# Special Topics in English Learner Programming: Preparing English Learners for College and Career

Dec. 12, 2019 | Anika Harris

# Welcome

**OSSE welcomes you to *Special Topics in English Learner Programming!***

**This month's webinar is Preparing English Learners for College and Career.**

**Your facilitator today is**

**Anika Harris,** professional development specialist, English language acquisition

# Objectives

This webinar will uncover practices that lead English learners (ELs) to success in attaining postsecondary employment and completing postsecondary education. Participants will learn about:

- Factors that may inhibit ELs from attaining postsecondary success

- Intentionally planning to support ELs and their families through the process of obtaining postsecondary employment and/or education

- Implications for developing ELs employability and postsecondary educational skills in the secondary classroom.

# Introduction

# Foundational Principles for Serving ELs

Value the cultural and linguistic backgrounds of English learners (ELs).

Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.

Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.

Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

# Demographic Trends

By 2060:

- **82 percent population growth due to immigration**

- 64 million will be immigrants

-  3 million will be their grandchildren

– Nonie Lesaux, Harvard Graduate School of Education,

*The Opportunity of Bilingualism course,* Fall 2016

# NELS:88 Study

- 1 in 8 English learners (ELs) earned a B.A.

- 1 in 4 culturally and linguistically diverse students earned a B.A.

- 1 in 3 native English speakers earned a B.A.

*1 in 5 ELs dropped out of school*

-National Education Longitudinal Study of 1988

Conducted by the National Center for Education Statistics

# NELS:88 Study Findings

Postsecondary preparation is now vital for entry into the workforce.

Bachelor's or undergraduate degree is now the minimum standard for a high-paying job.

Rampell, Catherine. "The college degree has become the new high school degree." *The Washington Post*. WP Company, n.d. Web. 04 Jan. 2017.

# English Learners (ELs) have considerably *lower* education attainment than non-ELs but are *more likely* to be employed.
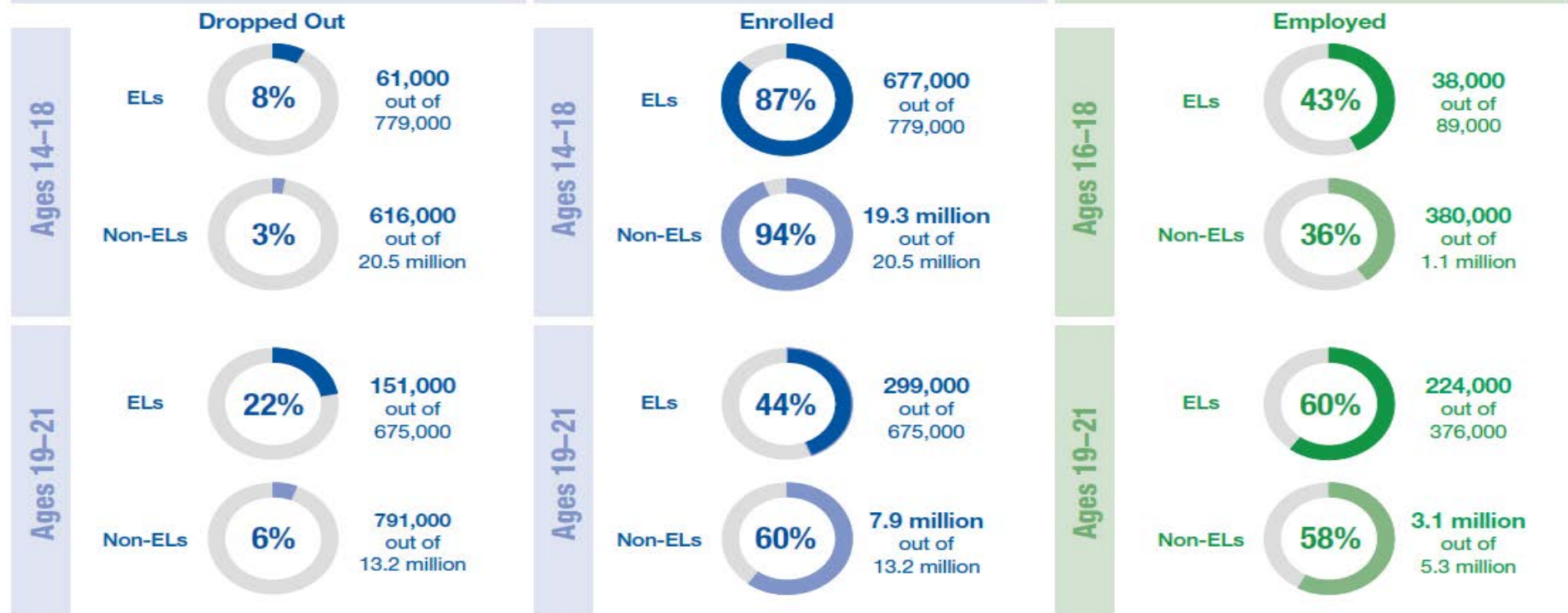
| ELs are *more likely* to **drop out** of high school than non-ELs. | ELs are *less likely* to be **enrolled in high school or college** than non-ELs. | Among those not enrolled, ELs are *more likely* to be **employed** than non-ELs. |
|---|---|---|

