



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

Ana Sainz de la Peña  
Francine Dutrisac  
Paula Zucker

(Pixabay)

Pennsylvania Training and Technical Assistance Network

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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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## Act 48 Requirements

### Two-Part Webinar : 2:00 to 3:30

Webinar 1 - *Family and Community Engagement in MTSS* (posted on PaTTAN website)

Webinar 2 - *Addressing English Learners' Career and Readiness Skills for Life after Graduation in MTSS*

You must attend both webinars to be awarded ACT 48 credits. Please contact

Sharon Faul at [Sfaul@pattan.net](mailto:Sfaul@pattan.net) if you are participating as a group. To receive Act 48 credits, you must complete the Survey Monkey provided at the end of this webinar.

## Outcomes

### Participants will...



Identify culturally responsive strategies to assist students in developing a plan for their future.



Examine resources that support students' planning and preparation to pursue a career and/or enter the workforce.



Connect PA College and Career Standards to culturally responsive strategies.

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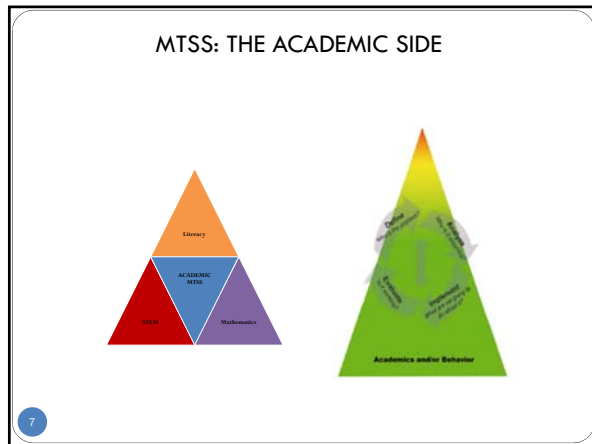
## MTSS Rationale



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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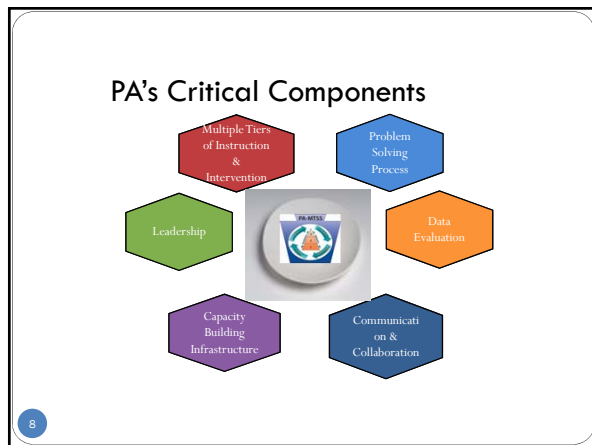
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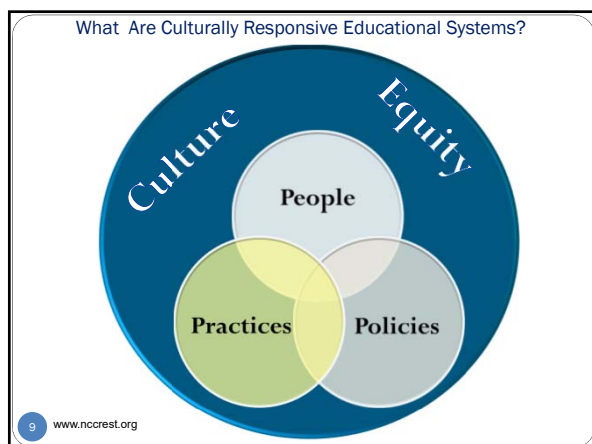
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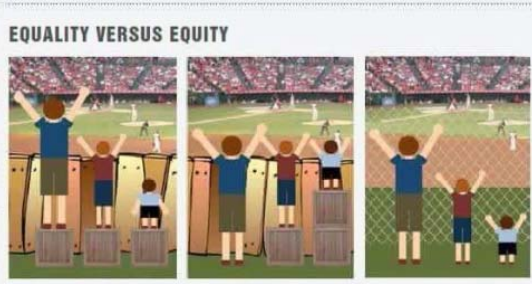
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## Equality Versus Equity



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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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## Recognition of Importance of Career Ready Pathways to Success

Pennsylvania believes that as postsecondary success looks different for different students, different measures of readiness can look different too.

