

# Quick Reference Guide: School Level Graduating College and/or Career Ready

## Meaningful Access to Appropriate Coursework

School administrators design a range of courses appropriate for a variety of post-secondary options; prerequisites do not serve as unnecessary obstacles to ELs' pursuing courses of interest

The high school courses ELs complete impact their preparation for post-secondary life. ELs need meaningful access to high-quality content courses in the areas of the [MassCore](#) course of study. They also need effective language-focused instruction (ESL), and opportunities to build competencies for workplace readiness. The courses ELs should take to prepare for college, career, and civic life depend on individual background, interests, and goals. School leaders can support EL success by designing and scheduling courses that prepare the ELs at their school for a variety of post-secondary options. This means ensuring ELs can meaningfully participate and succeed in the range of advanced courses (such as Advanced Placement, honors courses, dual enrollment) available at the school.

## Celebrating Successful Educators of ELs

School leaders celebrate educators who successfully support ELs to graduate and pursue their desired post-secondary options.

Educators play a central role in creating a college and career success culture for ELs. Effective school leaders leverage a shared vision of EL post-secondary success, accountability, and reward mechanisms to motivate educators. Celebrating successful supporters of ELs can promote a culture of shared responsibility for EL success and group morale. It can also promote adoption of EL instructional best practices as educators learn from others who are being celebrated for their success with ELs. To celebrate educators, school leaders first identify them. They establish mechanisms for monitoring EL progress (including graduation) and integrate this data in educator and staff evaluation processes. They reward educators and staff who help ELs graduate and pursue their desired post-secondary options. EL graduation and post-secondary success data can also be used to inform additional support to educators and staff who need improvement in this area. It can provide information about what works for ELs in addition to [early warning indicators](#) for high school dropout. What works can be scaled up or integrated into interventions for dropout prevention.

## High-Quality Counseling and Post-Secondary Support

School administrators ensure that educators responsible for advising students on post-secondary options focus on supporting ELs to reach their highest potential and ensure that ELs and their non-EL peers have equal access to counseling/post-secondary planning support.

To better prepare all students for successful futures DESE aims to [increase the number of students participating in career development education](#). This goal acknowledges that to be college and career ready ELs need to acquire academic, workforce, and personal/social knowledge, skills and experiences. ELs also need opportunities for high-quality advising, career-related applied learning experiences such as work-based learning, and access to post-secondary planning that affirms ELs strengths and potential for success.

### Supporting ELs in Post-Secondary Planning

#### Leverage Assets

Use ELs' strengths (bilingualism, experiences navigating multiple cultures, previous experiences, family funds of knowledge, community connections, etc.) to plan and to connect to additional opportunities these assets can afford them

#### Address Barriers

Help ELs deal with barriers their non-EL peers may not struggle with (financial issues, cultural challenges, lack of knowledge about opportunities, lack of access to mentors and role models who have successfully navigated post-secondary experiences, obstacles related to immigrant/undocumented status, etc.)

## Actions-at-a-Glance: Graduating College and/or Career Ready

Graduating College and/or Career Ready: What can educators at the school level do?

- Review EL participation patterns across courses to ensure equitable access to courses and opportunities to develop [college and career readiness and civic preparation competencies](#)
- Ensure educators who offer courses are culturally responsive, able to capitalize on strengths and meet EL needs
- Analyze EL outcomes courses to evaluate the effectiveness of linguistic, academic, and socio-emotional supports provided
- Design and offer activities and programs where ELs can develop career and vocational job readiness competencies

- Partner with DESE and workforce development agencies to expand and improve courses, activities and programs that promote college and career readiness and civic participation
- Review information from EL graduates to fine-tune the school offering based on what has worked for EL success in specific college and career pathways
- Ensure educators responsible for advising students on post-secondary options can implement [high-quality college and career advising programs](#), are knowledgeable about opportunities and resources for ELs, and can effectively address EL-specific challenges
- Provide opportunities for educators to collaborate with each other, families, and external partners (college admissions counselors, community members with successful careers, workforce agencies, etc.)
- Promote asset-based perspectives and train educators and staff to provide appropriate supports for advising and career planning
- Use educator evaluation processes to hold educators, [counselors](#), and other [specialized instructional school personnel](#) accountable for their role in promoting EL student success in this area

## Planning Resources

### DESE Practical Tools and Resources

[Career Development Education Activities Guide and Glossary](#) provides a common definition of career development and domains to inform the knowledge, skills and experiences students need to prepare for post-secondary career pathways. [College and Career Readiness Resources](#) provides guidance, tools and resources for career and college readiness, including professional development opportunities.

