Introductions: Who is in the room?
- What questions/backgrounds/resources are people coming with?

What do we know about English learners and college access/readiness?

What have we learned? What do we still want to find out?

What are 2 resources/ideas and 2 questions you want to take back to your community, school and classroom?
Get into groups and exchange the following information

- Name
- District and School you teach in
- Grade & Subject you teach
- The reason you are interested in this topic – name one key question
- The resources you bring esp. around ELs
- Your knowledge about ELs and college readiness and access?

My introduction
“English language learner’s lack of preparation for higher education results not so much from their limited English skills as from inherent barriers in the structure and content of their schooling” (Callahan, 2005, p.111)

Think/pair share
Who are English learners?

Statistical information about English learners and college access

Research on English learners and college access/readiness

Suggestions
ENGLISH LEARNERS

- 5.5 million ELs/ 11% of school age population in the U.S
- Roughly 95,000 identified ELs in Washington State/ 15,000 in high school

- EL students tend to be from non dominant racial, ethnic, and socioeconomic groups
  - Latino/a
  - Multilingual
  - Heterogeneous
Chan and Channa were twins of Cambodian origin who came to the United States in 2008, starting out as freshmen in high school. They both learned Khmer exclusively until the age of 8 and then also received private tutoring in English until their arrival in the United States with their mother. Their mother worked in a cafeteria in a school and did not want them to work so they could focus on their schoolwork.
Chan was taking pre-calculus, AP statistics, physics, AVID [Advancement Via Individual Determination] and chemistry while Channa was taking PE and health, pre-calculus, physics, AVID and French II. Both of them also played tennis as an extracurricular activity in school and said that they met a number of different students during this time. Chan was intending to go to community college before four-year university because it would cost less while Channa was wanting to go to university immediately and hoping to get a scholarship.
Both wanted to enter an engineering program. Through the AVID program and classes, Channa was getting specific advice about college. Both them also applied for the College Bound scholarship and that they got which would provide them a mentor for advice and assistance with completing the tasks for getting into college. They also had an aunt who worked in another community college and who gave them advice, as well. They were taking advanced classes and classes, which were meeting the requirements for college (and not only graduation), but they also discussed their struggles with language-intensive classes and their fears of taking the SATs.
Max who was also at Mainline school like Chan and Channa was having a very different experience at the same school. He had also come in 2008, completing the last year of middle school in Las Vegas before coming to Seattle as an undocumented student. He had not taken any English in Mexico and although he loved Math there, struggled when coming to the States because of his English. He was living with his mother who was working full-time cleaning houses and an older brother who did not speak English well. Max was taking the following courses: integrated science, integrated literature, social studies, and algebra II.
During our conversation with Max, what came out most strongly was his frustration at taking what he perceived to be classes that were not useful, such as art. He also believed that he had done advanced science classes such as biology and chemistry in Mexico and did not understand why he was taking the integrated science class. Max also showed significant awareness of the challenges faced by EL students and believed that they should be provided advice about college as he says in the following quote:
I believe, like, they should be like—I believe there is, like I said, there is information, but I believe that it would help a lot give or make—many ELL students have like other things to worry about, like, they don’t have the same tranquility or they are worry about learning English or doing something else, so when they think of college they don’t have the knowledge. Like, how they are going to pay for it or what they are going to do after high school. So I think more high school ELL students would go to college if they feel like they can go to college because many of them feel like they cannot go to college.
Max told us about classes he was told to take by the counselor to satisfy high school graduation but not in terms of getting into college. When attempting to schedule an observation with Max, we found him not attending classes any longer. We managed to identify his EL tutor who told us he had tried calling Max numerous times and asked us whether we wanted to go with him to Max’s house, which we did. When we knocked at Max’s door during a weekday afternoon, he answered and told us that he had plans to go to community college to complete his high school graduation credits. We then attempted to ask him to call us when he was going to the community college for the placement test but we never received a call.

THINK/PAIR SHARE
College attendance and persistence (based on sample of 12000 students) nationally

- Only 19% of ELs vs. 43% of EMs attended 4 year college
- Only 13% of ELs vs. 32% of EMs completed a bachelor’s degree (1 in 8 vs. 1 in 3)
- 1 in 5 ELs drops out of high school

- Parental educational level/family understanding of going to college seems to be more significant than language proficiency and family income
- A high Math level course (beyond Algebra 2) is a strong predictor for going to college
- Being a part-time student and delaying entry into college has a significant effect on college completion
RESEARCH ON

- EL placement in ESL steer ELs away from advanced classes (Math, Science, Social Science college prep) even when controlling for language proficiency
- Labeling of students creates a cycle of low expectations
- Lack of a road map and advice for EL students and their families hinder students’ understanding of steps to get into college
  - But first generation immigrant ELs are more likely to actually complete college
- Socioeconomic status of many EL students limits students’ college choices and collegiate activities
Create or invite programs to assist EL students and families with learning about and putting together a roadmap, including steps and advice for getting into college esp around financial aid

- Focus on college readiness vs. high school graduation

- Investigate why ELs do not have access to high level classes in your school and create ways for ELs to have access to and take high level classes
SUGGESTIONS

- Learn and identify who the ELs are in your classes and provide “differential assistance”
- Identify resources in the community and the school
- Investigate credit equivalency in other countries and the U.S. and how to translate/transfer credits
- Focus on getting students to interact with each other and discuss material in classes (graphic organizers, sentence stems, peer assistance)
- Integrate reading and writing activities in classes
- Be advocates for your EL students and families
What did you learn?

What questions do you still have?

What are 1-2 questions you want to ask and find out about when you go back to your school?

What are 1 or 2 tasks you want to try out when you get back?