## Dropped Out

**Ages 14–18**
- ELs: 8% — 61,000 out of 779,000
- Non-ELs: 3% — 616,000 out of 20.5 million

**Ages 19–21**
- ELs: 22% — 151,000 out of 675,000
- Non-ELs: 6% — 791,000 out of 13.2 million

## Enrolled

**Ages 14–18**
- ELs: 87% — 677,000 out of 779,000
- Non-ELs: 94% — 19.3 million out of 20.5 million

**Ages 19–21**
- ELs: 44% — 299,000 out of 675,000
- Non-ELs: 60% — 7.9 million out of 13.2 million

## Employed

**Ages 16–18**
- ELs: 43% — 38,000 out of 89,000
- Non-ELs: 36% — 380,000 out of 1.1 million

**Ages 19–21**
- ELs: 60% — 224,000 out of 376,000
- Non-ELs: 58% — 3.1 million out of 5.3 million

# A Paradigm for Postsecondary Planning for ELs

- Currently, there is no federal, state, or local law governing postsecondary planning for ELs.

- Career and college planning for ELs typically occurs as a part of the postsecondary counseling activities available at schools as offered for the general student body.

Intentional postsecondary planning for ELs:

- Is rooted in culturally responsive practices

- Includes student and adult input

- May address needs that are not addressed by standard college and career counseling paradigms

# Why Does Postsecondary Preparation Matter for ELs?

# EL Academic Performance

The National Assessment of Educational Progress (NAEP) has collected data on ELs in reading since 1998 and in mathematics since 1996

- In 2015, the reading achievement gap between non-EL and EL students was **37 points** at the fourth-grade level and **48 points** at the eighth-grade level.

- In 2015, the mathematics achievement gap between non-EL and EL students was **25 points** at the fourth-grade level and **38 points** at the eighth-grade level.

*Source:* National Center on Education Statistics (2016)

# Graduation Rate 2016-17, 4-year ACGR

The national ACGR in 2016-17 was 85% overall and 66.8% for ELs.

