

**Alliance for College Readiness
ELL Curriculum Sub-Team Report**

Objective

The initial charge of this sub-group was to better understand the curricular options available to language learners in the high schools and at ECC. To this end, the group discussed the populations served, placement processes, curricular options and issues facing students.

College Readiness – ELL Population

In Community College District 509, approximately 30% of the direct from high school population is fully-ready to begin college-level coursework. This statistic is the driving force behind the Alliance’s efforts. When these figures are disaggregated by student’s primary language, the students who are college-ready are even fewer – only 19% of students who report speaking Spanish as their primary language enter ECC fully-ready for college-level coursework and over 30% require remediation in all three subject areas (writing, reading and math) (Figure 2). Figure 1 shows that nearly 16% of the incoming direct from high school new student cohort is comprised of students who report that Spanish is their primary language.

Figure 1.

Direct from High School New Student Cohort		Count	Column N %
Primary Language	Total	1296	
	English	824	63.6%
	Spanish	202	15.6%
	Other	41	3.2%
	Missing	229	17.7%

Figure 2.

Direct from High School New Student Cohort		Total Developmental Need							
		Entirely college-ready		At least one dev ed subject		At least 2 dev ed subjects		All 3 dev ed subjects	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Primary Language	Total	381	29.6%	407	31.6%	256	19.9%	244	18.9%
	English	267	32.6%	277	33.9%	156	19.1%	118	14.4%
	Spanish	38	18.8%	50	24.8%	48	23.8%	66	32.7%
	Other	12	29.3%	11	26.8%	11	26.8%	7	17.1%
	Missing	64	28.2%	69	30.4%	41	18.1%	53	23.3%

Alliance for College Readiness ELL Curriculum Sub-Team Report

Information Sharing – Elgin Community College

ELLs enter the college through three possible pathways: (1) college-level classes or pre-college/developmental education classes based on results of placement testing; (2) the Intensive English program; and (3) the English as a Second Language program. The pathway entered is selected by the student with guidance from college staff if requested. The following is a summary of the offerings at ECC.

Developmental Education

- Prior to enrollment, new students complete placement tests in math, writing (English) and reading if they do not have the required ACT sub-scores to be exempt (ACT 18 reading, 20 writing and 23 math). Tests are computer-based using the COMPASS testing product from ACT for math and reading and a written essay to assess writing skills. Students may retest once in any subject area and must begin in the level where place.
- Curriculum
 - Math has three levels of pre-college/developmental courses – MTH090 focuses on fractions, decimals, percentages, etc.; MTH096 is basic algebra; MTH098 is intermediate algebra
 - Writing has three levels of pre-college/developmental courses – ENG094 focuses on grammar and usage; ENG097 focuses on basic skills in reading and writing; ENG098 focuses on developing college-level skills
 - Reading has three levels of pre-college/developmental courses – RDG085 focuses on comprehension, vocabulary and word recognition; RDG09 focuses on higher-level comprehension; and RDG091 focuses on improving comprehension using college texts
 - Student must successfully complete the developmental sequence (C or better) to enroll in many college-level courses. All transfer courses have minimum competency requirements which may include one or more of these areas. A growing number of career-technical education courses also have these requirements.
- Challenges
 - Nearly half of developmental writing/reading students appear to have language learning needs (Figure 3). This aligns with concerns expressed from ECC developmental education instructors.
 - Academic language acquisition is a major challenge; however, many students who were in high school ELL programs do not want to continue with language instruction.
 - Developmental coursework does not aide a student in meeting degree or certificate requirements.
 - The likelihood of students reaching college-level coursework is greatly impacted by how many developmental levels they must complete.
 - Developmental education instructors generally do not have specific training in how to best serve language learners.

**Alliance for College Readiness
ELL Curriculum Sub-Team Report**

Figure 3.

Primary Language	Writing/English				Math				Reading			
	College-Ready		Developmental		College-Ready		Developmental		College-Ready		Developmental	
	N	Row N %	N	Row N %	N	Row N %	N	Row N %	N	Row N %	N	Row N %
Total	768	59.9%	514	40.1%	476	37.1%	806	62.9%	955	74.3%	331	25.7%
English	538	65.9%	278	34.1%	312	38.3%	502	61.7%	654	80.0%	163	20.0%
Spanish	83	41.5%	117	58.5%	58	28.9%	143	71.1%	118	58.4%	84	41.6%
Other	24	58.5%	17	41.5%	21	51.2%	20	48.8%	23	57.5%	17	42.5%
Unknown	123	54.7%	102	45.3%	85	37.6%	141	62.4%	160	70.5%	67	29.5%

Intensive English Program

- Students have the opportunity to enroll full-time, 20 hours a week, for accelerated language learning. There is also the option of taking the program 10 hours Monday-Thursday. At the pre-collegiate level, students may opt to take two classes with us and two credit classes. F-1 international students must be enrolled full-time, 20 hours a week.
- There are 2 four-week summer sessions. Students may take anywhere from 5 to 16 hours.
- Curriculum
 - Accelerated program focused on acquisition of academic language skills in preparation for transition to college.
 - Test for competencies are given every four weeks. Students move to the next module if cut-scores are met.
- Challenges
 - Fee-based tuition, no financial assistance
 - Time intensive; not best fit for direct from high school students

