

Denial of Access: The Impact of  
Linked Learning/California  
Partnership Academies in Preparing  
English Language Learners to  
become College and Career Ready  
for Post-Secondary Opportunities

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# Research Agenda

- Section 1: Background of Federal Educational Reform Policies
- Section 2: Review of local reform programs offering College and Career Readiness
- Section 3: Research Findings related to equity and access

# S1: Background of Federal Educational Reform Policies

- Pendulum swing of Vocational Education
- Impact of Federal and State Laws that caused the paradox of conflict for English Language Learners, i.e. (NCLB and Prop 227)
- Re-authorization of the Every Student Success Act (ESSA)
- Implementation of Common Core State Standards for College and Career Readiness
- Integration of College and Career Anchor Standards

# Impact of Prop. 227

- Proposition 227 English for the Children, passed with 61% of the vote on June 2, 1998, implementing the following:
  - 1. Required all children to be placed in English language classrooms, and that English language learners be educated through a prescribed methodology identified as structured English immersion as a temporary transition period not normally to exceed one year
  - 2. Allowed instruction in the child's native language only in situations in which parents went to their child's school and submitted a written waiver request each year

# Implementation of Common Core State Standards for College and Career Readiness

- With the re-authorization of the Elementary and Secondary Education Act (ESEA) in 2013, there was a shift from high stakes testing to the inclusion of college and career readiness standards for all students
- The College and Career Readiness anchor standards constitute the backbone of the CCSS and define the general, cross-disciplinary literacy expectations for students in preparation for college and the workforce
- The shift to include college and career readiness anchor standards is intended to bring coherence with the performance assessments described in the upcoming CCSS as they relate to students applying their knowledge and skills in response to complex real-world problems

# COLLEGE AND CAREER READINESS

Knowledge and skills students should achieve in order to graduate from high school ready to succeed in entry-level, credit-bearing academic college courses and in workforce training programs



# CHALLENGES OF ACHIEVING COLLEGE AND CAREER READINESS FOR LTEL?

- Develop their proficiency in academic English quickly enough so that they can succeed in courses and on tests that are cognitively and academically demanding, Lucas (2000);
- Motivation, persistence, and quantitative skills play important roles in the learning process, Francis et al. (2006), Conley (2014)
- These courses can be college and career technical courses that integrate the acquisition of language with rigorous and relevant technical courses that engage students.

# CHALLENGES OF ACHIEVING COLLEGE AND CAREER READINESS FOR LTEL?

- As ELL students progress through the prescribed four years of high school education toward meeting graduation requirements, they are enrolled in numerous ELD courses that limit their ability to participate in obtaining the CSU/UC graduation requirements and accessing College and Career Pathway Programs





# CHALLENGES OF ACHIEVING COLLEGE AND CAREER READINESS FOR LTEL?

- The impact on the LTEL student is that they have to achieve on two simultaneous paths of learning English and meeting the graduation requirements
- Oftentimes LTEL students lose engagement and interest when they are unable to access courses that lead toward college and career readiness (Olsen, 2010)



# Long-Term English Language Learners

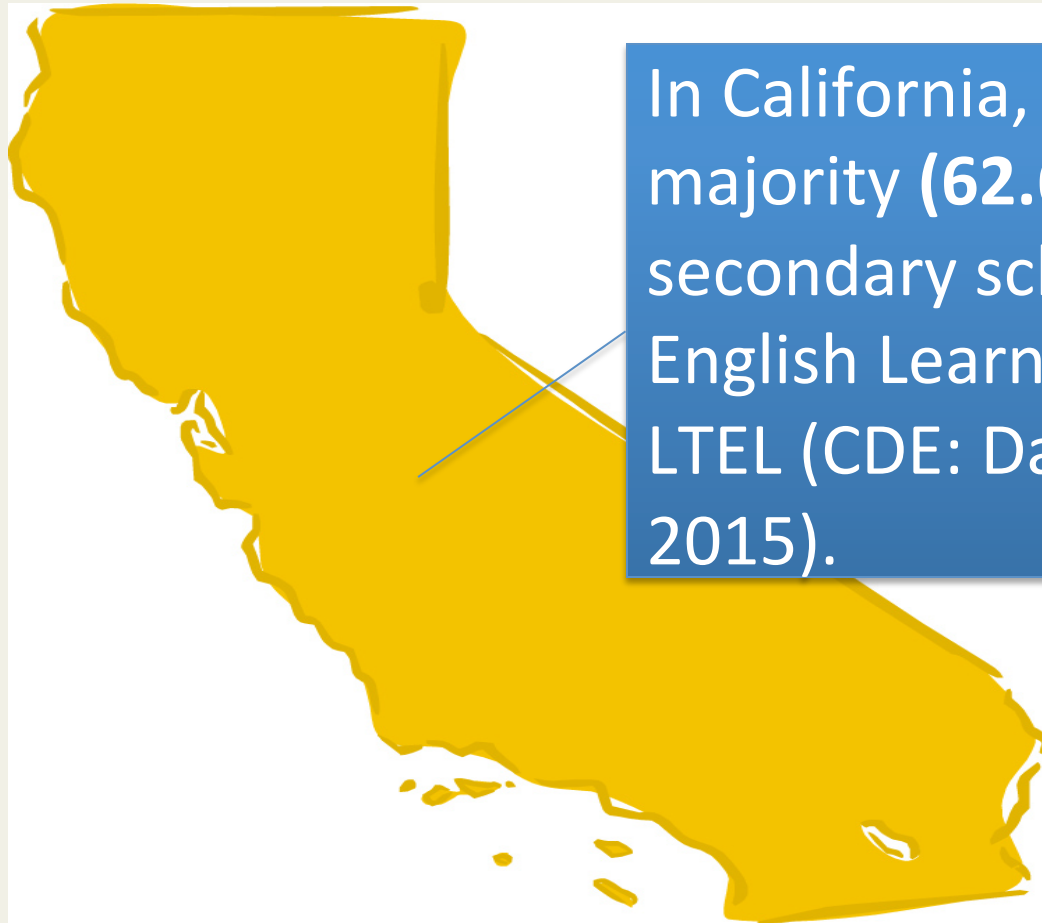
LT-ELL is defined as an English Learner who

