Transition Planning for English Learners Webinar

Division of Elementary, Secondary, and Specialized Education
Agenda

• Welcome & Objectives
• Introduction Activity
• Who Are English Learner (EL) Students?
• Transition Planning Defined
• Fun Fact Chat
• College Access for ELs
• Group Think Activity
• Dually Identified Students
• Disclosure of Disability/EL Status
• What Are Employability Skills?
• Why Does This Matter for ELs?
• Developing and Fostering Employability Skills
• Resources
In this half-day training, educators who support secondary English Learners (ELs) will learn processes to assist students with planning for life beyond high school.

1: Participants will be exposed to practices that lead ELs and ELs with identified disabilities to success in attaining postsecondary employment and completing postsecondary education.

2: Participants will work toward constructing a work plan for their school/LEA to support transitioning ELs in:

1) high school completion
2) postsecondary education
3) postsecondary employment
Introduction Activity

1) In the chat box, type your name, title, and school name. Estimate the number of dually identified students who are served in your school/LEA.

2) Reflect on the following questions and jot down your thoughts for later reference:

• Who are English learners?

• How do these students fare in terms of academic success?

• What are the outcomes for college and career readiness and success?
Who Are English Learner (EL) Students?
An English Learner is an individual who:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
  including Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or is migratory and comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language deny the individual-
  - the ability to meet the challenging State academic standards;
  - achieve in classrooms with English Instruction; or
  - the opportunity to fully participate in society
EL Student Enrollment in DC

Source: Enrollment Audit Data
By 2060:

- **82 percent population growth due to immigration**
- 64 million will be immigrants
- 3 million will be their grandchildren

• 1 in 8 English learners (ELs) earned a B.A.

• 1 in 4 culturally and linguistically diverse students earned a B.A.

• 1 in 3 native English speakers earned a B.A.

*1 in 5 ELs dropped out of school*

-National Education Longitudinal Study of 1988
Conducted by the National Center for Education Statistics
Postsecondary preparation is now vital for entry into the workforce.

Bachelor’s or undergraduate degree is now the minimum standard for a high-paying job.

Transition Planning Defined
What is a transition plan?

A roadmap that informs instruction and leads to educational and postsecondary success.
Effective transition plans include:

- Transition assessments

- Postsecondary and annual transition goals

- Course of study

- Transition services and activities

- Interagency collaboration
Transition Services

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include –

1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and

2) The transition services (including course of study) needed to assist the child in reaching those goals.

—34 C.F.R. § 300.320(b)
Transition services means a coordinated set of activities for a child with a disability that—

1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation
Transition services, continued...

2) Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—
   i. Instruction;
   ii. Related services;
   iii. Community experiences;
   iv. The development of employment and other post-school adult living objectives; and
   v. If appropriate, acquisition of daily living skills and provision of functional vocational evaluation.

—34 C.F.R. §300.43 (a)
Currently, there is no federal, state, or local law governing postsecondary planning for ELs.

Career and college planning for ELs typically occurs as part of the postsecondary counseling activities available at schools as offered for the general student body.

Transition planning for dually identified students *may* include provisions for language support.
The value of “transition” planning for ELs:

• Includes student and adult input

• May address needs that are not addressed by college and career counseling

• At the discretion of the IEP team, ELs with identified disabilities can have language support documented on an IEP as part of their transition plan
College Access for ELs
Language is *not* the main factor inhibiting college access.

Can you guess what the other factors are???

Use chat box to name at least one other factor that inhibits college achievement.
Inhibiting Factors

• Economics – paying for school, family obligations
• Parents’ socio-cultural situation – identity (race and ethnicity), less educated
• High school academic background – EL classes take time away from college prep courses; stigmatized by label
• External factors (e.g., family, jobs, living, transportation, etc.)
Postsecondary Access for ELs – Elements

1) Economic capital:

The ability to pay for school, housing, fees, books, activities, travel, uniforms, meals, etc.
2) Cultural capital:

Being well-versed in the application process;
Ability to research and reflect on school choices;
Ability to tap into the ‘right code’, writing and speaking as successful native English-speaking peers do.
3) Social capital:

Familial support (talking to student about post sec) and networks/being well-connected (the biggest lag)
4) Academic capital:
Aptitude; content mastery; grades; school quality; and completion of college preparatory courses

Adapted from Trainor & Kim, WCER Working Paper No. 2014-4
5) Language capital:

English fluency
Steps to College & Career Readiness: ELs

- Trusting relationships that lead to strong guidance around postsecondary options
- Create an awareness for families and students of postsecondary options
- Open an avenue for advising families and students about postsecondary options
- Create the time to assist families and students to prepare for postsecondary options
Take a moment to reflect on the table below.

