

Addressing English Learners' Career and Readiness Skills for Life After Graduation in a MTSS Framework

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network, (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education and to build the capacity of local education agencies to serve students who receive special education services.

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PDE's Commitment to Least Restrictive Environment

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

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Outcomes

Participants will...



Connect *PA College and Career Standards* to culturally responsive strategies with the purpose of assisting students to develop a plan for their future.



Identify resources that support students' planning in preparation for pursuing a career or entering the workforce.

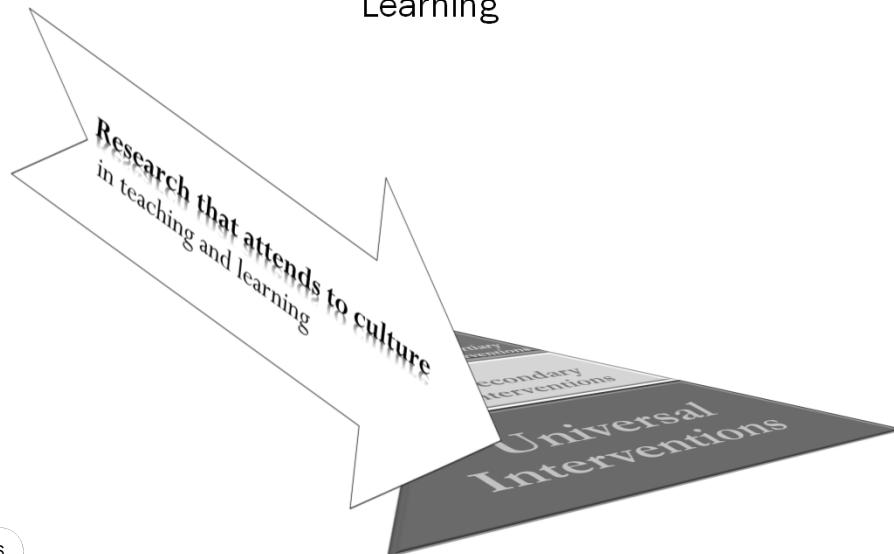
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MTSS Rationale

A Multi-Tiered Systems of Support framework is designed so that schools can provide the appropriate level of instruction and intervention for their students. Using performance data and monitoring learning rates through MTSS, educators can make important culturally responsive instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of academic attainment.

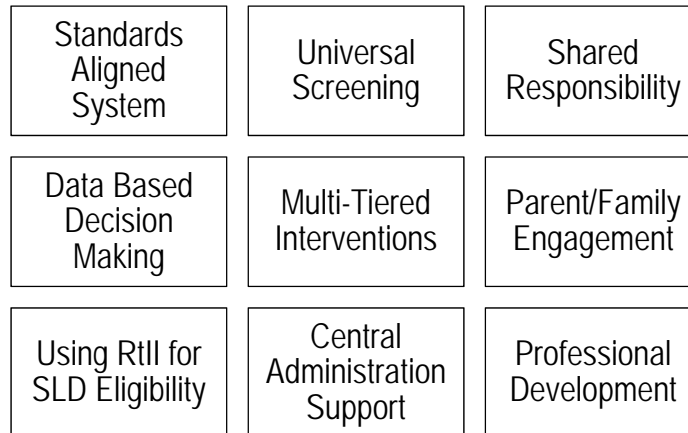
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Exploring the Research Base for Interventions Grounded in the Role of Culture in Teaching & Learning



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Technical Adequacy: 9 Key Elements



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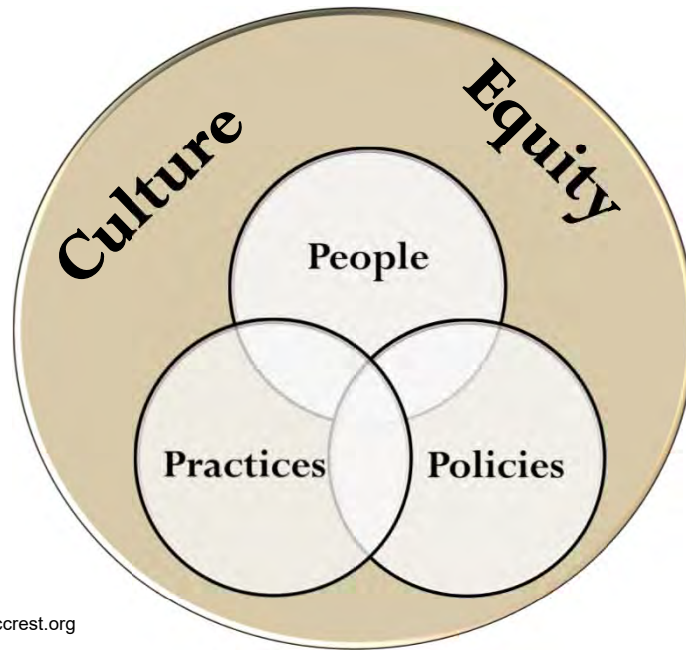
What's in an Educational System?



