



## Future Ready: Getting All Students Prepared for College and Careers

**Course Description:** By the end of high school, every student should be prepared for their futures, whether that includes a two- or four-year college education, job training program, or successful career plan. In order to be successful in these paths, students need to be proficient in a foundational knowledge base, a set of transitional skills to shift from K12 to postsecondary education, and a source of cognitive strategies to self-advocate and learn. However, unique barriers exist for specific groups of students to attain these knowledge and skills, leading to a significant population of graduates unsuccessfully completing their career goals and postsecondary education paths.

The purpose of this class is to address the barriers preventing groups of students from being college and career ready. More specifically, this course will analyze the challenges that face low-income students, first-generation students, students of color, LGBTQ students, students with disabilities, and undocumented students. Participants in this course will reflect on existing resources and policies which act to increase student success, including Affirmative Action and Title IX. At the end of this course, participants will reflect on what they can do to increase the college and career readiness in their students, and they will develop an implementation plan to increase the college and career readiness of their marginalized students.

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

### **Clock Hours / Continuing Education Units: 15**

#### **Learning Objectives:**

- Demonstrate basic knowledge of current secondary and postsecondary graduation trends, career attainment, and college and career readiness initiatives.
- Analyze the unique barriers affecting how low-income and first-generation students experience as they navigate through their postsecondary institutions.
- Describe how Affirmative Action and Title XI provide protections for students of color and LGBTQ students, respectively.
- Analyze the unique college and career readiness barriers affecting student of color, LGBTQ students, students with disabilities, and undocumented students.
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

#### **Getting Started:**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

#### **Course Outline:**

Lesson Number	Lesson Description	Clock Hours
1	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.8 Hours
2	<b>Discussion: College and Career Readiness 101</b> – Participants will reflect on what it means to make all students “college and career ready.” Current articles, research, and data will be analyzed to see what postsecondary paths lead to a successful future. Participants will share their thoughts in a discussion post.	1.4 Hours
3	<b>Discussion: Low-Income Students</b> – Participants will reflect on the current barriers preventing low-income students from succeeding after high school. Financial aid, homeless, food security, and navigating FAFSA will be discussed. Participants will analyze these issues in a discussion post.	1.4 Hours
4	<b>Discussion: First-Generation Students</b> – Participants will analyze the difficulties of succeeding in postsecondary programs for students who are the first in their families to do so. They will learn about the foundational knowledge first-generation students need to thrive in their postsecondary programs, and participants will reflect on these findings in a discussion post	1.4 Hours
5	<b>Discussion: Barriers for Students of Color</b> - Participants will analyze college and career readiness barriers affecting students of color. They will learn about what Affirmative Action is, debunk any myths surrounding the policy, and analyze the current attempts to remove practice from postsecondary institutions. Participants will share their thoughts in a discussion post.	1.4 Hours
6	<b>Discussion: Barriers for LGBTQ Students</b> – Participants examine resources that address how LGBTQ students navigate through their postsecondary institutions. They will learn about the protections for LGBTQ students under Title IX and how institutions attempt to exempt themselves from this policy. Participants will share their thoughts in a discussion post.	1.4 Hours
7	<b>Discussion: Barriers for Students with Disabilities</b> – Participants will analyze the specific barriers affecting students with disabilities from succeeding in their postsecondary programs. Participants will reflect on the resources analyzed through a discussion post.	1.4 Hours
8	<b>Discussion: Barriers for Undocumented Students</b> – Participants will examine the specific college and career readiness needs of undocumented students. Resources will be provided to analyze how DREAMers can achieve in their postsecondary institutions. In a discussion post, participants will share their reflections.	1.4 Hours
9	<b>Discussion: Preparing for College</b> – Participants will be provided resources to assist teachers, counselors, administrators, and other education professionals to help all students be college and career ready. In a discussion post, participants will discuss the strengths of these resources and the unique challenges in their own schools.	1.4 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	<b>TOTAL HOURS</b>	15 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course. Participants will be assessed in four different ways:

1. **Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
2. **Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and

communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2
Total Points Possible		5

3. **Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

4. **Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

**Grading Scale:**

100-80% (140 – 112 Points)	Pass
79%-Below (<112 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.