[High Quality College and Career Pathways Initiatives](#) describes these pathways for college and career readiness and provide related information and resources.

[Additional College and Career Readiness Supports and Initiatives](#) presents a variety of initiatives aiming to support students on their path to becoming college and career ready (such as [dropout reduction](#), [Career/Vocational Technical Education](#), MCAS, Educational Proficiency Plan and the Competency Determination).

[Massachusetts New Skills for Youth](#) provides information about a grant program aimed at increasing economic opportunity for young people by strengthening career-focused education starting in high school and ending with postsecondary degrees or credentials aligned with business needs.

[My Career and Academic Plan \(MyCAP\)](#) presents a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success (see related MyCap Implementation Guide).

[Early Warning Indicator System \(EWIS\)](#) provides resources for interventions to prevent students from failing or dropping out, including tools, videos, and resources to increase graduation rates.

[EWIS Milestones](#) provides data regarding the percentage of ELs reaching key milestones for high school graduation and post-secondary success.

### DESE Guidance

[From Cradle to Career: Educating our Students for Lifelong Success](#) provides recommendations for improving college and career readiness for students, including high-school level examples of ways to integrate career readiness (p. 14, 17-18), a framework of college and career readiness competencies (p. 26), a sample expanded MassCore plan of study (p. 27), and a college and Career Readiness High Level Standards and Assessment Options (p. 28-29).

[Massachusetts Definition of College and Career Readiness and Civic Preparation](#) provides a definition and essential competencies for college and career readiness.

[Model for Comprehensive School Counseling](#) provides a proactive, program-based framework that counselors can use to support positive, measurable outcomes for students.

[Standards for Competency Determination](#) outlines requirements for high school graduation as described in Massachusetts law (603 CMR 30.00: M.G.L. c. 69, §§ 1B and 1D; St. 2003, c.140, §119).

[Role Specific Indicators](#) provides additional indicators for school counselors that can be used to evaluate counselors alongside the Model Specialized Instructional Support Personnel (SISP) rubric (p. 3-6).

### Federal Resources

[Resource Guide: Supporting Undocumented Youth](#) (archived resource) provides recommendations for helping undocumented youth connect to post-secondary opportunities (p. 12)

[Dear Colleague \(2015\) Letter](#) highlights the importance of ensuring that ELs are college and career ready.

[Transitioning English Learners to Postsecondary Education](#) provides information about the experiences of ELs completing high school and transitioning to college and career and resources for strengthening supports for ELs.

### **Other Featured Resources**

[Approaches to Promoting College Readiness for English Learners](#) provides information about practices that can help foster career readiness for ELs at small schools.

[Building Educational Success through Collaboration in Los Angeles County: Partnering to Create College Going Cultures: A Resource Guide](#) provides practical suggestions for partnering with colleges and universities to promote college-going school cultures.

[Supporting a College-Going Culture](#) is a practical resource guide about college readiness that presents useful tips for creating a college-going culture.

[Creating a College-Going Culture for English Language Learners](#) provides strategies, suggestions, and resources to help prepare students for college and career and to help educators create a college and career focused culture.

[Massachusetts Business Alliance for Education](#) provides information about the organization's initiatives that support the development of college and career ready students.

[Skills USA - Massachusetts](#) is the state chapter of Skills USA and focuses on skill development, leadership opportunities, and a commitment to service.

[Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment](#) discusses the importance of academic rigor in high school (especially in Math) for determining completion of college post high school graduation (see the [Executive Summary](#)).

[Equitable Approaches for Expanding College and Career Readiness](#) presents a series of College and Career Readiness Action Guides that showcase practices schools and districts are implementing to provide more equitable access and supports to underserved students.

[Best Practices for Supporting Undocumented Students](#) provides background information and ideas for supporting undocumented students as they transition from high school to college.