## 2016-17 Graduating Cohort (4 year)



Four-year:
- EL in HS: 63%
- EL 2016-17: 68%
- Ever EL: 72%
- Never EL: 73%

Five-year:
- EL in HS: 68%
- EL 2016-17: 76%
- Ever EL: 76%
- Never EL: 76%

Legend: EL in HS, EL 2016-17, Ever EL, Never EL

Data Sources: OSSE, https://nces.ed.gov/programs/digest/d18/tables/dt18_219.46.asp
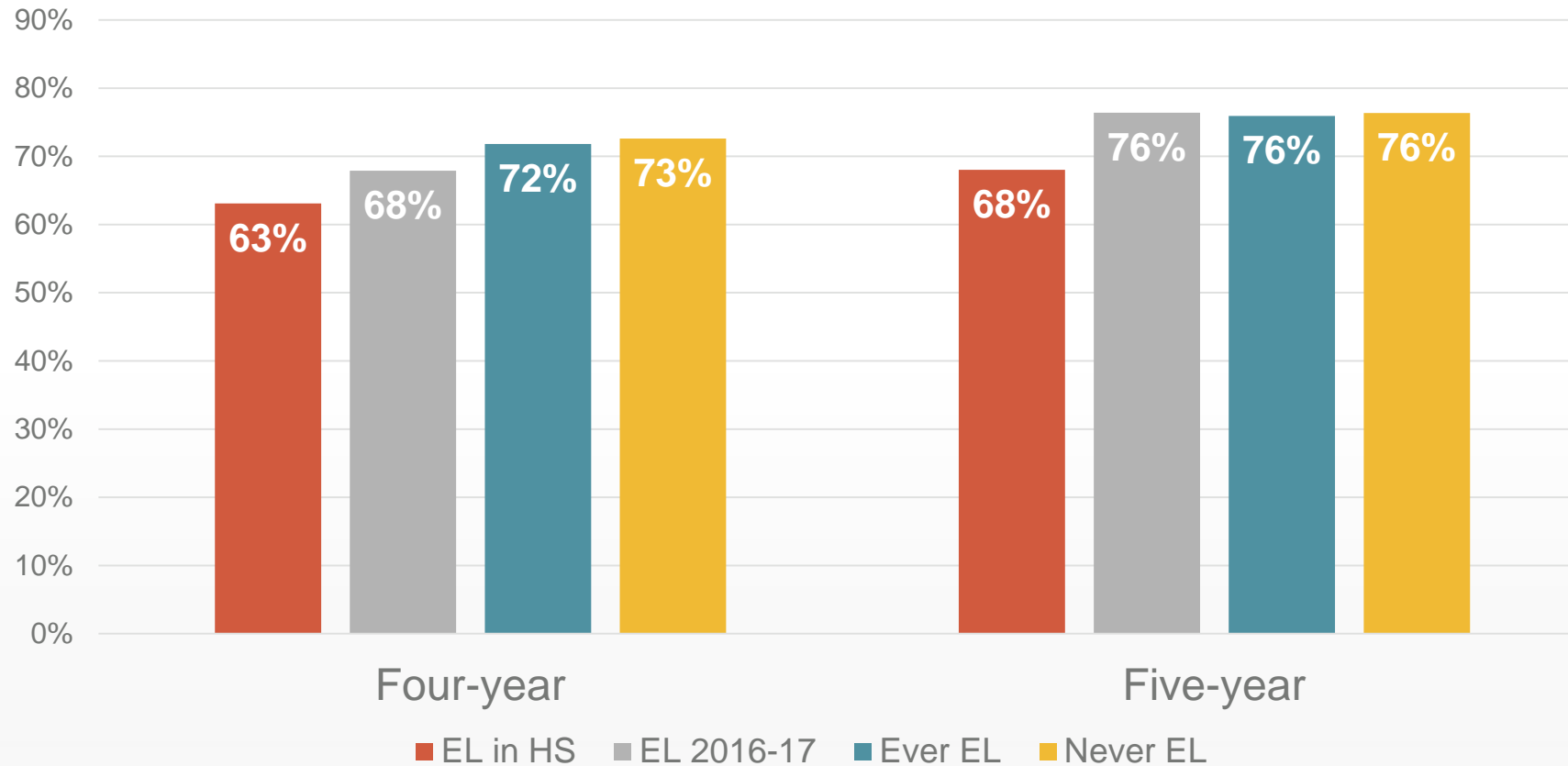
# Education and Income

| | Median weekly earnings | Unemployment Rate |
|---|---|---|
| Doctoral degree | $1,623 | 1.7% |
| Professional degree | $1,730 | 1.5% |
| Master's degree | $1,341 | 2.4% |
| Bachelor's degree | $1,137 | 2.8% |
| Associate degree | $798 | 3.8% |
| Some college, no degree | $738 | 5.0% |
| High school diploma | $678 | 5.4% |
| Less than a HS diploma | $493 | 8.0% |
| All workers | $860 | 4.3% |

# Employability Skills and Workforce Earnings

Development of "soft skills" can predict employment and earnings.

Youth who have had fewer educational opportunities can develop these skills to enhance their employment opportunities and success in the workforce.

These skills are more influential on earnings among workers who earn less money.

# Importance of Employability Skills

Employability skills are cited among the most important skills by employers (Hart Research Associates, 2015; Think Global and the British Council, 2011).

A lack of employability skills may contribute to a "talent shortage" (ManpowerGroup, 2012).

