Massachusetts Department of Elementary and Secondary Education
Massachusetts Department of Higher Education

Early College Program Designation Application Companion Spring 2023

For applicants seeking Designation in Spring 2024 for school year 2024-2025 enrollment

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I. Introduction

Document Rationale
This companion document is designed to provide important information on the Designation process and requirements, as well as context for the criteria to be met under each of the five Guiding Principles. The Designation Criteria that form the basis of the application stem from the original *Massachusetts Early College Designation Criteria* (2017), approved by both the Board of Elementary and Secondary Education, as well as the Board of Higher Education. This companion document is not meant to replace the framework or general scope and sequence of the Guiding Principles, but does provide updated alignment of, and clarification for, the requirements of the most current Designation application, available online (as a survey instrument supported by Alchemer). For a more in-depth history of the development of the Designation and application process, please refer to the 2017 document.

Current Working Definition of Massachusetts Early College (Drafted in 2022)
Massachusetts Early College provides a structured program of study and supports that increases college success and career readiness; prioritizing students historically underserved in higher education.
As part of Early College, cohorts of students:

- Access a pathway of 12 credits of strategically sequenced college courses during their regular (or intentionally redesigned and integrated) high school day, at no cost to themselves or their families
- Receive enhanced academic and non-academic guidance and support prior to the beginning of, and during, college coursework to ensure that they successfully complete rigorous courses and thrive in the college environment
- Learn how their academic pathways are related and connected to career opportunities
- Benefit from being part of an Early College community that eases the transition from high school to college
- Graduate high school with a significant number of college credits, habits, and skills needed to be successful in college and career, increasing the likelihood they will continue with college after high school and reducing the cost and time to degree completion.

The History of the Concept of Early College
The original concept of Early College, developed in the 1960's, was a means to re-engage high-achieving high school students in their learning by challenging them with college coursework. However, it was the "turning inside out" of this model in the early 2000's which truly brought out the transformative power of Early College as a way to rethink high school and college for traditionally underserved students. By restructuring the model in order to prioritize students the least prepared for college, Early College became a highly effective method to broadly and deeply impact the trajectories of high school graduates who may not otherwise have successfully completed a college degree.

In 2002, the Bill and Melinda Gates Foundation launched the Early College High School Initiative, redefining the concept of Early College programs as full high schools situated on college campuses for students who traditionally lacked access to college and were projected to be underprepared to pursue college-level coursework upon graduation of high school. The underlying belief behind the initiative was that if these students were provided access to rigorous learning experiences similar to those offered in higher education while still in high school with intentional support and additional preparation, they could successfully complete college coursework and gain the confidence needed to continue the pursuit of higher education after high school. To significantly upend social-economic barriers to postsecondary education, these programs typically covered the cost of the college coursework reducing the overall cost to degree completion. Over time, the success of these programs demonstrated that underserved students were able to thrive in an Early College environment and earn postsecondary degrees at a higher rate than their peers.

In time, Early College has become one of the most successful ways to rethink high school, college, and the pathway through both, facilitating growth and development for tens of thousands of students. According to a report by the American Institutes for Research, students who attended Early College were significantly more likely than a matched control group to enroll in college and earn a college degree within six years after expected high school graduation. In fact, more than 3 out of 5 Early College students enrolled in college by the end of high school.[1]

Early College High Schools, and later adaptations of that model which included Early College programs within schools and districts, generally consist of several components considered essential for the success of providing underprepared students the tools they needed to accelerate their learning to include college coursework. These components include:

- Intentional recruitment and enrollment strategies that inform and encourage traditionally underserved students and families to participate
- The development of individualized student plans to outline articulated academic pathways and help students understand the purpose of their coursework and how it connects to future career opportunities.
- Wraparound academic and social supports aimed at providing timely and tiered support to encourage EC students' intrinsic worth and amplify their confidence to succeed at the postsecondary level
- The connection of academic courses to career choice through exploration and immersion opportunities
- Intentional and structured access to partnering college campuses as part of the overall strategy to motivate first-generation to college students.,

For the reasons above, both free-standing "Wall to Wall" Early College high schools in which all students participate, as well as Early College programs built within a high school, demand significant investment in redesign, school programming, and curriculum and support alignment.

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[1] American Institute for Research, *Early College, Continued Success: Longer Term Impact of Early College High Schools*, September 2019

The investment in reimagining learning models for students is worthwhile and seeks to bridge achievement gaps as well as increase higher education degree attainment for historically underrepresented groups.