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www.nccrest.org

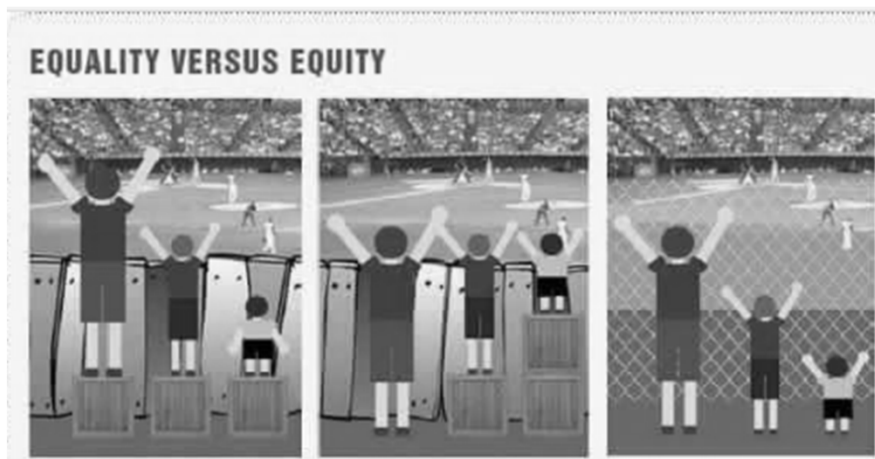
What Are Culturally Responsive Educational Systems?



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Equality Versus Equity



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New Future Ready PA Index (Fall 2018)

- Less emphasis on scores from annual state tests
- Heavier weighting for Advanced Placement and dual-enrollment classes
- Career awareness programs at elementary schools
- Progress of English learners in acquiring English in listening, speaking, reading, and writing
- Factoring in of other reading and math assessments
- Dashboard listing how schools are performing in specific content areas, rather than giving a single score

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The Economic Imperative

Today, nearly every good job requires some postsecondary education and/or training (e.g., an Associate's, Bachelor's degree, certificate, apprenticeship or significant on-the-job training).

All students need to be academically prepared to compete for good jobs in the global economy.

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The Economic Imperative

- In 1950, 60% of jobs were classified as unskilled and attainable by young people with high school diplomas or less. Today, less than 20% of jobs are considered to be unskilled.
- 81% of Pennsylvania's jobs are middle or high skills (i.e., require some postsecondary education or training).
- Only 39% of Pennsylvania's adults have some postsecondary degree (Associate's or higher).

Pennsylvania College and Career Ready Commitment

<http://www.achieve.org/files/Pennsylvania-CCR-FactSheet-Sept2012.pdf>

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The Economic Imperative

Mean Income	Educational Level	Unemployment
\$10,775.00	High School Drop-out	19%
\$24,906.00	High School Graduate	11%
\$30,097.00	Some College	7%
\$61,113.00	Bachelor's Degree and above	5%

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The Equity Imperative

Far too many students drop out or graduate from high school unprepared for success, closing doors and limiting their options and opportunities – in particular, minority and low-income students.

	ALL	WHITE	BLACK	HISPANIC	LOW SES
Math Proficiency Grade 4	48%	56%	17%	20%	26%
Reading Proficiency Grade 8	38%	46%	13%	16%	20%
H.S. Graduation Rate	81%	85%	59%	59%	N/A
College Graduation Rate	65%	66%	47%	58%	N/A

The Expectation Gap

- The bar has been set too low for too long, keeping students from reaching their full potential. If we want students to achieve more, we need to expect more.
- 33% of Pennsylvania's students in two-year and four-year colleges require remediation upon entry.

The Expectation Gap

- About two-thirds (65%) of students who enter public colleges in Pennsylvania earn their degrees.
- 34% of employers deem the preparation of newly-hired employees with only a high school diploma as “deficient,” (and only 16% find their preparation “excellent.”)
- 49% of employers surveyed noted they anticipate requiring higher levels of education for most jobs – and another 60% noted more specific technical skills will be required – in the next 3-5 years.

