

EWS & ENGLISH LEARNER STUDENTS

AGENDA

September 13, 2016

10:00 a.m. to 11:30 a.m. Pacific Daylight Time

Goal

After participation in the webinar, attendees will be able to

- Describe the differences among subgroups of high school English learner students
- Understand similarities and differences in graduation and dropout patterns between English learner and non-English learner student populations
- Identify potential early warning indicators for English learner students
- Learn about interventions practitioners are using to support English learner students at risk of dropping out of high school

5 min.	Welcome and brief introduction to the regional educational laboratories EWS learning series	Sarah Frazelle, REL Northwest
20 min.	Heterogeneity of English learner students and how dropping out looks different for different groups of English learner students	Julia Gwynne, Consortium from Chicago Schools Research
15 min.	Practitioner story: Obstacles to graduation & one district's strategies to overcome them	Nina Williams, Director of Multilingual Education and AVID, Kent School District, Washington
5 min.	Questions and clarifications	Sarah Frazelle
10 min.	Likely early warning indicators for English learner students	Julia Gwynne
20 min.	Practitioner story: Including EL indicators in EWS work	Linda Cavazos, Technical Assistance Consultant, REL Southwest and Elizabeth Gongora, Bilingual/ESL Coordinator, Sharyland Independent School District, Texas (and REL Southwest English Learners Research Alliance member)
15 min.	Questions, clarifications, and closing	Sarah Frazelle

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