Alliance for College Readiness
English Language Learner Team
Oct 9, 2013

Members:

D300	D301	D303	ECC	U-46
Drakousis, Evonne	Carlson, Dana	Ascharya, Rosa	**Campos-Moreira, Linda**	**Aburto, Martin**
Menchaca, Raul	Martin, Esther	**Crudele, Maria**	Carreon-Glinsey, Dana	**Crespo, Gina**
Nagel, Bonnie	Nolan, Sarah	Kyle, Charles	**Douglas, Alison**	Guzman, Karla
Suarez, Juan	Slenn, Andrea	Pomplun, Mark	**Dziuba, Gerard**	Cadengo, Jaime
Woodbury, Nicole		Reusch, Cindy	**Fiebig, Andrea**	**Johnson, Doug**
Krause, Diane		Carbel, Carol	**Gardea, Elena**	Luviano, Karina
Columbaro, Christopher			Heinrich, Peggy	Tranter, Martha
			Losowski, Violet	**Villanueva, Stacey**
			Luptak, Marcia	
			McNulty, Elizabeth	
			Perkins, Mary	
			Reyes, Elizabeth	
			Rhoades, Annabelle	
			Stribling, Colleen	
			Zapata, Connie	

Bold indicates attended meeting

Minutes:

A. **FY2013 team progress**
   a. Hosted professional development opportunities
      i. Culturally Responsive Teaching – held in March 2013 as part of Kane County Institute Day; 30 middle and high school teachers participated; feedback very positive
      ii. ECC Student Success Summit – held in April 2013 for ECC faculty and staff to better understand ELL students and their needs with academic language; approx. 70 attended; feedback very positive, continuing discussions using *Mastering Academic Language* (Zacarian, 2011) text fall 2013 and spring 2014
   b. ECC placement discussions have begun to explore the importance of better identifying students with language support needs
   c. Data request initiated to better understand how many students have English language needs that come to ECC and how those students place at ECC

B. **FY2014 ELL Team foci**
   a. Research methods to identify students with language support needs (i.e., screening)
   b. Research academic pathway options for with language support needs
   c. Continue professional development
      i. Academic Language discussions
      ii. Culturally Responsive Teaching

C. **ELL data request update**
   a. 40-50% of district high school students who received LEP services in the district came to ECC; this is greater than the approx. 25% of all district graduates that come to ECC
   b. Over 75% of LEP students place into developmental education
   c. 15% of the new, incoming direct from high school students received some type of LEP services in K-12
   d. LEP students are about twice as likely to place into development writing and reading
   e. Need to explore further
      i. Why did these students receive this placement – language skills? Basic skills?
      ii. How successful are these students in completed developmental education? Overall success?

D. **General discussion**
   a. What does ECC currently have in place to support language learners?
      i. Adult ESL program intended for adults not direct from high school students
      ii. Intensive ESL program intended for professionals entering U.S. that need accelerated English development
      iii. Accelerating Opportunities bridge options pairing ESL students with career-technical programs like Dental Assisting, Welding, HVAC, etc.
      iv. ESL019-ENG101 learning community intended for students in the top level of adult ESL
   b. Major questions
      i. How to operationalize the concept of language proficiency for college-level?
      ii. What curricular supports need to be put into place at ECC for different types of students with language support needs?
      iii. How can we identify students with language learning needs?
   c. ECC lacks curricular supports for students who completed U.S. high school but still require language support – not ENG101-ESL019 (Advanced ESL) learning community
   d. Who are these students?
      i. Students who received LEP services in high school and can be identified
      ii. Students who exited or didn't enter LEP services and cannot be identified
      iii. High schools have lots of data which can be used to identify students with language needs
   e. Ideas
      i. Outreach to parents
      ii. Create content areas paired with supplemental language support – promote offerings to students in high school ESL programs
      iii. Resource to content teachers to support ELL students
      iv. ELL placement study – 100 writing samples reviewed by high school and college faculty collaboratively; what do they see; what recommendations for curricular supports (i.e., ENG101 enrollment with supplemental instruction, etc.)
      v. Professional development for faculty on how to best support language learning students
      vi. Summer bridge program
      vii. Pass on high school assessment data to ECC to be used to help with placement

E. **Discuss research findings** – <mark>team members asked to bring in summaries of research or practices related to (1) identifying students with language learning needs and (2) curricular supports for supporting ELL students in regular (non-ESL) classrooms</mark>
   a. Need to have research-based recommendations to share with ECC – see Research Guide
   http://ecclibrary.elgin.edu/englishsupport
   b. <mark>Did not discuss</mark>

F. **Next meeting** <mark>Nov 13 at 3:30-5 p.m. E100.01 & E108</mark>
   a. *Research* [Annabelle Rhoades (lead), Mary Perkins, Alison Douglas, Maria Credele, Elena Gardea, Gerard Dziuba]
      i. ELL analysis study
         1. Examine placement results
         2. Coordinate high school and college faculty review of writing placement test
      ii. Recommend curricular supports
         1. Summer bridge/bootcamp
         2. Supplemental instruction for college-level course
   b. *Outreach* [Linda O'Campo, Doug Johnson (lead), Martin Aburto, Gina Crespo, Stacy Villanueva, Andrea Fiebig, Liz McNulty]
      i. Update ELL Resources Guide to include additional ECC resources (Andrea lead)
      ii. Plan professional development workshop for high school staff
      iii. Identifying students with language needs for sharing ECC resources; plan schedule for outreach at high schools