Adapted from College and Career Readiness & Success Center at American Institute for Research.

ELs and Postsecondary Access

# Factor Chat

Language is *not* the main factor inhibiting college access.

Can you guess what the other factors are???

Use chat box to name at least one other factor that inhibits college achievement.

# Factors That Decrease ELs' Access to College

- Economics – paying for school, family obligations

- Parents' socio-cultural situation – identity (race and ethnicity), less educated

- High school academic background – EL classes take time away from college prep courses; stigmatized by label

- External factors (e.g., family, jobs, living, transportation, etc.)

**Children Living with Mothers Who Completed High School, by Race/Ethnicity, 2000, 2008, and 2014**

| | All children | Latino | White* | Black* | Other* |
|---|---|---|---|---|---|
| 2000 | 77% | 48% | 87% | 67% | 75% |
| 2008 | 80% | 58% | 90% | 75% | 83% |
| 2014 | 81% | 64% | 90% | 79% | 84% |

■2000  ■2008  ■2014

*Non-Hispanic.
*Source:* U.S. Census Bureau, 2000 Census and 2008 and 2014 American Community Survey.
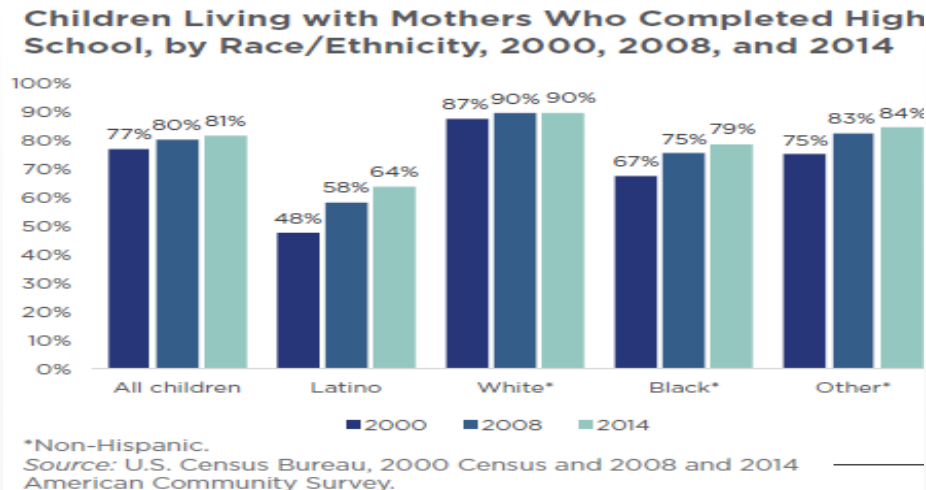
# Factors That Decrease ELs' Access to College

- Economic capital:

The ability to pay for school, housing, fees, books, activities, travel, uniforms, meals, etc.



Adapted from Trainor & Kim, **WCER Working Paper No. 2014-4**

# Factors That Decrease ELs' Access to College

- Cultural capital:

Being well-versed in the application process.

Having the ability to research and reflect on school choices.

Knowing how to tap into the 'right code'; writing and speaking as successful native English-speaking peers do.

# Factors That Decrease ELs' Access to College

- Social capital:

Familial support (talking to student about post sec) and networks/being well-connected (the biggest lag).



Adapted from Trainor & Kim, **WCER Working Paper No. 2014-4**

# Factors That Decrease ELs' Access to College

- Academic capital:

  o Aptitude
  o Content mastery
  o Grades
  o School quality
  o Completion of college preparatory courses



Adapted from Trainor & Kim, **WCER Working Paper No. 2014-4**

# Factors That Decrease ELs' Access to College

- Language capital:

English fluency!