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<tr>
<th>AWARE</th>
<th>ADVISE</th>
<th>PREPARE</th>
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Dually Identified Students
• English learners who are also identified as having a disability under the IDEA have unique learning needs and challenges because of the interaction of their disability with learning a new language.

• These students are legally entitled to English Language Learner services and special education services.
Language Learning or Disability?

• Bilingual assessment issues:
  – Evaluations/assessments for special education eligibility are usually in English
  – Assessments are linguistically challenging
  – Many ELs are not proficient in their native language so bilingual assessments cannot tease out disability from learning the language
  – Special education referral process can be subjective
• Students who have a black, Latino, or Native American background tend to be overrepresented in special education as compared to white students.

• English Learners tend to be disproportionally labeled with a specific learning disability (SLD) or speech language impairment (SLI).
Consequences of Over-Identification

• Culturally and linguistically diverse students who have an SLD classification are less likely to go to college than white students with same disability.

• Large percentage of youth with disabilities are in detention and correctional facilities.
Prevention of Over-Identification

• Ensure that the person providing the assessment is completing in the student’s native language.

• Be sure to have the assessor review existing data available regarding student’s linguistic background and academic performance.

• Don’t forget to review the ACCESS for ELLs scores!
• The IEP team drives the IEP development process.
• EL coordinator or EL teacher should be a member of the IEP team.
• The IEP team must consider the language needs of the student and how those needs relate to the student’s IEP goals.
The team must consider the language needs of the student:

- The team must tease out the language proficiency needs of the student from the student’s disability needs
- Determine the language deficiencies and the most appropriate services for the student

All decisions made by the team should be documented in the student’s IEP
• The special education and EL programs must collaborate to determine the most effective approach to instructing the student.
  – The two departments must establish plan to address the special education and language needs of the student.
• Depending on the complexity of the student’s disability, the team will need to determine where the special education and EL services will be delivered (according to student’s least restrictive environment or LRE).
Teachers of Dually Identified Students

• Teachers of the student with dual needs should know the following information:
  – Level of English language proficiency
  – Level of home language proficiency
  – Information about the student’s disability classification
  – How this disability affects the child’s learning
  – Services and accommodations
  – Annual goals as prescribed in the IEP
Postsecondary Transition

• Transition should be culturally responsive
  - form relationships with families
  - avoid stereotypes/biases
  - build trust
• Individualize transition plans
  - linguistic diversity
    - cultural experiences
• Allow access to general and vocational education curricula
• Plan should foster positive:
  - racial identity
  - relationships with teachers and peers
Disclosure of Disability/EL Status
• Disclosure is necessary if the youth with a disability wants to receive accommodations at work or in a postsecondary setting.

• Disclosing one’s disability is a personal decision that a young person with a disability chooses to make in a postsecondary environment or employment.

• Effective disclosure occurs when a person is knowledgeable about his or her disability and can talk about his/her needs, skills, and abilities.

• The decision to disclose one’s disability is completely at the discretion of the person who has the disability.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities
While the Americans with Disabilities Act (ADA) protects persons with disabilities who chose to disclose, there is no such protection afforded to students with an EL designation.

Disclosing an EL designation might be important at the postsecondary level because educators will have information that may help inform instruction for that particular student. That help may look like accommodations for class, study, and/or tests, direct language support with a trained English instructor, and/or counseling for culturally diverse students, among other supports.

Disclosure of EL status is **not mandatory** at any point in a person’s educational career or employment.
Disadvantages of Disclosure

• Can lead to experiences of exclusion.

• Can cause others to treat the person differently.

• Others might view person with a disability as needy or unable to perform on par with peers.

• Can be difficult or embarrassing.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities
Advantages of Disclosure

• Allows a person with a disability to receive supports and reasonable accommodations.

• Provides legal protection against discrimination as specified in the Americans with Disabilities Act (ADA).

• Ensures that a person with a disability gets what s/he needs in order to be successful.

• Improves self-image through self-advocacy.

• Increases the level of comfort on a job or in a postsecondary institution.
Once a young person with a disability enrolls in a postsecondary institute, s/he can request services and supports from the office or staff who oversees disability support services.