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Post-secondary College Programs Are about Opportunities

- Academic and instructional
- Employment/ Career: Pathways to competitive employment
- Use of bilingual and bicultural ability
- Cultural enhancement
- Social: An avenue for participation in an academic community



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Crosswalking College and Career Readiness

All students, including ELs

- Key Cognitive Strategies
 - Problem solving, reasoning, analysis, interpretation, critical thinking
- Key Content
 - Reading, Math, Science, Social Studies
- Academic Behaviors
 - Self-monitoring, time management, using information resources, social interaction skills, working in groups
- Contextual Skills and Awareness
 - Seeking help with admissions, procedures, career development (Conley, 2007)

ELs with IEPs

- Academic Access
- Career Development
- Social Network
- Self-determination
- Integration with College Systems & Practices
- Coordination and Collaboration

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Please note...

- College and career ready skills can be included in content and ESL instruction
- The learning process itself leads to the development of English language proficiency and supports acculturation
- College and career ready skills are important for life in the community and the acculturation process, regardless of a student's post-secondary goals

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Importance of College and Career Ready Skills for Success in the Community

Without college and career ready skills, ELs and ELs with IEPs will likely:

- need greater supports throughout their lives
- live and work in more segregated environments
- have more difficulty finding/maintaining employment
- have more difficulty learning about and engaging in community activities
- be easier to victimize

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List of Additional Elements

- Self-determination skills should be included as part of academic and ESL instruction
- Practice of self-determination skills should be maximized by involving students in the academic and IEP planning processes
- Opportunities should include community-based vocational (job) training and paid employment while in school (including after-school and summer jobs)
- Community-based instruction may supplement general education classroom instruction

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List of Additional Elements

- Include access to and active participation in general education classes
- Provide opportunities for positive social interaction and engagement in extra-curricular activities
- Foster self-advocacy skills and an awareness of one's own support needs
- Promote collaboration between school district and institutions of higher education, agencies/businesses, and community-based organizations to provide employment and training opportunities
- Encourage students to volunteer in their community

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Fostering Family Engagement

Raising the next generation is a shared responsibility. When families, communities and schools work together, students are more successful and the entire community benefits.

Striving to support growing populations of diverse students, states are increasingly employing family engagement strategies as a tool to promote educational equity. Many states are developing new and innovative approaches to integrate family engagement programs into their education systems.

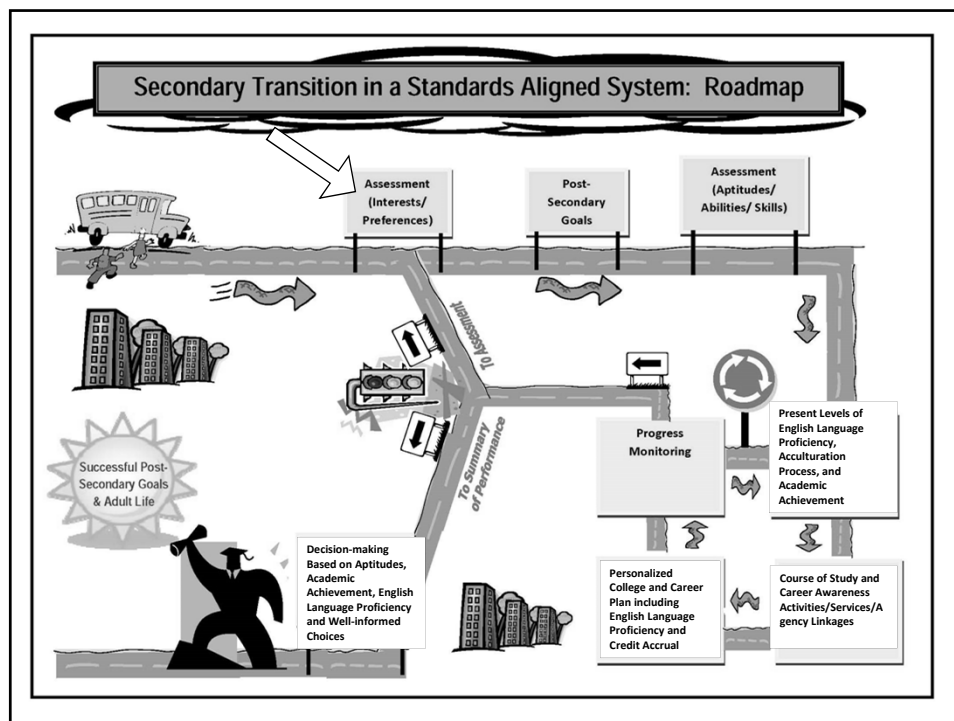
U.S. Department of Education

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Family Engagement and Culturally-Responsive Considerations

