planning for postsecondary education. An individualized strategic plan that is collaboratively created with a newcomer and his or her family that includes the student's goals and a realistic timeline can help the newcomer navigate these challenges. This may include providing information on pursuing a high school equivalency diploma. High school equivalency testing is available in languages other than English and could be an option that older newcomer MLs and their families may wish to consider.

Put a Stop to Bullying

In addition to other stressors, newcomers are often victims of school bullying because they are perceived as being different. Bullying is defined as aggressive behavior that is repetitive and that plays upon a power imbalance between the aggressor and the victim. Immigrant bullying is based on the victim's immigrant status or family history of immigration and can take the form of (1) hurtful remarks about a student or student's family members, (2) physical violence or threat, (3) manipulation, (4)cyberbullying, or (5) exclusion.[8]

Bullies may be American-born students or other immigrant students who have lived longer in the United States. Newcomers may bully other students in an effort to try to fit in and belong. Newcomers may not report bullying due to factors such as misinterpreting language and culture, fear of authority figures, and/or trauma from their immigration experiences. When bullying constitutes discriminatory harassment (conduct that is based on race, national origin, color, sex [including orientation and gender identity], age, disability, or religion), schools have an obligation to resolve this harassment.[9]

By working with students, families, and community groups, schools can create safe learning environments in which all students can participate in a robust exchange of ideas to stop the bullying of newcomers. The U.S. Department of Education suggests that schools use the following strategies to counter bullying:

- ■ Value the diverse linguistic, cultural, racial, and ethnic backgrounds of all students.

---

[8] Maynard, B., Vaughn, M. G., Salas-Wright, C. P., & Vaughn, S. R. (2016). Bullying victimization among school-aged immigrant youth in the United States. *Journal of Adolescent Health, 8*(3), 337-344. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4764796/

[9] U.S. Department of Health and Human Services (n.d.) *Stopbullying.gov: Federal laws.* Stopbullying.gov. https://www.stopbullying.gov/resources/laws/federal

- Encourage students on all sides of an issue to express disagreement over ideas or beliefs in a respectful manner.

- Communicate a clear message to students that harassment and bullying will not be tolerated and that school is a safe place for all students.

- Create opportunities—for example, by engaging interfaith leaders or campus ministries and others in the school or community—for students to enhance their cultural competency by being exposed to various cultures and faiths, such as through co-curricular activities in which students work on service projects so they discover commonalities and appreciate differences.

- Encourage students and parents to report all incidents of harassment and bullying to the school staff, so that the school can address them before the situation escalates.

- Have a system in place to intervene if a student's conduct could endanger others.

- Ensure that information about the steps outlined above is easily understandable for all students, families, and school or college personnel—including those from diverse linguistic backgrounds.[10]

Create An Inclusive Environment Through Adult-Led and Peer-Led Formal and Informal Supports

There are several types of formal and informal, adult-led and peer-led programs and structures that can support newcomers to promote their social and emotional development and to help them to feel more comfortable, less anxious, and more connected to their new school.[11] Figure 3.2, which is adapted from the 2016 version of the *Newcomer Toolkit*, lists some examples and potential benefits of formal and informal, adult-led and peer-led programs and structures.

Figure 3.2. Adult- and Student-Led, Formal and Informal Social and Emotional Supports for Newcomers

Type of Support	Examples	Potential Benefits
Formal, Adult-Led	■ Strategic collaborations with culturally relevant community-based organizations and faith-based institutions ■ Sessions for "newcomers only" where they can learn about college planning, why and how to get involved in service-learning projects, or other topics related to college applications ■ Formal extended-day programs that provide opportunities (e.g., clubs, sports, service learning) to learn in interactive, interest-driven environments ■ Parent and family workshops in home languages on such topics as college planning; tax preparation; immigration assistance; medical, dental, and mental health clinics (if families are receptive to these services); and computer and internet skills	■ Offers a sense of stability, minimizes fear of acculturation, provides companionship to bolster the student's sense of belonging and contribution to the school and community ■ Helps students focus their efforts to achieve social, emotional, and academic success ■ Offers consistent communication to help strengthen relations among families, students, schools, and the community

---

[10] U.S Department of Health and Human Services (n.d.) *How to prevent bullying*. Stopbullying.gov. https://www.stopbullying.gov/prevention/how-to-prevent-bullying

[11] Office of English Language Acquisition. (2016). *Newcomer Toolkit*. U.S. Department of Education.

