





FACILITATOR/PRESENTERS

Hasan Davis, J.D.

Hasan Davis has reshaped himself over the course of many years through dedication, diligence, and dynamic thinking. Hasan has become a thought leader in the fields of education and juvenile justice, making youth support and guidance his purpose. Utilizing his missteps as a child and young adult to reshape his future, and the futures of countless others, Hasan has shown his skill as a practitioner in these areas through successful tenures as Commissioner and Deputy Commissioner (Dept. of Juvenile Justice, Kentucky), and impacted the lives of over 3,000 young people. He has, additionally, helped to inform policy decisions, testifying before Federal Legislators, and as a keynote speaker for 20 years, using his experiences and training to guide many more.

Brooks Winchell, Cambridge College

Brooks Winchell is the Director of the Center for Excellence in Learning and Teaching at Cambridge College in Charlestown/Boston MA. His primary role is faculty and student support, which has been critical since Covid. He has been involved with early college since 2018. The SPS/CC EC program was DESE Designated in spring 2020.

Sibel Hughes, Assistant Director Office of Language Acquisition (OLA)

Sibel Hughes is the Assistant Director of the Office of Language Acquisition in DESE. She taught English as a foreign language and English Literature for ten years in Turkey where she was born and grew up. Sibel moved to Arizona in 2001 and worked there as an ESL teacher and later as district ESL coordinator for five years. Sibel moved to Austin Texas in 2009 and worked in an urban district as an ESL teacher before she moved to Massachusetts and accepted her role as the Compliance Coordinator, and then Assistant Director.

Emily Singer, Somerville PS

Emily Singer serves as the Beyond the Classroom Learning Coordinator at Somerville High School where she develops college partnerships and internship opportunities for students. Prior to this role, Emily led a city-wide College Success Initiative in the city of students from Boston Public Schools into Cambridge following many years of supporting low-income first-generation and through college. Emily has a Masters in Teaching ESL/Applied Linguistics from UMass Boston, and a Masters in School Counseling from Lesley University.





AGENDA

- Contextualizing the importance of including EL students
- Best practices for working with EL students
- Challenges in working with EL students
- Cambridge College EL programs
- Somerville/Cambridge College 2020 Designated program
- Reflections and Questions



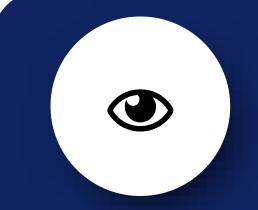


Contextualizing the Importance of including EL students in Early College Programs



Key Statistics on EL Students

- In MA, 7% of all students are
- In MA, HS Graduation rate is 86.1%, For Els 63.4%



DESE Early College Equity

- Equity and Access is Guiding Principle 1.
- Program should not only be including El students but should be actively enrolling them.



Return for EL students

 EL students have larger gaps in achievement rates, and EL students who participate in early college programs are more likely to graduate and enroll in college.





Connection to DESE Resources and Ongoing OLA Projects:

ELE Vision and Blueprint for E Success

ELE Vision: Our ELE vision is an aspirational statement describing what an excellent education looks like for our English learners.

Blueprint for English Learner Success: A statewide framework that deconstructs the vision into four distinct pillars and then goes deeper to identify specific building blocks that describe the "ideal" at the classroom, school, district, and state levels.

Blueprint for EL Success

Blueprint for English Learner Success: A statewide framework that deconstructs the EL Vision into four distinct pillars and then goes deeper to identify specific building blocks that describe the "ideal" at the classroom, school, district, and state levels.

Four Pillars:

- School Culture
- Access to Effective Educators
- Opportunity and Support
- A Plan for Future Success

Note: All OLA projects must fall into one of the four pillars, however, our primary focus this year will be on Pillars 1&4!

Opportunity Gaps for ELs in High School – Why Focus on Pillar 4?