English as a Second Language

- Grant-funded (students do not pay tuition for courses).
- Serves immigrant students (non-visa) who are not in high school. Largely enrolls adult part-time students – 3-6 hours/week in class.
- Intake process – multi-staged, including: Literacy screener, BEST test, writing assessment, interview, and educational background in home country.
- Curriculum
 - 10-levels of ESL coursework; many students place in intermediate level
 - Curriculum at each level focused on reading, writing, listening and speaking based on state established content standards; not a contextualized program..
 - To exit levels, instructors assess students based on IL Content Standards (listening, speaking, reading & writing).

Alliance for College Readiness

ELL Curriculum Sub-Team Report

- Offering some bridge programs connected to selected career-technical areas.
- Piloting this spring learning community with students in highest level of ESL are co-enrolled in ENG101; students by-pass Compass placement testing; ESL instructors providing contextualized instruction support.
- Challenges
 - Writing for academic setting upon exit.
 - Improving curriculum to better prepare students for transition to careers; many students have lost jobs due to job redesign.
 - Students unclear about academic pathways when they have language learning needs.
 - Not all students need to move through all 10 levels of ESL; need to help students self-assess at the intermediate levels to determine if they do need to continue in ESL to prepare for academic college degree or plan to enter workforce.
 - Students can co-enroll in ESL and college-level courses.

Information Sharing - High School Districts

The districts served by Community College District 509 have varying populations of ELLs and approach programming differently. The following is a summary of the populations, curriculum and challenges of some district programs.

District 303

- Student Population
 - High School (St. Charles East) 27 students
 - Middle School (Thompson & Wredling) 40 students
 - K-5 several hundred students.
 - Most refusals happen at middle school level due to limited ESL services—students/parents do not want to change schools.
- Curriculum
 - High School – 4 Levels
 - Pre-K through 5 is the District focus for ELLs. The District is in the beginning stages of bilingual programming (instruction in Spanish and English).
 - Moving toward a bilingual program only for native Spanish speakers to retain native language and acquire English language. The program is currently established for K-5.

U-46

- Student Population
 - High School (Elgin, Larkin & Streamwood) 930 students
 - Program serves grades 7-12.
- Placement
 - Based on MAP and ACCESS scores

Alliance for College Readiness

ELL Curriculum Sub-Team Report

- Curriculum Levels
 - ESL 1 and 2 students are fully encapsulated into program in all courses.
 - ESL 3 students are encapsulated with electives in the general population.
 - ESL 4 students have some ESL and some regular courses.
 - ESL 5 students have 2 periods of ESL with the balance in regular courses.
 - Curriculum is shifting from a foreign language (TESOL) model to a scaffolded learning model (WIDA standards) which is integrated into content.

- Faculty Professional Development
 - ESL Certification (Type 03 Middle School; Type 09 High School)
 - Mandated two days of training annually.

- Faculty Challenges
 - Need for all faculty in the district to be trained in ESL strategies/methods.
 - Faculty awareness of cultural differences in student populations.
 - Training that helps faculty understand the ELL student experience.

Collective Needs and Challenges

- Awareness
 - Faculty awareness across institutions of best practices for the population and cultural differences.
 - Student and family awareness of curriculum offerings (Higher Education & High School).
 - Community/faculty awareness of the value of second language maintenance/skills.

- Student challenges
 - Exiting programs before ready (ACCESS scores) or opting out.
 - Lack self-advocacy
 - Fewer resources available in higher education and/or not aware of resources.
 - Choice of post-secondary pathway is unclear.

- Family challenges
 - Need to educate families on the requirements/opportunities in higher education.
 - College-ready education needs to begin in middle school.
 - Adult ESL students need to be educated in the opportunities for their children.

- Professional Development
 - Need regional options for faculty to learn more about language acquisition and support

**Alliance for College Readiness
ELL Curriculum Sub-Team Report**

Appendix A: Glossary

ABEC	ECC's Adult Basic Education Center that includes adult basic/secondary education and ESL courses
CTE	career-technical education
In-district students	Students living in any of the high school districts that feed into ECC pay \$91/credit hour tuition rate; students living outside of the district pay three times as much in tuition
LEP	Limited English Proficiency
ELL	English Language Learner
ELD	English Language Development
WAPT	A screener used to determine if receive ELL services
ACCESS test	A state language assessment test used across seven states (listening, reading, writing and speaking); used to determine if student receives ELL/LEP services in state of Illinois; students tested by law if indicate on intake process that they speak another language in their home; students can accept/refuse services – if refuse must still be tested annually until reach established benchmark (4.8 in reading and writing; 4.2 overall)
Bilingual services	Means eligible for English language development
AVID (Advancement Via Individualized Determination)	Course for students to focus on study skills, organizational methods, etc. emphasis on skills to build college knowledge/skills.