Type of Support	Examples	Potential Benefits
Informal, Adult-Led	■ Advisory programs or a daily advisory period in which the student checks in with a homeroom teacher or another adult every day ■ Student check-in times with the school counselors to identify any changes and to help students develop a positive sense of themselves, their potential roles with others, and their unique contributions to the school	■ Offers regular support for the student ■ Provides a one-on-one opportunity to speak with adults in an informal, confidential environment ■ Establishes a reciprocal sense of trust and caring ■ Allows adults to work with teachers and support staff to connect students with relevant services and supports ■ Provides opportunities to strengthen problem-solving skills, attitudes, and experiences in ways that help students become engaged learners and members of their new community
Formal, Peer-Led	■ Cross-age peer mentoring between students of different ages; for example, a high school junior is paired with an elementary student ■ Cross-age programs (e.g., tutors, sports assistants, junior counselors, partnerships with community groups that work with youth)	■ Benefits both peers and mentors through their relationship ■ Helps students gain independence, understand and respect diverse people and experiences, and move toward functioning effectively
Informal, Peer-Led	■ Opportunities for newcomers to speak in informal social situations ■ Opportunities for students to have access to linguistic support and opportunities to interact with others from the same cultural background	■ Allows students to begin to assume leadership roles ■ Encourages positive interethnic interactions that support English proficiency and academic achievement

Note: Adapted with permission from *Newcomer Toolkit*, by the U.S. Department of Education, Office of English Language Acquisition, 2016. Copyright 2016 by the U.S. Department of Education.

Partner With Outside Organizations and Newcomers' Families

As discussed in Chapter 2, there are a multitude of reasons for school administrators to partner with community organizations. Some organizations focus on a specific immigrant population, while other community organizations can provide wraparound services for newcomer MLs and their families. This might include medical and dental care, mental health services, and social services (e.g., securing housing, financial support, food and clothing, employment services). All this can support the social emotional, and mental health needs of newcomers and their families. In addition, immigrant families might prefer connecting to their children's school through a community or religious organization rather than school-based organizations, such as the PTA.[12]

> Check out this
> **RESOURCE**
>
> Read about the emotional impacts of COVID-19 on MLs in TESOL's *Back to School After COVID-19: Considering Emotional Well-Being.*

The most important partnership schools can forge to support the social, emotional, mental health needs, and academic success of newcomers is with their families. Chapter 5 of this toolkit provides an in-depth discussion of school-family partnerships and guidance for establishing positive, productive, and culturally responsive partnerships with newcomer families.

---

[12] Umansky, I., Hopkins, M., Dabach, D. B., Porter, L., Thompson, K., & Pompa, D. (2018). *Understanding and supporting the educational needs of recently arrived immigrant English learner students: Lessons for state and local education agencies.* Council of Chief State School Officers.

Ideas in ACTION

- Having a community clinic in the school helps the **Columbus Global Academy** identify student health needs and connect them to local services. For example, if indicated from the nurse's exam, students who are enrolling in Columbus Global Academy receive vouchers for free chest X-rays at Children's Hospital to check for tuberculosis. A mobile dental clinic comes to the school twice a year, as well. Medical students at the Ohio State University eye clinic perform eye exams once a year, and Lenscrafters provides free eyeglasses to those in need. Local hospitals and agencies, such as St. Vincent's and Rosemount respectively, provide mental health counseling.

- At the **International High School at LaGuardia Community College** in New York, support extends well beyond formal course- and curriculum-based sources of home language development. They offer a variety of clubs and after-school programs, which draw on and develop students' home languages. The Chinese club, for example, is a Wednesday afternoon elective in which students organize cultural events, as well as publish an extensive magazine in Chinese each year. The program also promotes partnerships with groups such as South Asian Youth Action, a community-based organization, to connect students to communities.

Learn more about these schools by visiting the schools' websites at https://www.ccsoh.us/ColumbusGlobalAcademy and https://www.ihsnyc.org/

Source: U.S. Department of Education, Office of English Language Acquisition. (2016). *Newcomer Tool Kit.* Washington, DC: Author

PROFESSIONAL LEARNING ACTIVITY

Scenarios and Discussion

"Support Me" – Creating Social and Emotional Supports for Newcomer Students

Purpose

This professional development tool is designed to help district and school administrators become more familiar with the resources provided by the National Center on Safe Supportive Learning Environments (NCSSLE) and can be tailored to meet the specific needs of teachers and staff. The purpose of this activity is for staff to analyze and apply the information on newcomers' social, emotional, and mental health supports provided in this chapter of the toolkit in order to learn more about NCSSLE's resources.