The Context of the Early College Initiative in Massachusetts

While the Gates Foundation did not fund individual high schools in Massachusetts, the Commonwealth took notice of the impact of these programs across the country. In 2016, the Barr Foundation partnered with the Commonwealth to sponsor an independent report, "[Breaking Down Silos to Put Students on the Path to Success](#)."[2] The report confirmed that Early College is a promising model which could be a critically important way to narrow educational opportunity gaps across groups of students; that aligning state policy goals with the promotion of Early College could have a deeply meaningful impact on scaling improved outcomes in postsecondary completion; and that existing Early College programs within community colleges and high schools in Massachusetts were a powerful base from which to build a broader statewide Early College initiative. The report also suggested that this initiative in turn could have a profound impact on the Commonwealth's economy.

Based on the national research, the report prioritized five essential elements of successful Early College programs that were ultimately adopted as the framework for the Massachusetts Designation Criteria for Early College programs. These five guiding principles are:
- Principle 1: Equitable Access
- Principle 2: Guided Academic Pathways
- Principle 3: Enhanced Student Supports
- Principle 4: Connection to Career
- Principle 5: Effective Partnerships

In January 2017, the Boards of Elementary and Secondary Education and Higher Education jointly approved the establishment of a Massachusetts Early College initiative based on the five principles. In order to develop and evolve the initiative, the Boards also created an Early College Joint Committee (ECJC).[3] The ECJC was charged with developing an Early College Designation process for the Commonwealth based on the five identified principles and catalyzing the successful growth of high-quality Early College programs in Massachusetts. The ECJC meets regularly and issues final approvals for all Early College Program Designation in Massachusetts.

Massachusetts Early College Program Designation

Purpose

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[2] Parthenon-EY, *Breaking down silos to put students on the path to success: The promise of early college in Massachusetts*, December 2016.

[3] A five-person joint committee of both boards, which includes the Chair of the Board of Elementary and Secondary Education, the Chair of the Board of Higher Education, one additional member from each board, and the Secretary of Education and on which the Commissioners of Higher Education and Elementary and Secondary Education serve as non-voting members as well.

The purpose of Designation for Massachusetts Early College programs is three-fold: 1) To identify current models that are aligned with the five guiding principles and support their work, 2) to promote the development of new Early College programs and to establish coherent and unifying expectations for these programs, and 3) most importantly, to prioritize efforts to increase equity in postsecondary access and completion by promulgating the Early College model to alleviate many of the barriers preventing underserved students from realizing their full educational potential in Massachusetts.

The Designated Early College programs also fit into a wider initiative of the Massachusetts Executive Office of Education to promote high quality college and career pathways. These pathways include Innovation Pathways and Chapter 74 (vocational training) programs. As a collective, these pathways provide participating students in the Commonwealth with supportive, rigorous, academic experiences and career development education relevant to their next steps after high school. State agencies work collaboratively with schools and districts to provide students with equitable access to a pathway deemed a strong individualized fit, with on and off ramps across different pathways throughout high school, to ensure that they graduate with a well-designed post-secondary plan, and a robust knowledge of Massachusetts' workforce opportunities with realities for employment.

Designation Overview and Process

To support the preparation of an Early College Designation Application, an Early College Readiness Checklist is available in Appendix A as a reference guide as to whether a program is ready to pursue Early College Designation.

In order to receive Designation as a Massachusetts Early College program, applicants must demonstrate, with evidence, a capability to effectively implement all five of the guiding principles. Implicit within this framework are the tactical components of a Massachusetts high quality career pathway more broadly: advising, work-based learning, postsecondary linkages, integrated instruction, credential attainment, and alignment with labor market data. Applicants will note that these components are embedded within the implementation of the five guiding principles. Furthermore, it is essential that programs implement strategies specifically aimed at increasing and supporting the inclusion of traditionally underserved students. These strategies include increasing awareness of Early College opportunities, developing a community of practice, supporting the alignment of high school curricula to existing postsecondary pathways, designing appropriate staffing, and funding supports for scaling up programs as well as sustainable funding for students. In 2019, the Rennie Center published an EC Blueprint to assist in planning an Early College program for Designation in Massachusetts. In collaboration with the Early College Staff, NS4ED will provide informational webinars to the Designation process to further support the designation process. For more information, visit MA Early College Community of Practice – Massachusetts – Early College Initiative or contact Kelly Kennedy, kelly@ns4ed.com

The Designation process will be offered in two stages—Part A and Part B. Early College programs wishing to seek an official Designation from the Commonwealth first apply for Designation through Part A of the application.

Part A
- The state recognizes an Early College Program applicant for having completed sufficient planning and design in alignment with the Part A Criteria as framed by the Guiding Principles.*

  An applicant may not be considered for Part B of the application process if Part A has not been approved.