Adapted from Trainor & Kim, **WCER Working Paper No. 2014-4**

# Increasing ELs' Access to College and Career

- **Trusting relationships that lead to strong guidance around postsecondary options**

- Create an awareness for families and students of postsecondary options

- Open an avenue for advising families and students about postsecondary options

- Create the time to assist families and students to prepare for postsecondary options
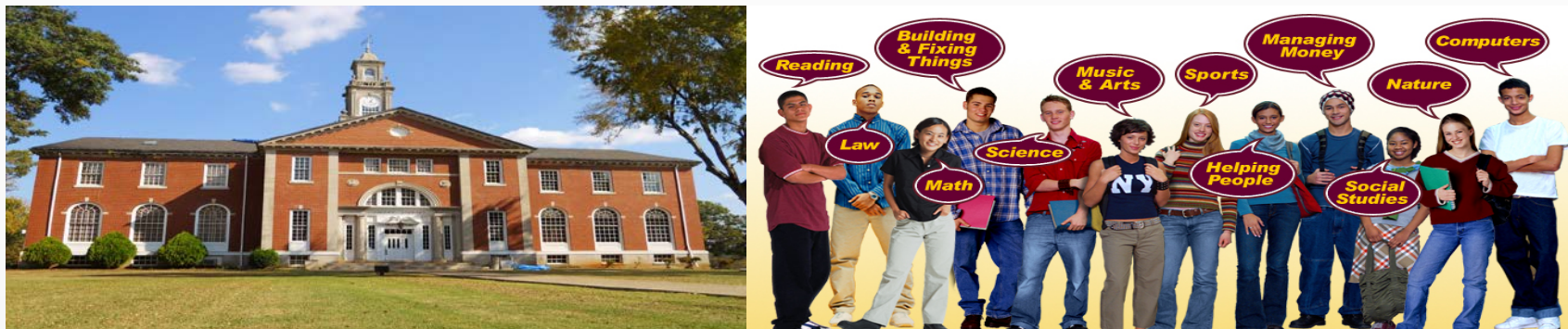
# Reflection

Do the factors that decrease ELs' access to college and career apply to your students?

What opportunities does your LEA or school have to increase access for ELs?

What can you do in the instruction or counseling setting to improve ELs' access to college and career?

# Increasing ELs' Access to College and Career

**Build Awareness**

- Intentionally plan to reach ELs and their families
- Source materials that reflect their culture
- Source materials in a language they can understand

**Advise**

- Plan around their needs, wants, and abilities
- Avoid assumptions and biases
- Set expectations for excellence
- Introduce appropriate paths they may not have considered

**Increasing Access**

**Prepare**

- Assist with application completion
- Help schedule tours/visits
- Arrange for test preparation
- Do mock interviews with feedback

**Network**

- Connect families to others who have successfully navigated the process
- Involve community-based organizations

# Employability Skills

# Defining Employability Skills

Employability skills are the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.



Adapted from College and Career Readiness & Success

at American Institute for Research.

# Identifying Employability Skills

Brainstorm activity:

1. On your own, generate a list of your top five most important employability skills.
2. Jot your list into the chat box.

# Employability Skills Framework

The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace



The skills that enable individuals to interact effectively with clients, coworkers, and supervisors

The skills employees need to successfully perform work tasks

Adapted from College and Career Readiness & Success Center at American Institute for Research.

