

EL Success in Early College Working Group

Session 5 – A Plan For Future Success

March 8, 2023 – 9:00-10:00 AM



Agenda

- Working Group Goals: checking in
- Review and refine Session 4 Notes: Opportunity and Support
- Connections: Bridging High School and Higher Ed
 - Breakout rooms (~7 minutes)
 - Share out
- Blueprint for EL Success: Pillar 4 – A Plan for the Future
- A Plan for the Future breakout rooms (~15 minutes)
 - Share out: guidelines and potential recommendations
- Next meeting – **04/05/2023**

What is the MA Vision for ELE?

The Massachusetts **Vision for English Learner Education** is an aspirational statement describing the experiences and outcomes all ELs deserve and need to be successful:

English learners in Massachusetts attend schools in which all educators share responsibility for their success, engage effectively with their families, and value and nurture their linguistic and cultural assets. English learners are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and have the materials and professional learning they need to advance students' academic and linguistic development simultaneously. English learners have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel. English learners thrive in high school and graduate with the knowledge, skills, and abilities necessary to be successful in college and/or a career of their choice, and to contribute to civic life in a global community.

Working Group Goals: checking in

- Based on the discussion in the breakout groups, what kind of product can help Early College programs better support EL students in Early College?
 - What recommendations (for DESE and for Higher Ed Institutions) do you hope to see on a final policy memo/working group summary?

Reflections: Session 4

What does your EC program need to remove remaining barriers? How does your program monitor EL success in EC? What do EC programs need to improve SEL support?

- Consider removing Accuplacer – alternate assessments have been helpful for ELs. How do we fine-tune assessment for EL Students? Also ensuring that courses are acceptable for EL students is important, as well as building relationships with college professors and high school partners. Professors could provide updates on work completion and missing work.
- Individual debriefs with students could be important for encouragement. Moving from reactive to proactive supports is important. Understanding that EL students have *specific* needs, and those needs should be met in a non-general way. Student have a lot of supports in high school and ensuring they don't feel lost in higher education is important. Catching any academic and SEL issues with EL students sooner rather than later is essential.

Breakout: Bridging High School & Higher Ed

Breakout room agenda:

Discuss the connections between the roles of K12 and IHE partners play in Early College ML students' success in high school and plans for future (including participation in college, career, civic life).

- Parent engagement, offering college courses to the parents as well, sometimes language-based sometimes content based, to help parents build a college transcript as well.

(Please elect at least one group member to [take notes on the Padlet](#))

Interactive Blueprint for EL Success



Pillar 4: A Plan for Future Success

- **Building Block 1:** Thriving in high school
- **Building Block 2:** Graduating college and/or career ready
- **Building Block 3:** Graduating ready to contribute to civic life in a global community

Pillar 4. A Plan for Future Success

Interactive Blueprint for English Learner Success



Educators believe that all ELs are candidates for graduation and motivate students by cultivating relationships with them, engaging and collaborating with families, and responding to early warning signs for dropout. (Building Block 2)



School leaders cultivate partnerships and organize resources to address linguistic, economic, and social barriers to ELs' participation in school life. (Building Block 1)



District data teams regularly review students' attainment of goals as well as post-secondary outcomes for ELs. (Building Block 2)



The Department incentivizes partnerships with business, workforce development agencies, and institutions of higher education to develop career awareness and participation. (Building Block 2)



Massachusetts
ENGLISH LEARNER
BLUEPRINT

Building Block 1:
Thriving in high school

Building Block 2:
Graduating college
and/or career ready

Building Block 3:
Graduating ready to
contribute to civic life in
a global community

Pillar 4:
**A Plan for Future
Success**

Breakout Rooms (~15 minutes)

If you haven't already, please spend ~ 5 minutes reading the first 1.5 pages of the Quick Resource Guide:



- [Building Block 1: Thriving in high school](#)
- [Building Block 2: Graduating College and Career Ready](#)
- [Building Block 3: Graduating Ready to Contribute to Civic Life in a Global Community](#)

Then, discuss with your group:

How does English Learner participation in Early College work towards the vision of EL success in high school, college, career, and beyond?

(Please elect at least one group member to take notes [on the Padlet](#))

Thank you!

	
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Next meeting: March 8, 2023

Proposed Schedule:

Date	Time	Proposed Topic
Wednesday, November 9, 2022	9:35-10:20 AM**	Working Group Launch
Wednesday, December 7, 2022	9:00-10:00 AM	Pillar 1: School Culture
Wednesday, January 11, 2023	9:00-10:00 AM	Pillar 2: Access to Educators
Wednesday, February 8, 2023	9:00-10:00 AM	Pillar 3: Opportunity and Support
Wednesday, March 8, 2023	9:00-10:00 AM	Pillar 4: Plan for Future Success
Wednesday, April 5, 2023	9:00-10:00 AM	Refining our EL in EC Blueprint

Meetings on Zoom:

<https://us02web.zoom.us/j/82801503654?pwd=WGNJdzVJamhTWVJ4bDNwOFFJQXlyUT09>