Part B
- Building on the work shared in the Part A application, this part requires that the applicant has fulfilled essential elements of the Early College program design and has provided sufficient evidence that the program has developed all necessary infrastructure to begin enrolling students upon Designation.

Upon submission of the Part B application, an interview may be scheduled with program staff and department staff to provide an opportunity to answer questions and elaborate on program design. Applications are reviewed by a team of reviewers and group rubrics are reviewed by Early College leadership. Based on the review, the Early College Program Director then makes recommendations for Designation status to the Early College Joint Committee.

Once the ECJC has approved new Designations, programs will be notified, and the expectation of five-year performance contracts will commence, with annual reporting obligations and a review/check-in after the first three years. Designation status will be approved for a five-year period which will be renewable if programs have demonstrated they are able to maintain the criteria during this time. Each year, programs will receive an individual workbook of Data Dashboards and submit an annual report. In addition, there will be at least one formal site visit, typically scheduled in the third year of Designation.

The goal of the Early College Designation process is to simultaneously promote innovation in the development of Early College programs while providing clear, coherent, and unifying expectations through priority indicators and benchmarks as to the most effective structures for Early College in order to ensure equitable practices. Furthermore, the intention of this Designation process is to support and facilitate collaboration among Early College programs across the state, and among the Departments themselves. This will ensure that as Early College within Massachusetts expands, programs will benefit from successful local and national models. Finally, the Early College Designation process is intended to be the mechanism by which the Commonwealth directs and prioritizes state level financial investment in this field.

Applicant Criteria

Applicants for designation must be structured partnerships who have identified a commitment to equitable access to Early College programming. The partnership should be between a 2-year and/or 4-year institution(s) of higher education (IHE) and one K-12 partner, and both/all partners must apply jointly under the signature of the college president and the district superintendent/charter school leader. Applicant partners must be a Massachusetts public high school, a Massachusetts public institution of higher education, or an independent institution of higher education, provided that such an institution is based in Massachusetts and has degree granting authority in Massachusetts. A formal memorandum of understanding (MOU) between the applicant partners will be required as a component of the Part B Designation Application process. Applicants may apply for a cohort program within a larger school, or an entire early college high school. The Commonwealth aims to build programming that serves larger cohorts of students in order to build strong and efficient pathways for student groups who may have been traditionally underrepresented in higher education, and thus significantly shift the college going rates of the prioritized populations.

Based on research, the most effective early college models are those that are either a self-contained school, or those with a critical mass cohort size, to allow for growth and exploration of students and prioritization of program priorities within respective institutions. One aim of this initiative, therefore, is to support this larger cohort model as well as the expansion of existing programs. Some programs may be in nascent stages, and others may have plans of expansion challenged by concerns about feasibility. Therefore, partners need to carefully consider what scale is needed to ensure a critical mass.for programs to be sustainable, cost-effective, and have a measurable impact.

Part A Application

The Part A Application contains three sections:
- Applicant Information
- Introduction
- Adherence to Guiding Principles

Applicant Information

The first section, 'Applicant Information,' contains questions regarding the background information of applicant partners. This section includes:
- K-12 Part Applicant Contact Information
- Institution of Higher Education Partner Applicant Contact Information
- Designation for a new program or enhancing an existing program
    - Plans to integrate the new program alongside those existing (if applicable)

- Innovation Pathways or CVTE programming in existence
- Existing dual enrollment agreements between partners
- The term students enroll in the Early College program
- MyCAP

Introduction

The second section, Introduction, contains summary questions regarding the proposed structure of the program. These questions are aligned with the Guiding Principles broadly and provide key insight into the broad vision for the program. The questions are as follows:

I.   Please provide an introductory narrative describing the proposed partnership, the mission and vision for this Early College program, and the desired impact of the program. Describe the importance of the proposed Early College program for your students, your school and campus, and your region. Explain how the proposed program design will increase equitable access to postsecondary education. Discuss any anticipated challenges the program might face in implementation and preliminary solutions for addressing those challenges.

II.   Provide the planned student enrollment for the initial years of the program's Designation (including current enrollment for existing programs seeking Designation). List by grade level if easier to explain.

III. Please describe the preliminary rationale for the intended scale of the Early College program and name the projected total enrollment.

IV.   Please describe partners' institutional commitment to this program. Be sure to address: the proposed funding plans for the Early College program (including courses, textbooks, and transportation), as well as plans to coordinate staffing and support.