Many postsecondary institutes have an office called Disability Supports Services.

Accommodations at the postsecondary level need only be given when a student discloses his or her disability and requests accommodations.

Staff is not required to provide accommodations to students who chose not to disclose their disabilities.
• It is not essential to divulge specific personal information about one’s disability.

• It is important to disclose how that person’s disability affects his/her capacity to learn and study effectively.

• It is also important to provide information about the environment, supports, and services the person with a disability needs in order to access, participate in, and excel in his or her area of study.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities
When to Disclose

• Four options for when to disclose:
  – Prior to enrollment
  – At the time of enrollment
  – During their course of study
  – Never
Disclosure on the Job

• Accommodations in the workplace are only provided when a worker discloses his/her disability and requests job accommodations.

• Employers and/or coworkers are not required to provide accommodations to workers who have chosen not to disclose their disabilities.

• A disability is only important to disclose if it affects a person’s ability to perform the essential functions of a job.

• The prospective employer wants to know that the person being interviewed is qualified and can perform the core responsibilities of the job including with accommodations and supports.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities
• Our role as educators is to support the youth with a disability, as s/he decides whether or not to disclose his/her disability.

• Prepare the young person with a disability to feel empowered and secure in disclosing his/her disability in order to get accommodations.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities
What Are Employability Skills?
Employability skills are the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Brainstorm activity:

1. On your own, generate a list of your top five most important employability skills.

2. Jot your list into the chat box.

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Employability Skills Framework

The skills that enable individuals to interact effectively with clients, coworkers, and supervisors.

The skills employees need to successfully perform work tasks.

The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace.

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Effective Relationships

- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences
- Demonstrates responsibility and self-discipline
- Adapts and shows flexibility
- Works independently
- Demonstrates a willingness to learn
- Demonstrates integrity
- Demonstrates professionalism
- Takes initiative
- Displays positive attitude and sense of self-worth
- Takes responsibility for professional growth

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Workplace Skills

• Manages time
• Locates information
• Organizes information
• Uses information
• Communicates verbally
• Listens actively
• Comprehends written material
• Conveys information in writing
• Observes carefully

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Time Management Across Different Cultures

- https://www.youtube.com/watch?v=vYt7qPDnEyw

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Applied Knowledge

- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures
- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Employability Skills Framework

Adapted from College and Career Readiness & Success Center at American Institute for Research.
• How did your list of employability skills compare with those in the Employability Skills Framework?

• Were you surprised by any of the skills included in the Framework?

Adapted from College and Career Readiness & Success Center at American Institute for Research.
• Are these the same skills English leaners will need to succeed in higher education and in their careers?

• What are the instructional implications of helping English learners develop these skills?
Why Does This Matter for ELs?
The National Assessment of Educational Progress (NAEP) has collected data on ELs in reading since 1998 and in mathematics since 1996.

- In 2015, the reading achievement gap between non-EL and EL students was 37 points at the fourth-grade level and 48 points at the eighth-grade level.

- In 2015, the mathematics achievement gap between non-EL and EL students was 25 points at the fourth-grade level and 38 points at the eighth-grade level.

Source: National Center on Education Statistics (2016)
• English learners have some of the lowest high school graduation rates, with only 59 percent of ELs completing high school in four years in school year 2011–12, more than 20 percentage points lower than the U.S. average.

Source: National Center for Education Statistics (2014)
# Education and Income

<table>
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<tr>
<th>Education Level</th>
<th>Median weekly earnings</th>
<th>Unemployment Rate</th>
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<tbody>
<tr>
<td>Doctoral degree</td>
<td>$1,623</td>
<td>1.7%</td>
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<tr>
<td>Professional degree</td>
<td>$1,730</td>
<td>1.5%</td>
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<tr>
<td>Master’s degree</td>
<td>$1,341</td>
<td>2.4%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>$1,137</td>
<td>2.8%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>$798</td>
<td>3.8%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>$738</td>
<td>5.0%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$678</td>
<td>5.4%</td>
</tr>
<tr>
<td>Less than a HS diploma</td>
<td>$493</td>
<td>8.0%</td>
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<tr>
<td>All workers</td>
<td>$860</td>
<td>4.3%</td>
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</table>

• Development of “soft skills” can predict employment and earnings.

• Youth who have had fewer educational opportunities can develop these skills to enhance their employment opportunities and success in the workforce.