To this end, the Department is working to include measures of career readiness in its systems of school and student accountability.

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### STEM Initiatives

In 2016, PDE increased its focus on state level support for STEM education. The result has been the development of a statewide STEM network, bringing together existing efforts in schools and communities across the commonwealth in partnership with early learning, libraries, and higher education, as well as business and industry.

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### Middle School to High School

- The move from middle school to high school is a significant time for schools to help students stay on track for success in high school and, ultimately, college and careers, by providing supports targeted to the transition between middle and high school.
- There are a number of existing initiatives already in place in Pennsylvania to provide supports and assistance for middle school students as they navigate this important transition to high school.

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### Supporting Successful Secondary Transitions for Students with Disabilities

- As part of accountability requirements under the Individuals with Disabilities Education Act (IDEA) of 2004, Part B State Performance Plans, PaTTAN and Intermediate Unit transition consultants provide sustained professional development for targeted LEAs that addresses the development of effective secondary transition programming for students with disabilities, including:
  - Coordinating student, family, and agency involvement;
  - Implementation of activities and services for students age 14-21; and
  - Writing coordinated, measurable, annual individualized education program (IEP) goals that will reasonably enable students ages 14 and above to meet their postsecondary outcomes.

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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

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### 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.

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### 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



(Pittsby)

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### Cross-walking 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 readiness 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
- Include Access to AP Courses and dual-enrollment opportunities
- 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 local educational agencies 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 and Community 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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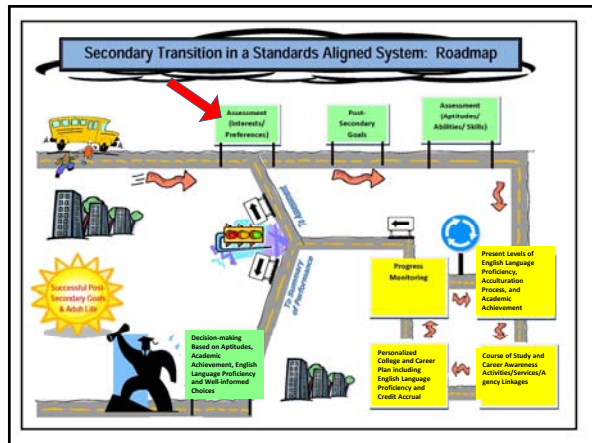
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Step One:

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



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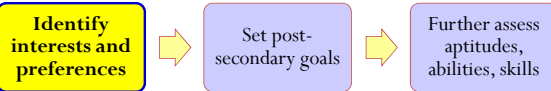
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## Age-appropriate Transition Assessment Is Needed to:



**Interests** – a measure of opinions, attitudes and preferences

**Preferences** – what the student values and likes



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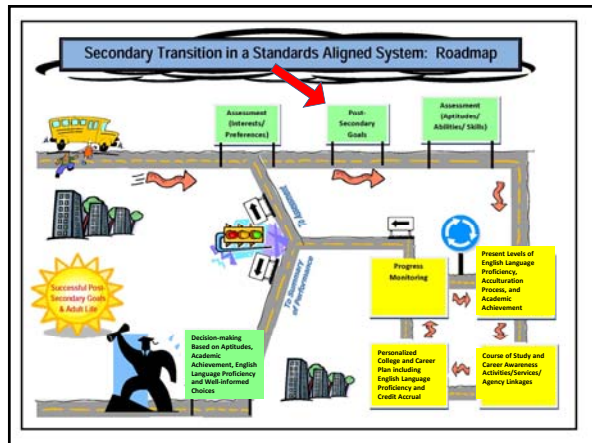
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## Post Secondary Education/Training Goals: Examples

- 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.