- (a) is enrolled in any of grades six to twelve;
- (b) has been enrolled in school in the United States for more than six years;
- (c) has remained at the same English Language Proficient (ELP) level for two or more consecutive years as determined by the CELDT and
- (d) scores far below basic or below basic on the ELA standards-based achievement test or any successor test (California Department of Education, 2014a).

# Impact on Long-Term English Language Learners

The significance of this paradox for LTEL students at the secondary level is that they are subjected to taking ELD courses to become English proficient however, they are not able to access **English core** content courses or **Career Pathways courses** that provide the components of College and Career Readiness.

# WHO ARE THE LTEL'S IN CALIFORNIA



In California, the majority (62.6%) of secondary school English Learners are LTEL (CDE: Dataquest, 2015).

## S3: Purpose of the Study

- The purpose of this case study was to examine if LTEL students accessed LL/CPA pathways to achieve the goals of CCSS of being college and career ready.
- In addition, this study examined the differences, if any, in student engagement, achievement, and access to college and career readiness standards between LTEL students participating in LL/CPA pathways and ELL students not participating in LL/CPA pathways within the same high school.

# Research Questions:

- What factors affect LTEL students in accessing college and career readiness programs?
  - How do Linked Learning/California Partnership Academy Pathways provide access to college and career readiness for English Language Learners?
  - Do Linked Learning/California Partnership Academy Pathways provide engagement, support, and a sense of belonging for English Language Learners, and if so, in what ways?

# Methodology

- Collective Case Study at one site
- Concurrent Mixed Methods study of qualitative and quantitative measures
- Location was an Urban High School in the Bay Area
  - Wall to Wall Academies
    - Three Linked Learning Certified Pathways in Engineering, Multimedia, and Law
  - 47% largest ELL population in the district

# Participant Selection

The collective case study focused on four sub-cases

- Three Linked Learning/CPA Lead Academy teachers
- Two counselors (ELL & College and Career Counselor)
- Six LT-ELL in LL/CPA pathways
- Five LT-ELL students not participating in LL/CPA pathways



# Summary of Findings

- Six key themes emerged from the data analysis (a) student recruitment, (b) student engagement, (c) college and career readiness, (d) support services, (e) student network development, and (f) collaboration.
- These six key themes were triangulated to answer the perceptions, actions, beliefs, and behaviors of the sub-cases participants.
  - The focus of the perceptions, actions and beliefs for the academy leads and counselors was on their behaviors related to leadership of the academy.
  - The perceptions, actions and beliefs of the student's behavior focused on their perception of being college and career ready.

# First Finding

This study found that adult participants differ in their manner of collaboration when it pertained to academy functions and ELD 1-4 student counseling needs.

3 main issues surfaced:

1. Minimal or lack of collaboration between the ELL counselor and the academy leads
2. Placement of ELD 1-4 students in the Engineering and Multimedia academy based on *arbitrary opinions/perceptions* that these academies are more hands on and engaging than the Law academy
3. Direct impact on the level of access and support for ELD 1-4 students in accessing LL/CPA pathways. ***This exclusion prevented ELD 1-4 student engagement in the three certified Linked Learning pathways of Engineering, Multimedia, and Law resulting in not having information about college and career readiness.***

# Second Finding

Lead teachers made a distinction that LTEL students classified as ELD 5-RFEP were eligible to be recruited into the academy programs.