- Families can support schools only
 - if they understand the opportunities available to their children
 - if they understand the role families play in the education of their children in the U.S.
- Translating documents in the preferred language of the families is not sufficient
- Schools should bridge the cultural gap between families' expectations and the resources available to access institutions of higher education
- Information provided to families should start in elementary school

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Step One:

Use assessment to identify the student's post-secondary desired goals or vision.



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Age-appropriate Transition Assessment Is Needed to:

Identify interests and preferences



Set post-secondary goals



Further assess aptitudes, abilities, skills

Interests – a measure of opinions, attitudes and preferences

Preferences – what the student values and likes



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Assessment ≠ test

Assessment = gathering information
Assessments can be formal or informal or a combination of both.



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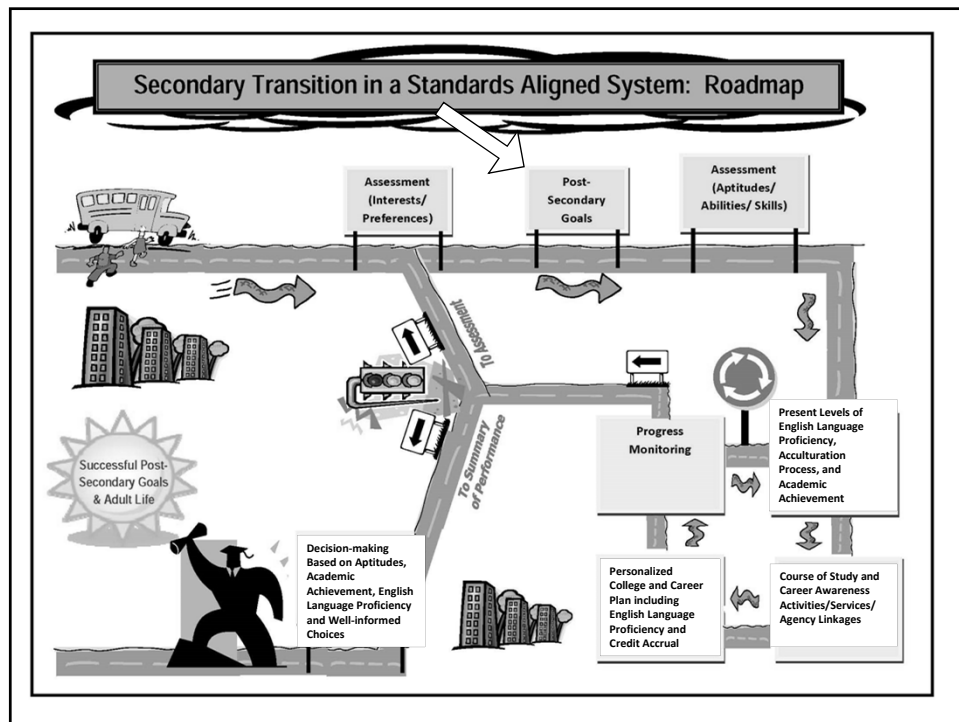
Assessing Interests and Preferences

Examples:

- Bridges Interest Inventory
- Student Transition Survey or Interview
- Kuder General Interest Survey (KGIS)
- COIN Career Guidance System of Assessment
- Aviator Assessment
- Casey's Life Skills Inventory or Personal Preference Indicator
- Keys2Work
- Learning Styles Inventory

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Post Secondary Education/Training Goals: Examples

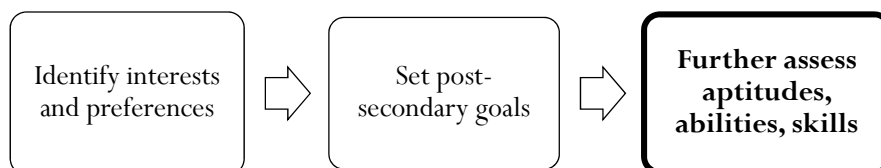
- Carolina has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.
- Pedro's goal is to attend a two-year technical school.
- Quan Tran's goal is to attend a four-year college to pursue his interest in teaching.
- Mikaila's goal is to attend an employment training program to work in a clerical area.

