

Reflection Exercise: Factors Related to Postsecondary Pathways

This reflection for middle and high schools provides an opportunity to consider various factors related to postsecondary pathways for English Learners. Think about the current efforts in the school and district to assist middle and high school English Learners in choosing a postsecondary pathway. How well is the school or district doing? Note, certain efforts may be more relevant and applicable to high schools. Use this reflection activity with various school teams to identify strengths and needs.

Activity/Practice that Supports English Learners' Access to Postsecondary Pathways	This is not done.	This is being considered.	This is in progress.	This is a strength.
Create environments where unique backgrounds and speaking more than one language are considered strengths supporting postsecondary pathways.				
Establish high expectations of English Learners and introduce various future possibilities.				
Enact plans to improve attendance for English Learners.				
Support English Learners' efforts to earn the Ohio Seal of Biliteracy.				
Support development of life skills (e.g., time management, long and short-term goal setting).				

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Strengthen reading and/or writing programs for English Learners.				
Offer instruction on study skills and notetaking.				
Support English Learners in identifying their interests, strengths, and values.				
Foster connections between course materials and future careers.				
Improve access to extracurricular activities both in and out of school.				
Improve English Learners' access to job shadowing opportunities.				
Improve English Learners' access to postsecondary, preparatory coursework including honors classes, AP/IB classes, and career and technical education.				
Improve English Learners' access to various opportunities, such as college workshops, college tours, technical school tours, and military enlistment.				

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Create opportunities to meet individuals from different backgrounds who chose non-traditional postsecondary pathways (e.g., invite them to speak at school).				
Support English Learners in setting career goals and implementing action steps to achieve goals.				
Support English Learners in preparing for the SAT/ACT, including testing accommodations.				
Support the college and job application process in accordance with English Learners' individual needs.				
Build resume/cover letter writing and interview skills according to English Learners' individual needs.				
Support the financial aid and application process according to English Learners' individual needs.				

Activity/Practice that Supports English Learners' Access to Postsecondary Pathways	This is not done.	This is being considered.	This is in progress.	This is a strength.
Provide information on financial aid to English Learners and families in a way that they can understand, including descriptive explanations in their home languages.				
Develop effective two-way communication practices to communicate postsecondary options to English Learners' families.				
Build partnerships with community organizations to support English Learners' postsecondary preparation.				

These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district personnel, and teachers.