• These skills are more influential on earnings among workers who earn less money.

*Source: Lippman, Ryberg, Carney, & Moore (2015)*
Importance of Employability Skills

• Employability skills are cited among the most important skills by employers (Hart Research Associates, 2015; Think Global and the British Council, 2011).

• A lack of employability skills may contribute to a “talent shortage” (ManpowerGroup, 2012).

Adapted from College and Career Readiness & Success Center at American Institute for Research.
Developing and Fostering Employability Skills
Part of other college and career readiness initiatives:
  * Postsecondary preparedness expectations and definitions
  * College and career-ready standards
  * Development of English proficiency

Materials focus on two relevant policy initiatives:
  * State college and career-readiness standards
  * WIDA English language development standards

Adapted from College and Career Readiness & Success Center at American Institute for Research.
WIDA English Language Development Standards

- WIDA website

- https://www.wida.us/standards/eld.aspx
# Content and WIDA Standards

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<thead>
<tr>
<th>Employability Skills</th>
<th>WIDA</th>
<th>Common Core State Standards</th>
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<tr>
<td>Applied Knowledge</td>
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<tr>
<td>Applied Academic Skills</td>
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<td>X</td>
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<tr>
<td>Critical Thinking Skills</td>
<td>X</td>
<td>X</td>
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<td>Effective Relationships</td>
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<td>Interpersonal Skills</td>
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<td>Personal Qualities</td>
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<td>Workplace Skills</td>
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<td>Resource Management</td>
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<td>Information Use</td>
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<td>Communication Skills</td>
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<td>Systems Thinking</td>
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<tr>
<td>Technology Use</td>
<td>X</td>
<td>X</td>
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Adapted from College and Career Readiness & Success Center at American Institute for Research.
Working Session: Work Plan Development
✓ School recognizes the need for differentiated support (newcomer, long-term, or reclassified EL)

✓ ELs get appropriate assessments

✓ Schedule courses that lead to high school graduation and college entry, including college credit-bearing courses

✓ Instruction includes strategies to help ELs meet the language demand

✓ School support is specific to EL’s needs

Adapted from Jason Greenberg Motamedi, Ph.D. and Zafreen Jaffery, Ed.D, *The Impact of the Road Map World Language Credit Program on Student Attitudes Toward Bilingualism and School*, Education Northwest, 2014.
EL Transition Planning Exemplar

✓ Continuous PD for teachers and staff

✓ Students, teachers, and families are aware of academic and graduation goal

✓ Schools partner with CBOs, higher education institutes, apprenticeships on behalf of ELs

✓ Extended learning opportunities (afterschool programs, summer programs)

✓ Schools provide continuous yearlong PD on EL instructional support strategies for all teachers
## IMPLEMENTATION TOOLKIT

### Positive Identity and Primary Language Development

**GOAL 1:** Reflect students linguistic and cultural diversity in curriculum and teaching and integrate this into daily practice

**STRATEGY 1:** Ensure social studies, English, science and other curricula are inclusive and culturally relevant

Potential Road Map Lead: Puget Sound Educational Service District (PSESD)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Targets</th>
<th>Potential Funding</th>
<th>Project Team</th>
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<tbody>
<tr>
<td>• Review current district policies to ensure they are well implemented, ongoing, and functioning</td>
<td>Artifacts</td>
<td>TBD 2014</td>
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<tr>
<td>• Establish review processes to screen for bias and name plan to address racial equity with appropriate stakeholders</td>
<td>Portfolio that demonstrates this</td>
<td>TBD 2014</td>
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<tr>
<td>• Staff/faculty/leadership utilize data to develop deep understanding of their students cultural/linguistic background and integrate this into daily practice</td>
<td>Portfolio that demonstrates this</td>
<td>TBD 2014</td>
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<tr>
<td>• Professional development for teachers/staff/faculty addresses white privilege/race, authentic relationship building, and supporting positive identity development for students and families</td>
<td>Portfolio that demonstrates this</td>
<td>TBD 2014</td>
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<tr>
<td>• Professional development infrastructure addresses culturally responsive teaching</td>
<td>Portfolio that demonstrates this</td>
<td>TBD 2014</td>
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<td>• Instruction throughout the day and across K-12, as evidenced in Classroom Based Assessments (CBAs) and other student work, engages students in learning not only about multiple cultures, but also to reflect on relationships between cultures and themselves</td>
<td>Portfolio that demonstrates this</td>
<td>TBD 2014</td>
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<tr>
<td>• Social studies, English and science classroom materials and online content includes topics and authors that are representative of the school community and diverse student population</td>
<td>Portfolio that demonstrates this</td>
<td>TBD 2014</td>
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## Work Plan