Materials

The featured resources for this activity can be found here: https://safesupportivelearning.ed.gov/topic-research/engagement/relationships

Time Required for Activity

- 1 hour

Preparation for Facilitator

- A few days in advance, ask participants to read Chapter 3 of this toolkit. If time is limited, ask participants to read pages 40–46.

Instructions for Facilitator

- Put participants into small groups and direct participants to go to https://safesupportivelearning.ed.gov/topic-research/engagement/relationships.
- Ask participants to scan the featured resources on that website. Then ask each group to select one resource to read.
- After each group member reads the selected resource, ask the groups to discuss what they learned from that resource and how that information could be used to support the needs of newcomers at their schools.
- Ask each group to summarize their selected resource for the whole group and share the key take-aways as they relate to working with newcomers and their families.
- Facilitate a full-group discussion focused on implications for the district or school's approaches to developing social, emotional, and mental health supports for newcomers.
- Ask a group member to capture the main ideas and use this input for improvement planning.

Offering This Professional Development Activity Virtually

With modifications, the "Support Me" professional development activity can be delivered synchronously online. These modifications are as follows:

Preparation:

- Email the link to the featured resources to each participant prior to the start of the activity.

Implementing the "Support Me" Professional Development Activity:

■ After welcoming the whole group and reviewing the instructions for the activity, create breakout groups of four participants each. In each breakout group, participants decide on the featured resource they would like to share with the group. Participants can use collaborative software to capture their thinking regarding the summary of the resource and how it can be used to support newcomer students and families.

■ To conclude the activity, the facilitator reconvenes the participants for a full-group discussion of what they decided about supports and what the implications are for their district or school.

Resources

The resources below have been selected based on the following criteria:

- ■ Resource produced by a federally funded study or center
- ■ Resource produced by an open access and peer-reviewed journal
- ■ Resource produced by a nonpartisan and nonprofit organization

Jones, S. M., & Kahn, J. (2017, September 13). *The evidence base for how we learn: Supporting students' social, emotional, and academic development.* National Commission on Social, Emotional, and Academic Development.

This brief presents the consensus statements of the Council of Distinguished Scientists. These consensus statements of evidence—drawing from brain science, medicine, economics, psychology, and education research—unite the country's leading scholars of learning in calling for the full integration of social and emotional learning with academic instruction.

National Center on Safe Supportive Learning Environments (NCSSLE). (n.d.). *Safe supportive learning.* U.S. Department of Education, Office of Safe and Healthy Students. https://safesupportivelearning.ed.gov/

NCSSLE is funded by the U.S. Department of Education's Office of Safe and Healthy Students to help "improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments." This website "includes information about the NCSSLE's training and technical assistance, products and tools, and latest research findings." It also includes a link to a free school climate assessment tool (https://safesupportivelearning.ed.gov/edscls).

National Clearinghouse for English Language Acquisition. (2021). *Addressing the Impact of COVID-19 on Multilingual Learners and Their Social and Emotional Well-Being.* U.S. Department of Education, Office of English Language Acquisition. https://ncela.ed.gov/sites/default/files/legacy/files/fast_facts/OELA-SocioEmotionalELs-20220413-508.pdf

For MLs and their families, the COVID-19 pandemic has had disproportionate and inter-related consequences for their economic stability, educational opportunities and outcomes, and social, emotional, physical, and mental well-being. This infographic presents areas of impact for MLs that schools should address, and some ideas on how to best support MLs and their families during recovery efforts.

White House Initiative on Asian Americans and Pacific Islanders Fact Sheet. (2021, May 28). https://www.whitehouse.gov/briefing-room/statements-releases/2021/05/28/fact-sheet-president-biden-establishes-the-white-house-initiative-on-asian-americans-native-hawaiians-and-pacific-islanders/

On May 28, 2021, President Biden signed an executive order re-establishing the White House Initiative on Asian Americans, Native Hawaiians, and Pacific Islanders. This fact sheet details several aspects of this initiative and includes descriptions of related presidential actions (e.g., signing the *COVID-19 Hate Crimes Act*).