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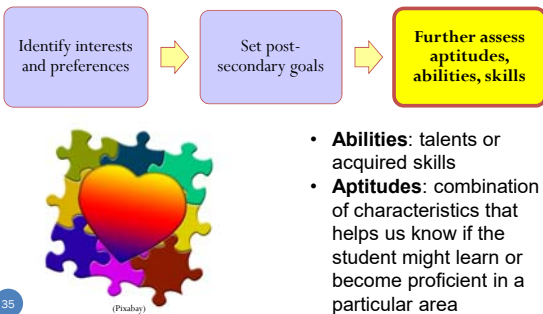
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### Identifying Student's Post Secondary Goals Leads to Further Assessments...



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



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Step Three:



(Pixabay)

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:



(Pixabay)

Self-monitoring their English language development and credit accrual

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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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### Step Six:



Teachers monitor progress and adjust instruction based on current data

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### Other Factors to Consider to Increase the Graduation Rate of English Learners

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At what point is a student considered off-track for graduation?  
EWS Metrics

EWS Metrics	Description	Calculations	Green	Yellow	Red
Attendance	Daily Attendance Rate	(Number of days student was in attendance during current school year/number of school days during current school year) * 100	> 90%	Between 80% and 90%	< 80%
Behavior (School Code of Conduct)	Number of School Code of Conduct Violations during the current school year.	Count of Incidents where Infraction Category is School Code of Conduct violation	0 <= Count <= 1	4 <= Count <= 5	> 5
Behavior (State Reportable Offenses)	Number of State Reportable Offenses during the current school year.	Count of Incidents where Infraction Category is State Reportable Offense	0	1	> 0
Course Grades Math	Math Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60
Course Grades English / Language Arts	English/Language Arts Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60

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### 3 Key Indicators that Predict Student Success

- Attendance
- Behavior
- Course Performance



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### Myths or Realities About Student Attendance

**Statement #1:** Missing a few days of school each year is normal and doesn't matter that much.

**Statement #2:** We don't need to worry about attendance until middle or high school.

**Statement #3:** Most schools already monitor student absences.

**Statement #4:** Because families are ultimately responsible for children getting to school, there's not much schools can do to improve attendance.

(McGiboney, 2011)

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### Predictors of Graduation During 8th and 9th Grade

- Utilizing early warning systems to identify students at risk for dropping out of high school;
- Course failures (no more than one semester of a core subject area);
- Number of absences;
- Credits earned and grade point averages.

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### Interventions to Prevent or Intervene Once Students Are Identified Through Early Warning Systems

- Collaboration, coordination and matriculation between middle and high school;
- Early academic intervention;
- Strategies to address social and emotional needs;
- Mentoring or advocacy and a personalized learning environment;
- Postsecondary preparation including career awareness and preparation and exposure to postsecondary education;
- Parent education and involvement.

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### College and Career Standards and English Learners




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## Enhanced Can Do Descriptors, Key Uses, K-12

Provide examples of academic language use for four specific communicative purposes. These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:

- Recount
- Explain
- Argue
- Discuss

[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

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Here are the definitions and examples of each Key Use.

- **Recount**—To display knowledge or narrate experiences or events.
  - ☐ State the steps to make something
  - ☐ Describe experiences
  - ☐ Order steps to get the answer
  - ☐ Produce information reports
- **Explain**—To clarify the “why” or the “how” of ideas, actions, or phenomena.
  - ☐ Examine relationships among content-related ideas and concepts
  - ☐ Show relationships between cause and effect
  - ☐ State consequences of behaviors
  - ☐ Describe factors that contribute to events

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Here are the definitions and examples of each Key Use – continued

- **Argue**—To persuade by making claims supported by evidence.
  - ☐ State preferences or opinions
  - ☐ Present claims supported by evidence
  - ☐ Critique the reasoning of others
  - ☐ Give reasons for a stance
- **Discuss**—To interact with others to build meaning and share knowledge.
  - ☐ Contribute ideas to a conversation
  - ☐ Extend knowledge with a mentor
  - ☐ Elaborate ideas with peers
  - ☐ Question and critique ideas in small groups

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### Resources



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### Education Week *Spotlight on College and Career Readiness*



<https://www.edweek.org/e/w/marketplace/products/spotlight-on-college-and-career-readiness.html>

COLLEGE & CAREER READINESS

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### Migration Policy Report

**BEYOND TEACHING ENGLISH**  
Supporting High School Completion by Immigrant and Refugee Students



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## Pennsylvania Migrant Education Program Diploma Project Toolkit