# Effective Relationships
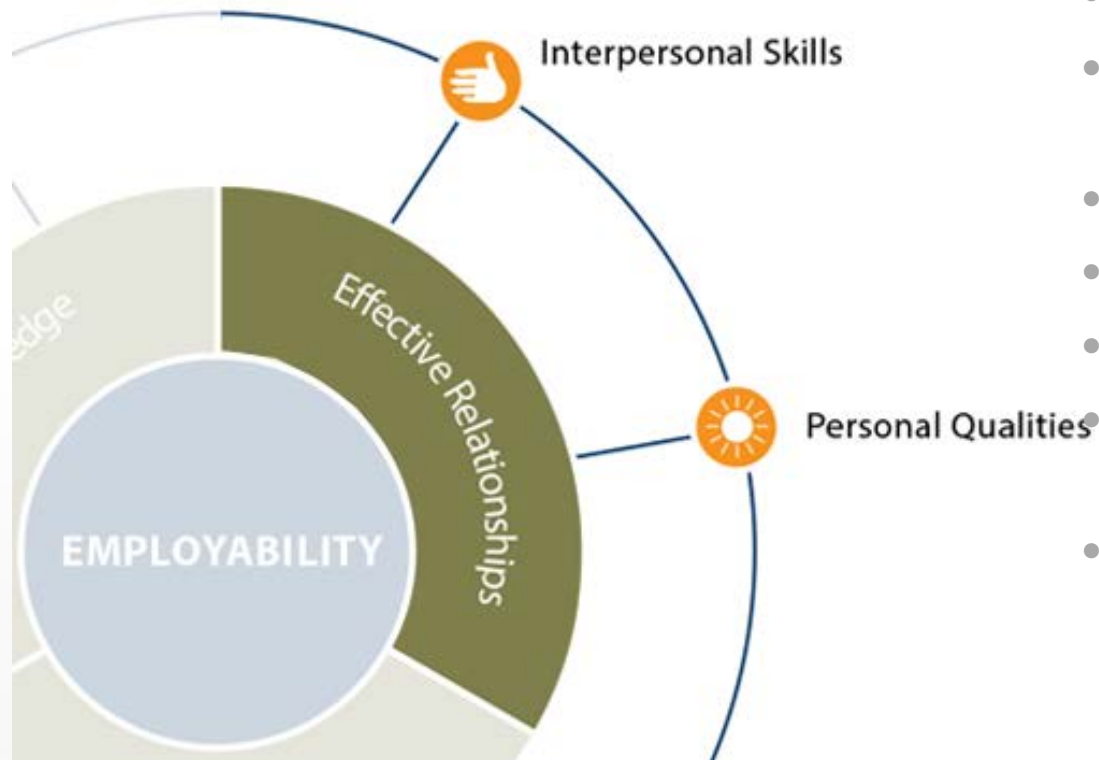


- Demonstrates responsibility and self-discipline
- Adapts and shows flexibility
- Works independently
- Demonstrates a willingness to learn
- Demonstrates integrity
- Demonstrates professionalism
- Takes initiative
- Displays positive attitude and sense of self-worth
- Takes responsibility for professional growth
- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences

Adapted from College and Career Readiness & Success Center at American Institute for Research.

# Workplace Skills



- Manages time
- Manages money
- Manages materials
- Manages personnel

- Locates information
- Organizes information
- Uses information
- Analyzes information
- Communicates information

- Communicates verbally
- Listens actively
- Comprehends written material
- Conveys information in writing
- Observes carefully

- Understands and uses technology
- Understands and uses systems
- Monitors systems
- Improves systems

# Time Management Across Different Cultures



https://youtu.be/z-dPxZq31po?t=15s

# Applied Knowledge

- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures

- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes



Applied Academic Skills

Critical Thinking Skills

Applied Knowledge

EMPLOYABILITY

Adapted from College and Career Readiness & Success Center at American Institute for Research.

35

# Employability Skills Framework



Adapted from College and Career Readiness & Success Center at American Institute for Research.

