An increasing number of college-aspirant youth in U.S. public high schools come from multilingual (im)migrant backgrounds, including some who are still developing English proficiency. What does it take to get these youth into and through college? Drawing on recent research including her own work with college-bound immigrant youth, Harklau explores factors that facilitate and hinder English learners’ linguistic and academic attainment in high school, and their experiences with college access. She shows that while applied linguists and TESOL educators have traditionally focused on classroom language instruction, attention has been shifting to the important influence of school, community, and societal contexts. Harklau identifies recent developments in language education policies at the high school and college level that are changing the nature of instruction for adolescent and young adult English learners, and considers implications for the professional roles of TESOL educators.