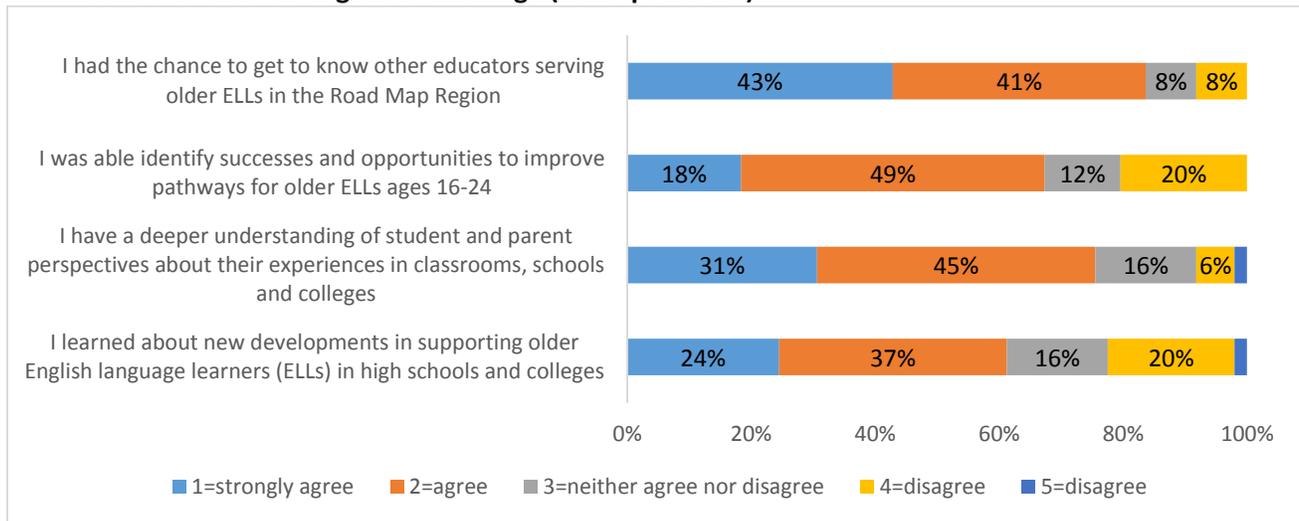


Strengthening Pathways for Older ELL Students Survey Report
Draft 5/2/16

1.-4. As a result of attending the convening...(49 respondents)



5. What changes would make a major difference in our capacity to better serve older ELLs?

Advocate for Policy Change

- Changes need to be mandated and funded by OSPI & Fed Government
- Less stringent testing standards
- Support for recently immigrated ELLs with limited English proficiency and/or limited educational background

Collaboration

- Better funding and collaboration
- More structured opportunities to partner with local High Schools and Districts
- CBO's who provide college navigation and CTC's
- Needs to be a clear plan moving forward to turn this energy into an achievable action plan
- Sharing of resources and training
- Resource + Knowledge sharing = protocol
- Continued integration of resources sharing, challenges opportunities
- Building relationships between agencies and resources
- Better understanding the needs of our students
- Stronger communication with in and across institutions
- Earlier & better integration of ELL/non ELLS
- A more structured approach to identifying challenges and brainstorming solutions
- Re-evaluate its supports for students and bridge the gap in connecting with college programs
- More collaboration time, maybe give an opportunity to meet based upon their position. i.e. high school colleges, district administrators

Improve Information

- Better identify CTC options for older ELLs not on the graduation path
- Regular updates for HS from Outreach: ELL options, best programs, English classes for parents/etc.
- More info about programs at the college level for ELL populations and navigating the college environment

5. What changes would make a major difference in our capacity to better serve older ELLs? (continued)

- High School counselors with more information about ELL support in community
- Doing outreach in the High Schools, instead of trying to bus them to various colleges
- Each collage has different programs that might interest different students, so organizing events the High School's with various colleges represented makes more sense
- More funding for more counselors and support staff who can take the time to build relationships with students.
- Technology/data sharing CRM/IM/Text
- Consistent connections between High Schools & Colleges relationships
- Cross district/community college communication
- More connections with CTC's for direct pathways from high school for ELL completion programs
- Clearer pathways communicated at all levels of education
- More integration of native and non-native services and education
- More support for students
- Planning and implementing pathways to receive students as they transition to college
- More communication with districts about info for programs serving ELLS
- More info about students dropping out, not graduating act

Improve Programs

- Stronger programs in advisory, counseling, mentorship - "case workers"
- Focus on those not completing & transitioning options, alternative pathway
- We need to take a look at the system and why it is not working
- We seem to be concentrating on programs that target students only once the system failed them. It's not proactive. It makes it feel like the expectation is that they will fail and then we'll do something.
- Revision grades 9-14, not "high school" then "community college"
- Allow more students to take >4 years to graduate high school
- Better information sharing
- Lower student to counselor ratio, especially for these students
- A holistic and integrated approach at all levels to address the challenges that older ELLs, not just focus on advising, counseling & mentoring
- Write up case studies with some opportunities to role play
- At the high school level, many system changes would help
- More one on one, better informed councilors knowing literacy need of families and offering language translation in person rather on paper