36
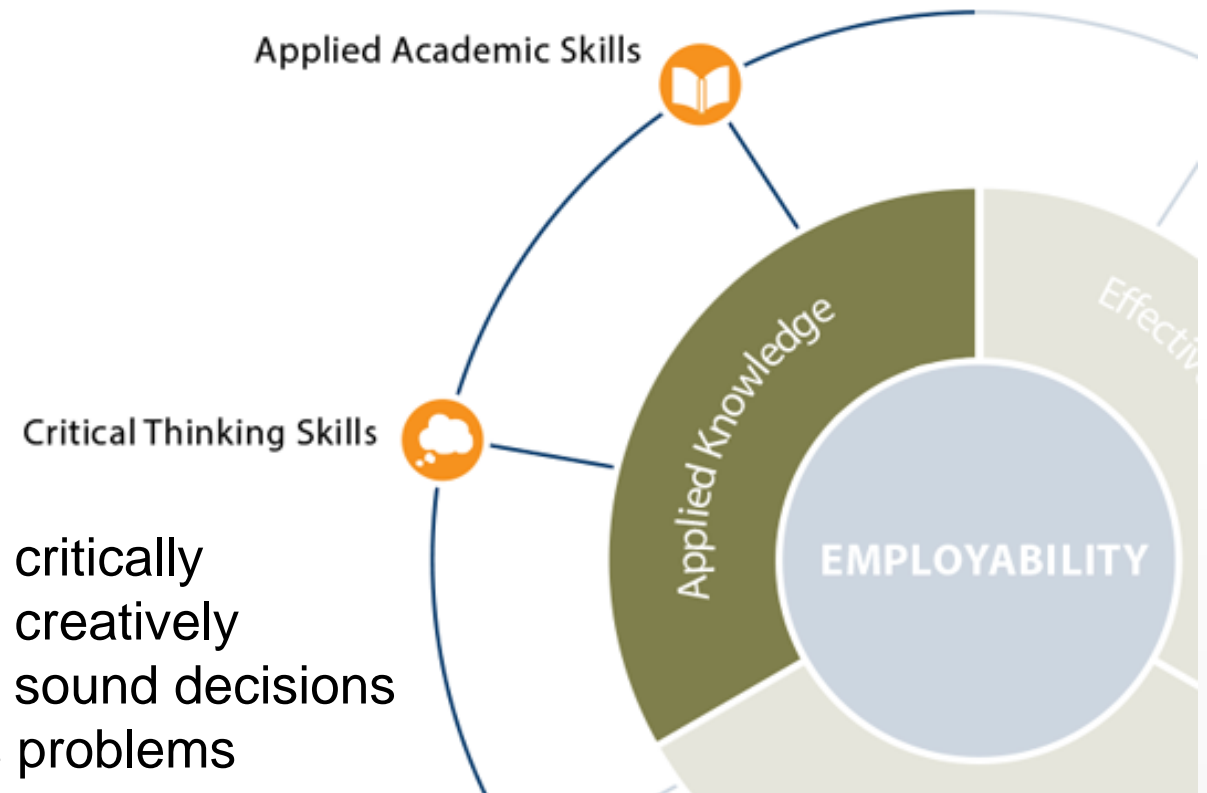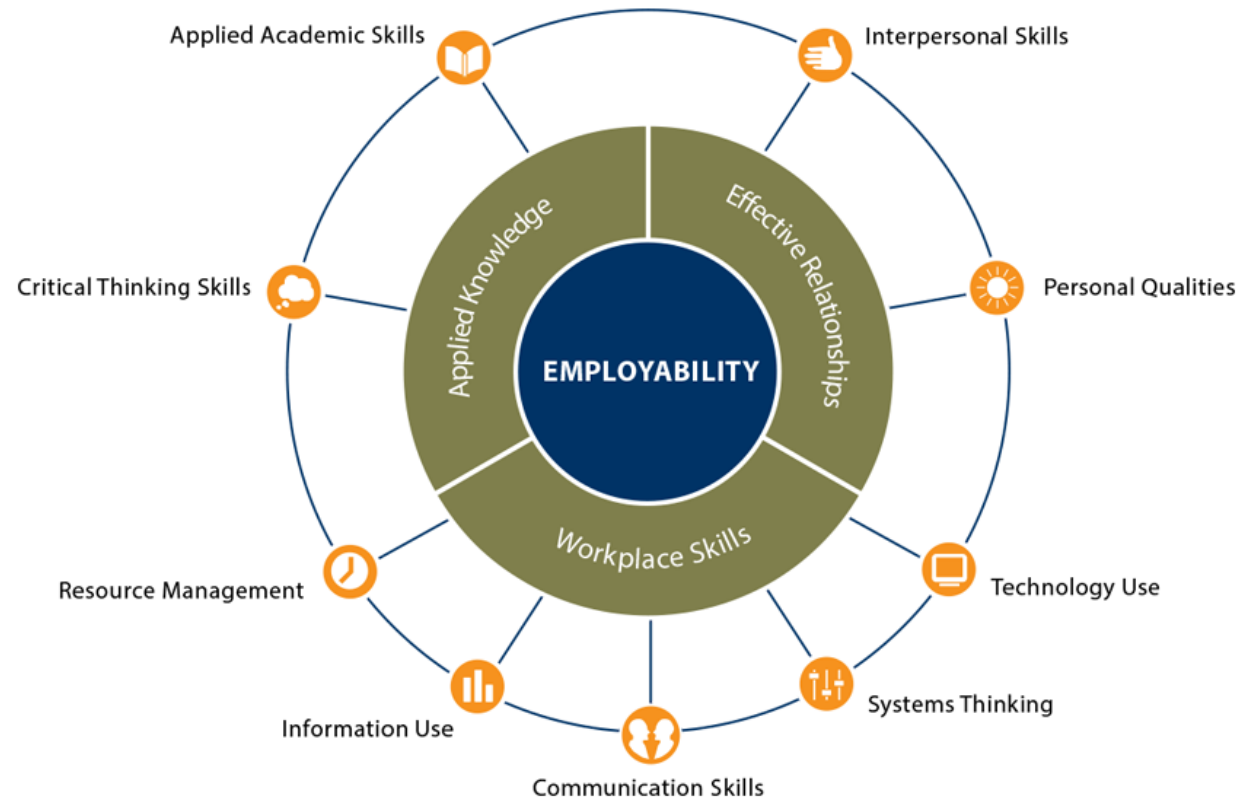
# **Reflection**