1. LT-ELD 1-4 students were not recruited to participate in the academies due to ***language barriers and schedule conflicts with ELD classes***. In addition, the ***academy lead teachers perceived that the academic language would be too hard for ELD 1-4 students and discouraged them from the pathways***.
2. Due to this exclusion, LT-ELD 1-4 students shared they felt **disenfranchised** by the school and did not have the knowledge and skills to pursue postsecondary options.

# Third Finding

Findings suggested that the ELD 5-RFEP students did perceive that the LL/CPA pathways provided access to college and career readiness.

➤ ELD 5-RFEP students felt that they were college ready based on the on-going support from academy teachers, college tours, having industry mentors to guide them, having the skills to self-evaluate their transcripts to assess postsecondary options, and building social capital in learning how to network within and outside of school.

# Recommendations

Engagement was found to be a critical component of LTEL students participating in the LL/CPA pathways.

- Involving ELD 1-4 students in pre-academy models would enhance participation and engagement in pathways while developing English language skills.
- LTELL student involvement in pathways would provide access to college and career readiness skills and strategies.

# Recommendations

This study revealed the existence of policies or practices that sub-divide the LTEL students by ELD acquisition levels.

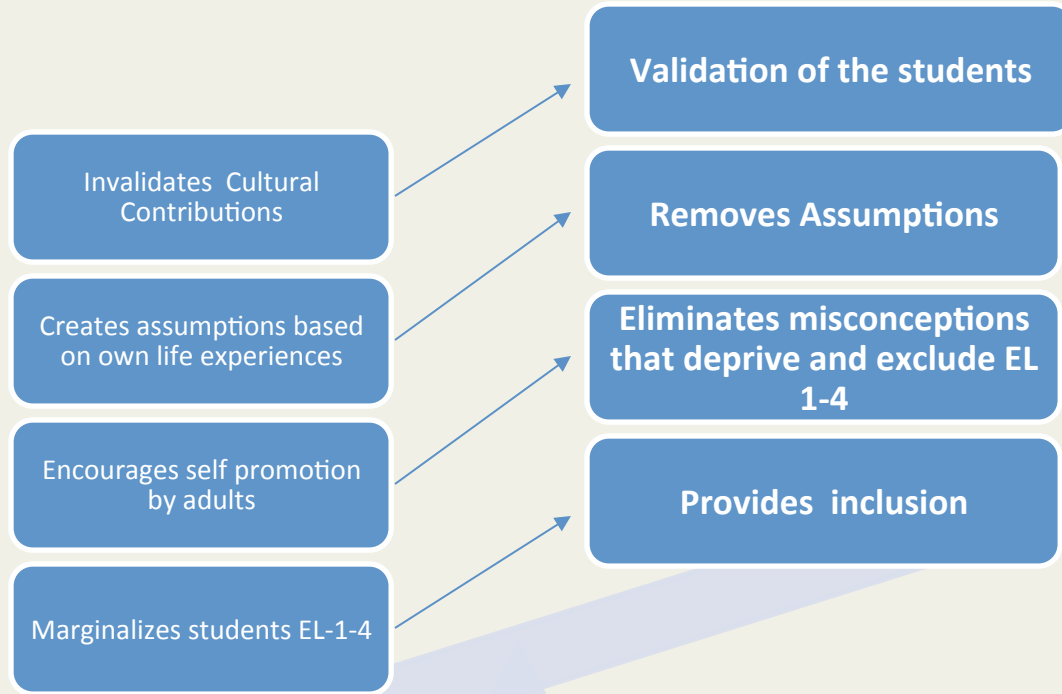
ELL 1-4 students are not eligible to participate due to language issues and barriers.

***A recommendation is to integrate language acquisition skills and techniques into content and technical courses that build English proficiency, thus providing access to the LL/CPA pathways.***

# Impact of Sorting Practices of LTEL

Sorting impacts

Non-Sorting Impacts



Language Acquisition  
Development  
embedded in the instruction

Integrate Core and Technical  
courses that lead to post  
secondary options

College and  
Career Readiness  
for LTEL students

Support Services that align to  
the students needs not  
program compliances

Access to programs of Study  
that engage, are relevant and  
provide access to high skill,  
high wage and high demand  
careers