### GOAL 1: Pave the way for high school completion

**STRATEGY 1:** Create individualized course maps with reduced barriers to completing graduation requirements.

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<th>Action Steps</th>
<th>Target Date</th>
<th>Team</th>
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### GOAL 1: Pave the way for high school completion

### STRATEGY 2: Connect schools to post-secondary education and vocational sites.

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Work Plan

GOAL 1: Pave the way for high school completion

**STRATEGY 3:** Promote meaningful pathways for ELs into college through district and college partnerships.

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## GOAL 2: Provide outreach and guidance for postsecondary options

**STRATEGY 1:** Promote awareness, advising and preparation to ELs students and families in navigating the college-going and career-exploration process, starting in middle school, both in and out of school.

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### Work Plan

**GOAL 2: Provide outreach and guidance for postsecondary options**

**STRATEGY 2:** Provide information and resources to students and their families regarding their post-secondary options, funding opportunities (applicable for families along the continuum of citizenship including undocumented students), and planning for post-high school life and career.

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Adapted from One America Road Map Project.
OSSE has released a new guidebook for “Delivering Education Services to English Learners”

http://www.learndc.org/classrooms/resource/educational-approaches-outlined-el-guidebook
Employability Skills Framework Website

- One-stop resource for information on employability skills for instructors, administrators, employers, and students
- Key content:
  - Interactive Skills Framework
  - Assessment Comparison Worksheet
  - Lesson Planning Checklist
- Access audience-specific landing pages

Postsecondary Resources

• College Board Planning Resources in Spanish

• College Board Simplifies Request Process For Test Accommodations

• College Board Site in Spanish
  – [https://padres.collegeboard.org/](https://padres.collegeboard.org/)

• DC Tuition Assistance Grant

• Federal Student Aid website in Spanish

• The Four Keys to College and Career Readiness

• Mayor’s Scholars Undergraduate Program

• Scholarship Opportunity for Undocumented College-Bound Youth
  – [http://www.thedream.us/](http://www.thedream.us/)
• The *Envision Your Career* transition assessment is for adolescents and young adults “with limited or no English language skills, those with limited reading and writing skills, people who are deaf and hard of hearing, and other differently-abled people.”

• Work plan adapted from the Action Plan from the Road Map Project and One America:

Integrating Employability Skills: A Framework for All Educators, Trainor, Audrey A.; Kim, Hyejung; and Murray, Angela, Wisconsin Center for Education Research, University of Wisconsin-Madison, August 2014.
[PDF](http://files.eric.ed.gov/fulltext/ED556483.pdf)

Credit for Proficiency: The Impact of the Road Map World Language Credit Program on Student Attitudes Toward Bilingualism and School, Motamedi, Jason Greenberg; Jaffery, Zafreen, Education Northwest, October 2014.
[PDF](http://educationnorthwest.org/sites/default/files/resources/road-map-credit-for-proficiency.pdf)
Postsecondary Transition and English Learners with Disabilities: Data from the Second National Longitudinal Transition Study

https://nces.ed.gov/surveys/nels88/
Dear Colleague letter published by the Departments of Justice and Education on January 7, 2015 regarding the obligations of public schools to comply with Title VI of the Civil Rights Act of 1964.

https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf
Q & A
The OSSE Teaching and Learning Team offers a wide variety of professional development opportunities.

Ways to stay informed:

1. LEA Look Forward Weekly Newsletter [osse.dc.gov/newsroom/newsletters]
2. Teaching and Learning PD Calendar [osse.dc.gov/publication/2016-17-school-year-k-12-program-calendar]
3. OSSE Events Calendar [osse.dc.gov/events]
District of Columbia Educator Talent Pool

• The Office of State Superintendent of Education (OSSE) has formed the OSSE Educator Talent Pool to recognize and leverage the expertise of outstanding District of Columbia Educators. The Talent Pool includes teachers, specialists, and administrators who are outstanding, innovative, and dedicated to education. For more information and to make a recommendation visit: https://seo.dc.gov/service/district-columbia-educator-talent-pool
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Thank you!