Employment Goals: Examples

- Carolina has a goal of competitive employment in the area of cosmetology or a related field.
- Igor plans to seek competitive employment possibly in the trucking industry.
- Andrea plans to seek employment in video production after graduation from college.
- Ana Maria has a goal of employment in the area of food service.
- Chen Su plans to enlist in the Army after high school.
- Pedro's goal is to work with computers after graduation.

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Identifying Student's Post Secondary Goals Leads to Further Assessments...



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- **Abilities:** talents or acquired skills
- **Aptitudes:** combination of characteristics that helps us know if the student might learn or become proficient in a particular area

Describe the student's
present levels of English
language proficiency,
acculturation process,
and academic
achievement

Step Two



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Step Three:



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Establish connections
and partnerships
with Institutions of
Higher Education,
community-based
organizations and
other agencies

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Partnerships

In-school Partnerships

- parents/guardians
- general education teacher
- ESL teacher
- special education teacher
- Career and technical education representative
- psychologist
- guidance counselor
- ROTC

Community Partnerships

- parents/guardians
- Career and technical education representative
- employer representative
- community agency representatives
- Armed Forces recruiters
- relatives/friends/advocates



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Step Five:



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Self-monitoring their
English language
development and
credit accrual

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Step Six:



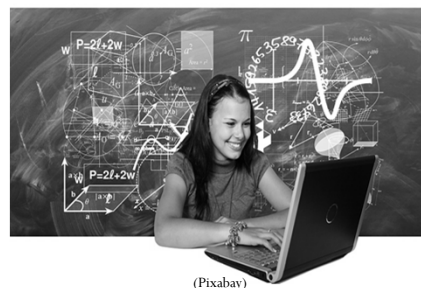
Teachers monitor progress and adjust instruction based on current data

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Examples of SKILLS that Might Be Needed for EL Secondary Students

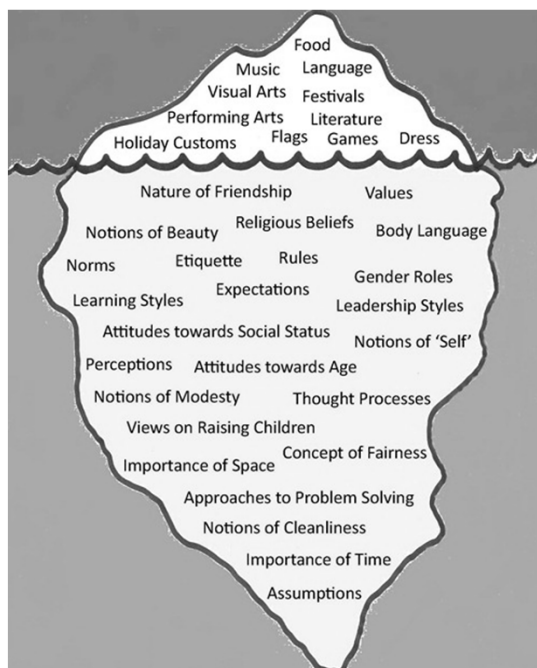
- Academic
- Organizational
- Social
- Time management
- Culturally-appropriate communication
- Self-help
- Employment/workplace values and norms
- Self-determination and self-advocacy



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Cultural Iceberg



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Resources

Pennsylvania College and Career Ready Commitment

<http://www.achieve.org/files/Pennsylvania-CCR-FactSheet-Sept2012.pdf>

PaTTAN Secondary Transition

- Planning for the Future Checklist

<http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary%20Transition%20Checklist%20Pilot%20Project.html>

Pennsylvania Career Zone

www.pacareerzone.org

Pennsylvania Department of Education Career and Technical Education

<http://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx#tab-1>

Pennsylvania Department of Labor and Industry, Pennsylvania Career Guide 2014-2015

http://www.pahouse.com/files/Documents/2016-03-29_16-55-08_027%20Career%20Guide%20High%20School.pdf

www.pacareerstandards.com

- "I" Statements

PA Career Guides

Pennsylvania Center for Workforce Information & Analysis

www.workstats.dli.pa.gov

JobGateway

<https://www.jobgateway.pa.gov>

Transition Resources Targeted for Youth Engagement

<http://transitionyouthengagement.wikispaces.com/home>

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Transition Resources for Families

<http://transitionfamilyengagement.wikispaces.com>

Contact Information

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Commonwealth of Pennsylvania
Tom Wolf, Governor