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## Considering Credit Accrual Upon Enrollment for English Learners

*Evaluating Foreign Transcripts*

- <http://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Evaluating%20Foreign%20Transcripts.pdf>



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## Evidence-Based Practices Supporting College and Career Readiness in High School Series



<https://ccrcenter.org/products-resources/evidence-based-practices-supporting-college-and-career-readiness-high-school>

Early Warning Indicators

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American Institute for Research.  
*Approaches to Promoting College Readiness  
 for English Learners*



[http://www.air.org/sites/default/files/downloads/report/Knowledge\\_Capture\\_ELL\\_College\\_Readiness\\_04-12-2010\\_0.pdf](http://www.air.org/sites/default/files/downloads/report/Knowledge_Capture_ELL_College_Readiness_04-12-2010_0.pdf)

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Pennsylvania  
 Immigration and  
 Citizenship  
 Coalition, *College  
 Access for  
 Undocumented  
 Students*, last  
 updated December  
 21, 2017

<http://paimmigrant.org/toolbox/education-access-toolkit-for-undocumented-students/>

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Early Warning System (EWS) for English  
 Learners

<https://www.youtube.com/watch?v=9HJYb4Ddrlc>



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## PA Career Zone

<https://www.pacareerzone.org/>

- Assess yourself to help choose a satisfying job or occupational field
- Explore job families within a field of interest
- Budget your life and calculate how much money you will need to support your dreams and goals
- Build a profile of resumes and letters of interest
- Search colleges and training programs



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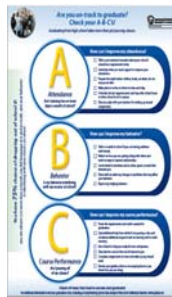
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## New Publication – Student Voice

New Publication  
for ALL  
students,  
including  
Students with  
Disabilities Off-  
Track for  
Graduation



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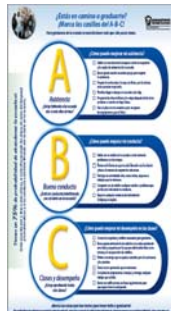
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## New Publication – Student Voice ¡Español!

Other side of  
publication:  
¡Español!



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## PaTTAN Resources

• [www.pattan.net](http://www.pattan.net)

- Under "Educational Initiatives" click on "Increasing Graduation Rates and Decreasing Dropout Rates"
- On the right-hand side under Resources click on "Data Tools to Increase Graduation Rates"
  - SSP Implementation Framework
  - EWS Metrics
  - EWS Data Analysis Team Meeting Protocol
  - EWS Data Analysis Protocol for Individual Students



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## Resources

- Pennsylvania Training and Technical Assistance Network (PaTTAN) – [www.pattan.net](http://www.pattan.net)
- National Technical Assistance Center for Transition – <http://transitionta.org/>
- 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](http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary%20Transition%20Checklist%20Pilot%20Project_.html)
- Pennsylvania Standards Aligned System (SAS) – [www.pdesas.org](http://www.pdesas.org)
- Pennsylvania Secondary Transition Guide – [www.secondarytransition.org](http://www.secondarytransition.org)
- Attendance Works <http://www.attendanceworks.org/>
- PA Career Zone <https://www.pacareerzone.org/>
- What Works Clearinghouse – Preventing Dropout in Secondary Schools Practice Guide <https://ies.ed.gov/ncee/wwc/practiceguide/24>

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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](http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary%20Transition%20Checklist%20Pilot%20Project_.html)

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

[www.pacareerstandards.com](http://www.pacareerstandards.com)

- "I" Statements PA Career Guides

Pennsylvania Center for Workforce Information & Analysis  
[www.workstats.dli.pa.gov](http://www.workstats.dli.pa.gov)

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


Transition Resources Targeted for Youth Engagement  
<http://transitionyouthengagement.wikispaces.com/home>

Transition Resources for Families  
<http://transitionfamilyengagement.wikispaces.com>

### Contact Information

Dr. Victor Rodriguez-Diaz  
PaTTAN Assistant Director  
[Vrodriguez@pattan.net](mailto:Vrodriguez@pattan.net)

[www.pattan.net](http://www.pattan.net)



**Commonwealth of Pennsylvania**  
Tom Wolf, Governor

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