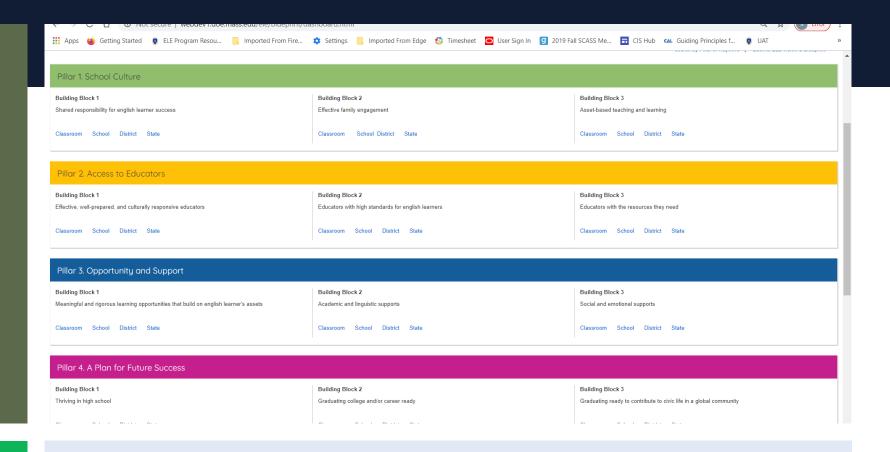
The **Opportunity Gap** refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

The opportunity gap has long-term consequences for our students:

 People who lack education have trouble getting ahead in life, have worse health and are poorer than the well-educated. Other major effects of lack of education include lack of a voice, shorter lifespan, unemployment, exploitation and gender inequality.

Question: Do our High School ELs have the **SAME access to opportunities** as other students? Does it depend on their race or gender? If they do not have the the **SAME access to opportunities**, what are the results for those students?

Interactive Blueprint



- Supports planning and practices for ELs by educators and stakeholders serving at all levels of the education system
- Supports educators in many roles with many purposes



Massachusetts

ENGLISH LEARNER

BLUEPRINT



Quick Reference Guide: School Level

Collaboratively Develop Culturally Responsive Strategies for Removing Barriers

Barriers to E. family engagement can include differences in language, logistical bases throughoutston, shidcare, thing of activities, lock of tract and portnerships between educators and termine, result, other calibratis and linguistic traces, and different belon's about the purpose of family engagement and its relationship is student success. Addressing these bortons obligate and experiences are expected to the histories of the histories controlled to the histories of equal facility provides an exposurable to buildiness, investigation transmissions and supports are expected to the province of equal facility partnerships necessariate schools disating power with families, and well, ording and liveringing differences in expensions for addressing towards of the should be support this is to excellent tights futured Partner. Address Councils (L.M.C.) to provide sight on numbers that in the controlled to the support of the sight future of improvement was to expensive an object of the support of the sup

Provide Resources to Help Families Feel Welcome, Interact as Equals, and Contribute

Supporting auent based Swelly engagement requires resources to ensure partnerships between forme and school can the effective. In practice, this requires <u>building relocator</u> of all parents' sales by the working transfers through professional business and transing, resources for regular basis was communication between home and school, such as family language and intergretors, and structured time and space for collaboration between parents, educators, and community members to ensure that families here selective, share they cultures and experiences, and



Training Topics for Effective Partnerships

For Educations Cultural responsiveness and ambassackership Culturing

For II Rymlian Rules in school government internation about school expensations. II, programs, II. Interactive Blueprint for EL Success provides electronic connections between the Vision and Blueprint for EL Success building blocks and actions, and resources to support their implementation:

- o new online user-friendly explanatory Quick Reference Guides (QRGs),
- technical state and federal guidance,
- practical tools for implementation,
- o guidance and exemplars of effective practices for ELs, and
- resources aligning the use of the Blueprint to district and school planning processes.