How did your list of employability skills compare with those in the Employability Skills Framework?

What skills can be woven into your instruction or your counseling to make your students employable?

What ideas do you have to bring these skills back to your LEA or school?

# Postsecondary Resources

College Board Planning Resources in Spanish

College Board Simplifies Request Process For Test Accommodations

College Board Site in Spanish

DC Tuition Assistance Grant

Federal Student Aid website in Spanish

The Four Keys to College and Career Readiness

# Postsecondary Resources

Mayor's Scholars Undergraduate Program

Scholarship Opportunities for Undocumented College-Bound Youth

- http://www.thedream.us/
- https://www.stilt.com/blog/2018/08/scholarships-for-undocumented-students/
- https://www.nitrocollege.com/scholarships/undocumented-students

Asian American Youth Leadership Empowerment and Development

Mary's Center College and Career Prep Programs

www.EthiopianCommunityCenterDC.org

DIVISION OF TEACHING
& LEARNING

Professional Development
Training Opportunities

# TAL Professional Development Team

The Division of Teaching and Learning's (TAL) Professional Development Team works to deliver responsive systems of professional learning and high-quality technical support to District LEAs and schools. The team supports a wide range of topics and interventions through professional development, direct LEA/school-based support, the facilitation of communities of practice, and through city-wide convenings.

# TAL Professional Development Team

| I have a question about... | Point of Contact |
|---|---|
| Training and Technical Assistance Manager | Jenye.Fletcher@dc.gov |
| English Language Acquisition Standards and Instruction | Jennifer.Norton@dc.gov Anika.Harris@dc.gov |
| Multilingual Education | Santiago.Sanchez@dc.gov |
| Literacy and English Language Arts Standards and Instruction | Ashleigh.Tillman@dc.gov |
| STEM Integration and Early STEM Education | Lauren.Allen@dc.gov |
| Specialized Education (Secondary Transition, Inclusion, IEP Quality) | Jennifer.Carpenter@dc.gov |
| Section 504, Response to Intervention, Child Find, Student Support Teams | Angela.Awonaike@dc.gov |
| Positive Behavioral Intervention and Support, School Climate, Restorative Justice | Jessica.Dulay@dc.gov Nakanya.Magby@dc.gov Kristian.Lenderman@dc.gov |
| School Turnaround and School Improvement | Tiphanie.Scroggins@dc.gov |

# Resources

OSSE's *Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia* is now available for download.

Quality Programs for English Learners - A School Readiness Reflection Tool is available in editable form here.

OSSE's EL webpage is www.osse.dc.org/page/english-learners-els.

On-site technical assistance and EL program support is available! EL programs may contact Anika.Harris@dc.gov or Jennifer.Norton@dc.gov. Dual language programs may contact Santiago.Sanchez@dc.gov.

# Upcoming EL and Dual Language Events

Subscribe to the new Teaching and Learning PD Bulletin by clicking here!

WIDA Self-Paced eLearning Courses

Secondary Transition Planning for Dually-Identified English Learners

Title: Additive Bilingualism: Practices and Intercultural Exchanges When Delivering Instruction in Spanish (Content and materials will be in Spanish only

Title: Biliterate Writing Trajectory (Content and Materials will be in Spanish only)

Title: Dual Language Leadership Part 1: Classroom Observations and Feedback of Dual Language Classrooms

# Professional Development Opportunities

The OSSE Teaching and Learning Team offers a wide variety of professional development opportunities.

Ways to stay informed:

1. LEA Look Forward Weekly Newsletter osse.dc.gov/newsroom/newsletters

2. Teaching and Learning PD Calendar

3. OSSE Events Calendar  osse.dc.gov/events

Thank you!