# SOCIAL CAPITAL FOUNDATION AND COLLEGE AND CAREER READINESS

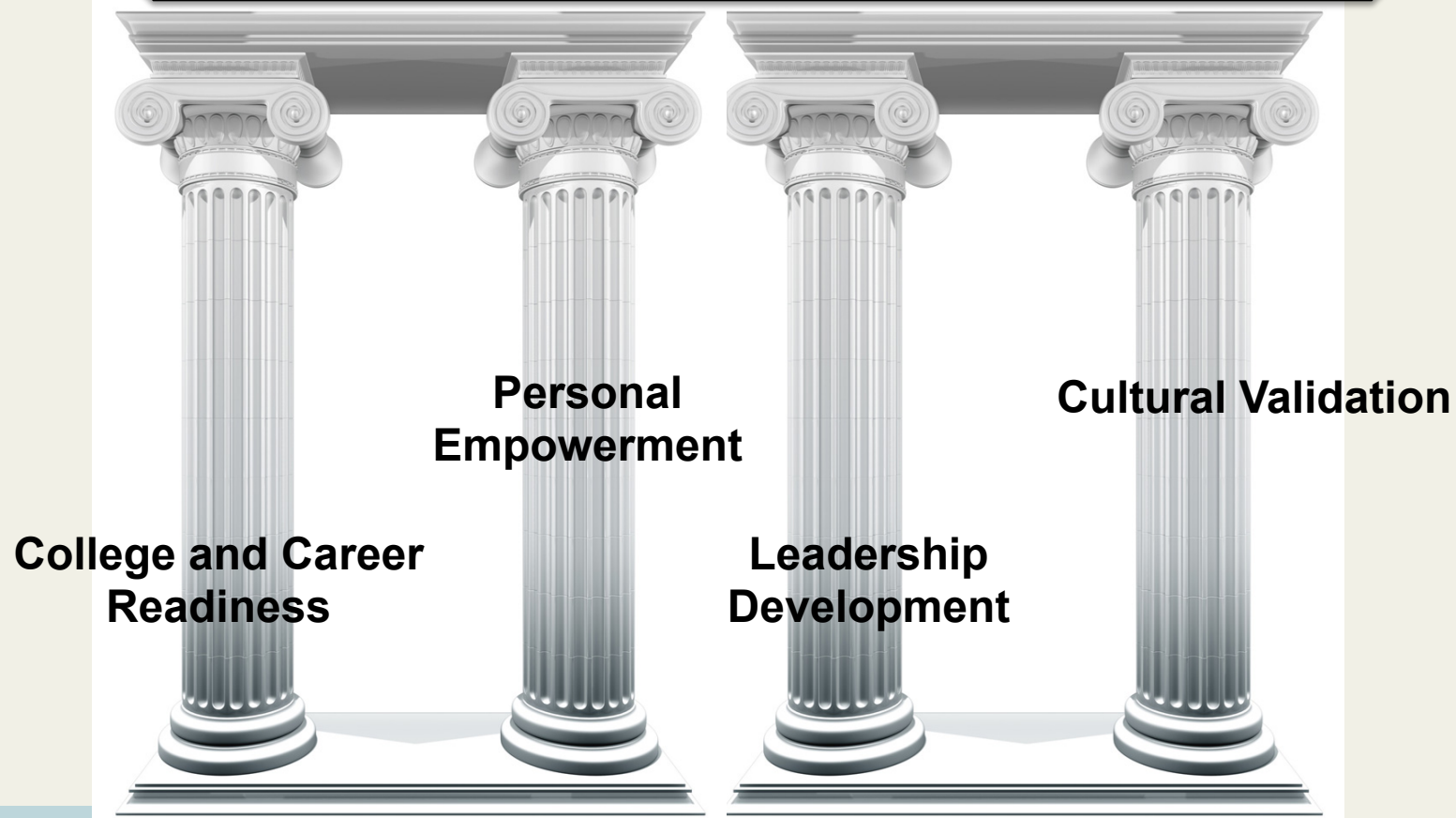
- It is proposed that the implementation of Linked Learning strategies can provide a link to both student engagement and optimism-based social capital for high school students who are ELL
- ELL students can access college and career readiness standards through the lens of student engagement and optimism-based social capital
- The interconnectedness and opportunities of LTEL students achieve the goals of the CCSS to become college and career ready

# PROVIDING CONTEXTUALIZED LANGUAGE ACQUISITION INSTRUCTION IN ALL SUBJECTS

- EXAMINE WAYS OF DEVELOPING SOCIAL CAPITAL FOR LTEL'S BY:
  - CREATING RIGOROUS CONTEXTUALIZED LANGUAGE ACQUISITION INSTRUCTION
  - BUILDING UPON THE PILLARS OF A.N.I.M.O.,
  - IMPLEMENTING LINKED LEARNING APPROACH
  - INCORPORATING POSITIVE IMMIGRANT CHARACTERISTICS

# PILLARS OF A.N.I.M.O.-SUCCESS

Development of Optimum-Based Social Capital for  
Second Language Learners



# A.N.I.M.O. MISSION

A.N.I.M.O. develops social capital in Middle and High School Second Language Learners by providing educational equity and access through College and Career Readiness, Personal Empowerment, Leadership Skills, and Cultural Validation



# A.N.I.M.O. VISION

Achievement through  
Networking, Inquiry,  
Motivation and  
Opportunities



# Thank You

## CONTACT INFORMATION

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