Graduate School of Education
Center for Educational Partnerships
NYS/NYC Regional Bilingual Education Resource Network

Improving ELL/MLL Graduation Outcomes: The Pathway to College and Careers

Below is a list of suggested guiding questions to engage different stakeholders in your school community about dropout prevention.

Students

1. What are your dreams for your future?
2. What actions do you take daily to ensure that you stay focused on learning in order to graduate on time and accomplish your dreams?
3. What are your graduation requirements towards attaining a diploma?
4. Whom do you go to in this school or outside of the school when you need information or help?
5. In this school, what programs, services or opportunities are available to you? In which programs do you participate?   If not, why not?
6. What challenges do you face that you think may prevent you from graduating on time?
7. What suggestions do you have your school to further support you?
8. If you could change anything about your school, what would that be?

Teachers

1. At the beginning of the school year, how do you get to know your ELL/MLLs to identify those that are most at risk of dropping out?
2. What instructional, social-emotional supports do you provide to those students?
3. Are there programs, services in the school for ELL/MLLs who are potential dropouts and what is your role in ensuring that they access this support?
4. How are you advocating for your ELL/MLLs?
5. How do you engage families/parents of potential dropouts?

Counselors

1. What services do you provide ELL/MLLs, and how do you support those that are most at risk of dropping out?
2. What experiences or events do you plan annually to expose ELL/MLLs to future college and career opportunities?
3. What have you learned are potential trigger points or challenges these students face that impede their ability to graduate?
4. How are you facilitating the development of a circle of support with other staff members to ensure that ELL/MLLs graduate?
5. What community based organizations or resources are you currently using to provide ELLs/MLLs and their families with the needed services to ensure they remain in school?

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<u>Administrators</u>

1. What systems and structures are you using to identify potential ELL/MLLs at risk of dropping out?
2. What systems and structures do you have in place to support teachers and counselors who work directly with those subgroups vulnerable of dropping out?
3. How are you creating a culture of collaboration in which families, school staff and community members work together to share in the responsibility for ELL/MLL academic progress and social emotional growth to ensure graduation?
4. What have you identified are the challenges that ELLs/MLLs are facing in meeting graduation requirements?
5. What services, programs and opportunities is your school providing to address the challenges that ELL/MLLs face?
6. What additional services would you like to make available to these students? What are the challenges in providing these additional services?