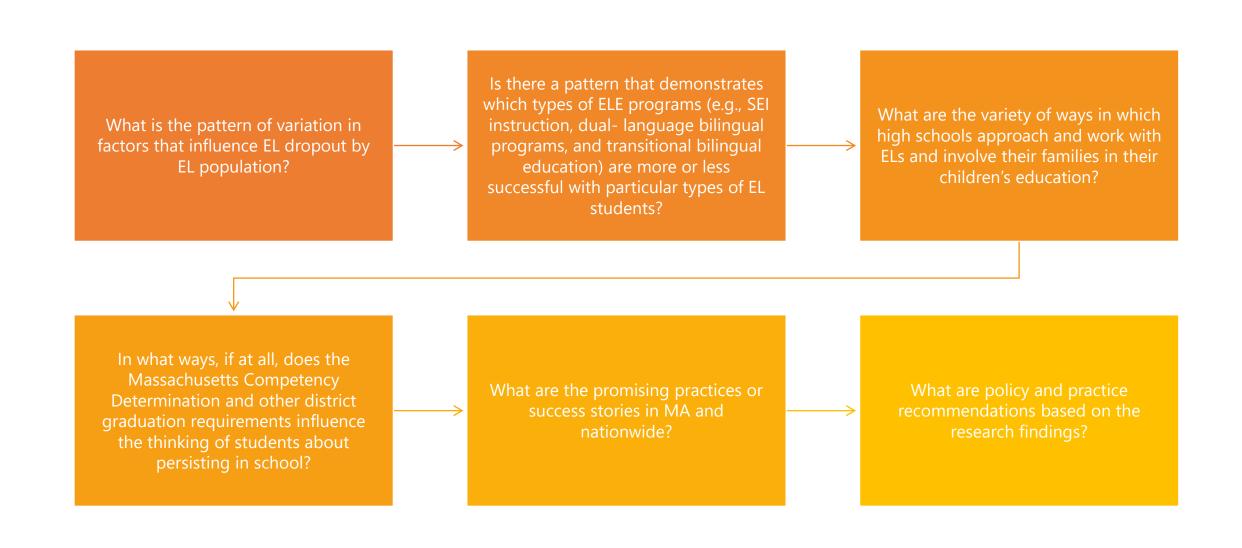


Connection to DESE Resources and Ongoing OLA Projects: Dropout Research and Convening: Focus on Pillar 4!



- OLA sponsored a research study to better understand the underlying causes of the discrepancy between the dropout rates for ELs and non-ELs with a focus on high school. Thanks to all participating districts!
- OLA hosted a convening with urban and atrisk districts in the week of June 8, 2020.
- OLA will host another convening in the week of March 23, 2021.

Dropout Research Study



CHALLENGES AND CONCERNS?

- Open Discussion:
 - What challenges have you experienced with EL students in your programs?
 - Concerns related to supporting English Learners?







Cambridge College EL focused Early College programs***

Cambridge College

- Cambridge College is a small, non-traditional primarily adult-serving College with campuses in Boston, Lawrence, Springfield, CA, and PR
- Cambridge College enrolls approximately 3000 students total with approximately 1000 UG and 2000 GR students
- UG students are 63% first gen, 31% Hispanic, 22% Black, 10% non-resident, 33% white.
 Overall 60% minority and designed as a Hispanic Serving Institution. 69% female 31% male
- We offer GR programs in Management, Counseling/Psych, and Education
- UG programs primarily in Management, Psychology, Human Services, and Criminal Justice

Presentation Caveats

- We have not created the perfect recipe, but we are learning and evolving.
- Our SHS/CC EC program is newly designed in 2020 and still small.
- Covid has completely changed everything.



Cambridge College

Early College Timeline

CC launched the first EC program with Charlestown HS EL students in AY 2018-19, the program continued in AY 19-20, and in AY 20-21. In 2019, CC developed an EC program with Somerville H.S. that launched a pilot in AY 19-20 and was designed for AY20-21.

In AY 19-20, we expanded our Charlestown cohort to 34 students – 2 classes: Astronomy, Introduction to Social Justice, and Introduction to Literature.

Despite Covid, CC has continued with both the CHS and SPS EC programs. We have 16 CHS students taking Engineering and 17 SPS students taking Introduction to Social Justice.

AY 18-19 Charlestown Pilot

AY 19-20 Charlestown Group

AY 19-20 Somerville Pilot

AY 20-21 Charlestown & Somerville

Recruited 17 CHS students from the EL program, levels 3, 4, and 5. The students walked to CC 5 days per week and took Introduction to Literature and Language of the Academy. Both classes were designed with a QTEL model.

In A 19-20, we began a pilot with SPS. We had 16 students who took Introduction to literature and Principles of Engineering. CC and SHS also worked on a DESE Designation and were Designated in the spring of 2020







Why English Learners?