Increase Staffing

- More staff (could be among existing staff) who serve this population
- More integration of ELL students into general student population
- Hire more bilingual bicultural staff and faculty
- More staff in high schools and colleges
- Financial support at the college level to employ culturally relevant staff to educate potential students
- More training for teachers, more time working with ELL students
- More funding to support more
- Navigation help for students and parents
- More resources, buy-in from administrators, full time advisors for ELL students, more people that speak languages of ELLs

5. What changes would make a major difference in our capacity to better serve older ELLs? (continued)

- More staff members with knowledge to better support older ELLs
- More counselors, teachers, support staff of color who speak different languages
- College network needed to learn what services could serve and benefit undocumented students

Student Resources

- Forms to educate high school staff on post-secondary programs

6. What other topics would you like to see at a future convening?

Appreciation

- Great chance to connect

Communications with and outreach to ELL students

- Messaging ELL to students who are resistant to it and/or have stigma attached to it
- Presentations from CTC's on current programs offered - i.e. Highline Excell
- Panel of older ELL students that did not graduate
- Additional opportunity for K-12 staff (direct service) to connect with college staff (direct service)
- "How to" bridge HS – College

Need for deeper conversation

- Deeper conversation about this topic that really targets the main challenges. Something that is solution orientated and not just a sharing of info of what already exists.
- What is the perspective of school counselors? What barriers do they face?
- Differences in experiences of late-arrived ELLs vs long term ELLS (e.g. ELLS from k/1 converted out, arrived by 6th or 7th gr still ELL, arrived after 8th gr still ELL, arrive by 10th grade)
- We need to get classroom teachers and principals involved in this work
- We need to get into classroom to better understand what classroom instruction (in other areas) looks like currently and how it can be improved to ensure ELL's academic success
- More updated data sharing. Today's presentation is good but only shows the baseline, it was 4 years old and may not reflect the current situation
- more of this, helpful to connect, maybe highlight programs and experiments at some of our institutions and agencies
- Role of advocacy in this work
- I would love to see a matrix of stakeholders and resources within the region
- More results driven and discussing a way to solve an issue
- More conversation, deeper into gaps.
- Opportunity to talk with more people

Supporting ELL students enrolled in 4-year colleges

- ELL students experience success barriers in 4 year colleges and universities
- More info about CTC transition programs
- Include top administrators at community college, they need to be part of this conversation because they control policy and resources (presidents, VP deans, SBCTC)

Supporting ELL students who are not college ready

- 17-21 year old ELLs with no credits and limited academic backgrounds
- Focus on pathways for non-graduates or "Not College Ready"

6. What other topics would you like to see at a future convening? (continued)

- ELL high school dropouts that have been re-engaged, how many are college bound
- If panel, I would recommend capturing that experience of a ELL student who did dropout and who fell through the cracks that way we can see how our programs are or aren't helping students

Supporting high school completion

- Alternates to high school diploma
- ELL Students who do not graduate - Options?
- ELL high school completion programs
- Talk more about those ELL students, who dropped out of school before their senior year

Tools to support ELL students

- Technology & data can help target this group
- Specific programs for students, programs for students with learning issues and special needs as they age
- More intentional featuring of promising practices
- Options for recent immigrants who are >18 years
- How are HS & colleges addressing those students who come with limited schooling
- The process for re-engaging students who need ELL services
- Ways that you can help to move towards learning English but maintaining your culture

Working with families of ELL students

- Engaging family community, empowering "advisors" with details, resources about transition

7. Is there anything you would like to add about the event?

Appreciation

- Thank you for organizing!
- Great - thanks for all of the work
- Great job! So organized! The panel was awesome
- Great event
- Thank you
- Good discussion
- Thanks for organizing it
- Excellent event! Thanks for the thoughtful planning and execution. Great encouragement for attendees
- Excellent gathering
- A wonderful opportunity to meet and share information
- Thank you for everything!

Suggestions

- It focused on the ELLs that don't need as much support as our lower performing ELLs
- Email list of specific contacts (names) at CTC's councilors for I best, etc.
- Outreach to community and parents, speakers that are current or former dropouts
- Don't have a presenter read off charts of data that complicated visually, are already included in handout and are giving details that are way to micro to really add much to the conversation
- Build in breaks between topics and sessions

7. Is there anything you would like to add about the event? (continued)

- The panel was great. It would be good to add more parent representatives and ELL instructors into the panel
- Maybe walk through some case studies of individual kids to see the issues
- Great event, minor suggestions: larger screen projection, microphones for folks asking questions, lights on speakers, student panel: include Asian & Latino students, Introductions: who, what their position is or repeat guests, panel was informative
- Ties breakout sessions directly to data. Use knowledge in the room to make sense of data, see path forward
- The data presented was rich. I would have been able to follow better with opportunities to process and talk during the presentation
- Learned about other org/schools that are trying to better understand ELL
- More breaks, less data review, we can read data already, how can we constructively interact w/it, reflect about it w/one another?

8. What best describes the organization where you work: (47 respondents)