Both our Charlestown & Somerville Programs specifically recruit from EL programs

Charlestown EC program



- EC experiences for EL students was an identified need.
- CC has extensive experience working with English Learners
- School of Education, Learning Specialist, 4 Instructional Designers.

Somerville EC program



- Envisioned based on CHS program in collaboration with EL staff and Special Education staff.
- Designed DESE
 Designation application specifically recruiting from these two populations.







Program Preparation & Design

Original Design Phases

Cambridge College is fortunate to have ESL Expertise: CELT, Learning Specialist, 4 instructional designers. This program design required more specific expertise



QTEL

During the summer of 2018, our CC staff attended QTEL summer institutes



Courses

Based on learning, we selected two language classes for our first cohort.



Design

Once courses were selected, we folded in wrap-around supports.







DESE K-12 ELD Standards

WIDA Levels

Full WIDA Guide and Standards linked here>>



Level 5

Bridging

- Rich descriptive discourse with complex sentences.
- Cohesive and organized, related ideas across content areas.

Level 2

Emerging

- Multiple related simple sentences
- An idea with details

Level 3

Developing

- Discourse with a series of extended sentences.
- Related ideas specific to content areas.

Level 4

Expanding

Connected discourse with a variety of sentences

 Expanded related ideas characteristic of particular content areas.

EnteringSingle state

• Single statements or questions

Level 1

 An idea within words, phrases, or chunks of language.







ELA Common Core

Along with the WIDA standards for English Learners, MA adopted a version of common core. The west coast version of common core has standards in each of the four domains of language.



Listening

K-12 standards developed for each grade level for proficiency in listening skills.

Reading

K-12 standards developed for each grade level for proficiency in reading skills.

Speaking

K-12 standards developed for each grade level for proficiency in speaking skills.

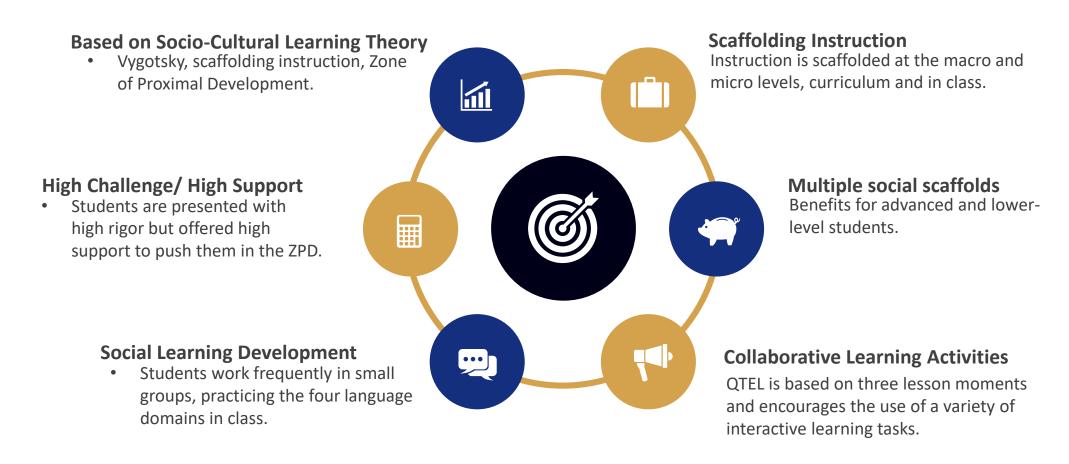
Writing

K-12 standards developed for each grade level for proficiency in writing skills



QTEL: Quality Teaching for English Learners

WestEd (Stanford University) Techniques for CA Common Core

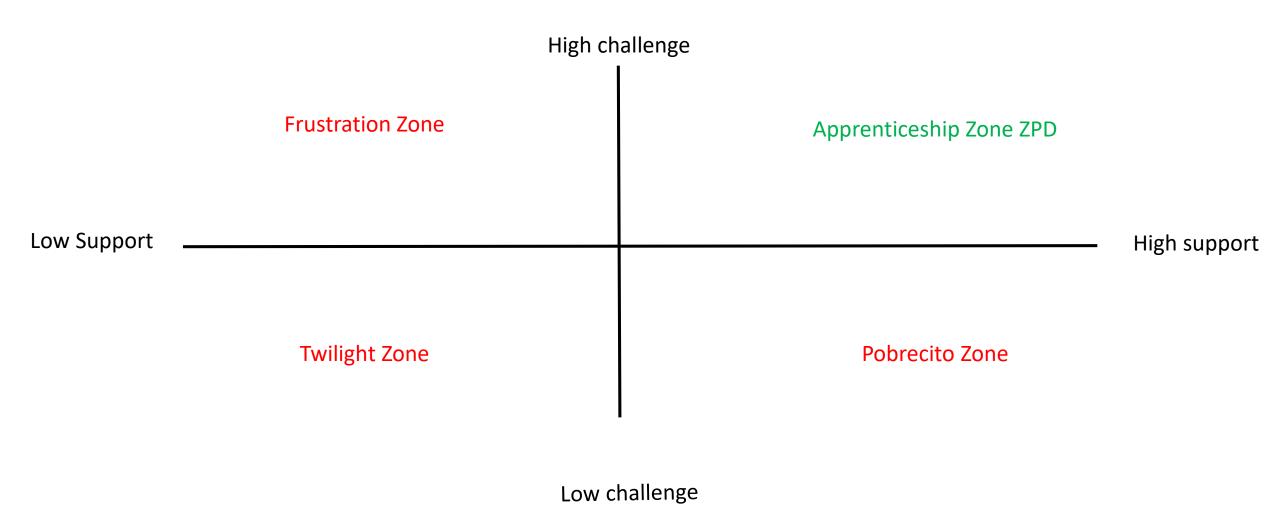








High Rigor/ High Support





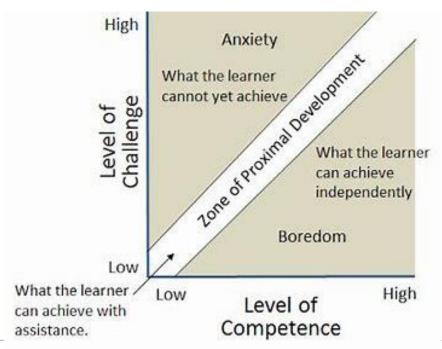




SCAFFOLDING SUPPORT AND ZPD

Maintaining ZPD

 Students need to be carefully helped into the ZPD



Scaffolds Macro and Micro

 Macro scaffolds happen when instructors plan; micro scaffolds happen on the spot in class.









Three Moment Architecture

Designing Lessons



Preparing the Learner – macro-scaffold. When considering a text for students, consider what they need to do/learn to be prepared for the text.

Interacting with the text – The text is the mentor. Students read, watch, listen to the text (lecture, reading, video, etc) often multiple times. Micro-scaffolds are provided.

Extending knowledge – Students demonstrate understanding of text through writing, conversation, video, or other media. Multiple options are crucial for Universal Design for Learning.





Learning Task Examples

Interactive tasks for each moment



Preparing the learner – vocabulary lists, bookmarks, outlines, graphic organizers, schema, history & background.

Interacting with the text – Read aloud, close reading, reading in four voices, and jigsaw.

Extending Knowledge – Students reflect on texts in writing, presentations, video, group work, or other modalities.



Best Practices Learned

For working with EL students

Scaffold Instruction

- Backward-design lessons
- Chunk larger tasks into smaller, manageable amounts.
- Sequence tasks

Provide Schema

- In the introductions to lessons, pre-teach schema
- Provide visuals
- Provide background history, context and vocabulary.

Group Experiences

- Provide opportunities for students to practice listening, reading, speaking, and writing in every class.
- Project-based learning for hands on engagement.

High Rigor/High Support

- Maintain College-level rigor
- Provide outside supports and tutors



Best Practices

For including EL Students in Early College Programs



Recruit directly from EL programs and FLEF Students



Provide students support with applications, essays, and entry testing.



Translate recruitment materials, applications, and supporting documents. Invite parents and students to infosessions.



Provide College Instructors professional development on working with English Learners. This is not intuitive.



Don't require social security numbers. Keep barriers low while holding students to meet admissions criteria.



Encourage students to become selfadvocates. Many English Learners have difficulty advocating for their needs.







Somerville P.S./ Cambridge College Early College Program



- Somerville P.S and Cambridge College began early college talks in fall 2018.
- We recruited our first cohort of 11th graders in spring 2019.
- The pilot ran in AY 19-20. Fall Introduction to Literature; Spring Principles of Engineering.

Designation Process

- We began the designation process in the fall of 2019 and earned part A and then became designated in June 2020.
- Our program design focused specifically on EL students and Students with Disabilities.





SPS/CC Early College Program Key Features

EL and SPED student focus

The program serves *only* students who have been historically under-represented in higher education. We recruit specifically from EL and SPED student populations. At full capacity, the program serves 120 students

2 Up to 19 credits in Liberal Arts Pathway

Students take two classes in 11th grade and up to 4
classes in 12th grade including a lab science.

However, students who earn 12 credits have

completed the program. Multiple points of entry. Administrative withdrawals for students exiting.

Academic Support Class

11th grader participate in an Academic Support class M, W, F and take classes Tu, Th. 12th graders also participate in either 1 or 3 days of Academic support. On-Campus Experience*

In the designated program, all coursework takes place at CC with support classes at SPS. Since Covid, we have had to adapt to an all-remote model.

Faculty Support and Involvement
Faculty earn additional stipends and are more involved.
They participate in initial trainings in supporting EL students and SPED students and work directly with the CELT Learning Specialist. They are in close contact with support class teachers and meet with teams regularly.

Steering Team and Subcommittees

To help guide the work, we convene a monthly steering committee comprises of key leaders and staff from SPS and CC. Sub-committees meet to develop program components.







Covid-19 Transition



When the SPS/CC program submitted our budget proposals in June, we created two budgets – one for the oncampus experience and one for a fully remote AY20-21 program. In July, we made the decision to run the program fully-remote for AY 20-21. Since it was heavily-based on an in-person, socio-cultural model, we had to work hard to adapt and provide a quality scaffolded remote experience for one cohort of 12th graders. We took the following 4 actions:

Flexible scheduling and onboarding

CC had made the decision to stay fully remote in July. Over the summer we conducted intense faculty training. However, the situation at SPS was very fluid, we had to be prepared to adapt and fortunately had a flexible instructor, Dr. Divya Anand.

Course re-design

Dr. Anand worked with CC instructional designers to build her course presence on Canvas with embedded ZOOM for synchronous instruction.

Remote academic support class

Our Academic Support class teachers moved their classes to a remote format with two synchronous and one asynchronous day. They were critical in identifying and supporting student needs.

Technology-focused student training & support

Technology was a significant barrier. We added a lot more technology to the course, so we had to conduct several trainings and support sessions. Some students needed more reliable internet.











"Connected" course features

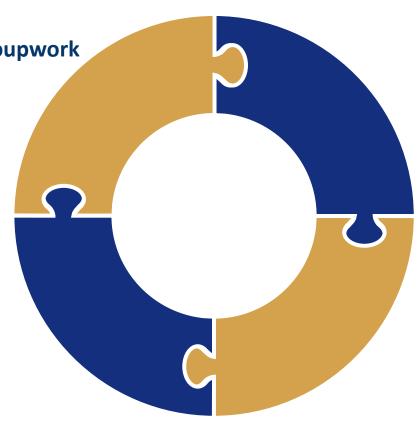
How we are working to support EL and SPED students remotely

Synchronous & Asynchronous Groupwork

Dr. Anand has adapted sociocultural group work to ZOOM breakout rooms to encourage speaking and listening practice.

Weekly Writing and reflections

The students write weekly reflections on readings to encourage reading and writing practice.



Engaging Students

Our CC "Connected" Learning Standards developed for all CC instructors encourages deep engagement with engaging course materials and activities as well as frequent communication and timely instructor feedback.

Focus on student self-advocacy

We are approaching students with an asset-based view, assuming they can complete the rigorous work, and encouraging them to advocate for support from the support class teachers and CELT remote tutors.





Continued Challenges



- The success of our "Connected" model with EL students has not been demonstrated.
- While we have found success working with 4s, 5, and FLEPS, we have had issues with 3s.
- Curriclum alignment and credit articulation for H.S. credit is very complicated. Final pathway courses are still in development.
- We are only just beginning to consider embedded college and career supports.

Comments & Questions?