II. Guiding Principles

The Guiding Principles are the framework of the Massachusetts Early College Designation Criteria and each should be fully addressed as part of the Designation application. For each Principle, there is the original summary in bold, followed by a more detailed description and the expectations of the Part A and Part B Designation applications. Please note that under some criteria, there is a reference, "*Components to Integrate,"* that has been added to highlight information that should be integrated into partners' planning for program launch, and evidenced by the final stage of the Application process.

Guiding Principle 1: Equitable Access

Designated programs should prioritize students underrepresented in higher education enrollment and completion. To facilitate this, programs should be structured to eliminate barriers to student participation. Design might therefore include, but not be limited to, tuition-free participation, open enrollment without regard to prior academic performance, student supports to promote success,

scalability, multiple entry points for students, and student supports to prepare students for entry into the program.

The Designation Criteria pursuant to this guiding principle are designed to focus on the goal of closing achievement gaps and offering educational models to leverage students' own personal assets and help them thrive. Research of early college models nationally has demonstrated the effectiveness of designing early college to ensure equitable access. As such, the Massachusetts Early College designation is designed with the goal of broadening access to college through this model.

Therefore, the Designation Criteria under Principle 1 aim to keep entry into early college pathways as open as possible, particularly with regard to prior academic performance. It is also focused on prioritizing program design and enrollments for students who have historically been underrepresented in higher education. Therefore, designation applicants are encouraged to make real, targeted, and thoughtful efforts to aggressively recruit students who may be the first in their family to go to college, who are part of demographic groups historically underrepresented in higher education, who may be English language learners, or who may otherwise not yet possess a perception that they may be a college going student.

Planning for Guiding Principle 1: Equitable Access
Part A

1. **Analysis of school data to demonstrate need**
   Program uses data to provide an initial analysis using school demographics with a focus on students who are less represented in both advanced coursework opportunities and postsecondary education. Programs provide an explanation of how this data analysis will be used to identify and prioritize students for ongoing recruitment into the Early College program.
   Components to Integrate:
   At a minimum, students in the Early College program should reflect the demographic make-up of the underrepresented student population in the school's overall student body and reflect the program's intention to significantly shift the college going culture within those populations, and/or the school as a whole. Programs are also encouraged to utilize the postsecondary Early Warning Indicator System (EWIS) to identify students who may be at risk of not attending college and could be supported through the Early College program.

2. *Initial plan for growing and sustaining the Early College program over the course of the 5 year Designation*
   Through an initial consideration of school demographic data, the program outlines a proposed plan for thoughtfully scaling the Early College program. The plan should address logistics, funding, space, and school size.
   Components to Integrate:
   While there is no specific definition of appropriate scale, program cohorts should be of significant size to positively affect a college-going culture.

Additionally, the program should be structured to be financially sustainable. These programs require intensive *and intentional* supports and without scale, it is difficult to maintain the level of resources needed if affecting small numbers of total students.

3. **Proposed outreach and recruitment plan**

Program provides an initial plan for outreach and recruitment of students who are traditionally underrepresented in higher education and would benefit from Early College, including, but not limited to: students of color, economically disadvantaged students, and students who are first generation to attend college.

Components to Integrate:

If applicable, the program should identify how they might leverage existing college access programming at their schools to identify and support potential Early College students. Programs may need to expand the current enrollment requirements of any existing dual enrollment programs to be more inclusive of all students.

4. **Proposed description of enrollment policy**

The program has described an initial enrollment policy that is as inclusive as possible and enables *and empowers* underrepresented students to participate in Early College programming and be supported so they can successfully earn a minimum of 12 college credits during their high school career. The provided description must include a rationale for the policy, a description of how the policy is as broad as possible and supports the enrollment of special populations of students, and integrates a lottery if necessary.

Components to Integrate:

- Program enrollment policies should be as broad as possible. Students should not be excluded from participation in the program based on prior or current GPA, test scores, or placement scores. Enrollments should not rely solely on teacher recommendations or other highly subjective processes. Whenever possible, students should not be excluded based on prior disciplinary records.[4]

- Enrollment policy is subject to and may account for appropriate processes to address suitability for special populations of students, such as those with an Individualized Education Plan (IEP).

- Programs may also be designed to require students to meet reasonable benchmarks of attendance, engagement, and performance (*passing college courses*) to continue participation.

- If the number of student applicants exceeds program capacity, participation will be determined by a lottery among applicants to ensure equitable access to the program while prioritizing traditionally underserved students.

Demonstrating Principle 1: Equitable Access
Part B

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[4] From the start, programs should plan to incorporate necessary academic preparation and supports to ensure participants are able to be successful in the program and meet one of multiple possible measures of college readiness to pursue college coursework.

Important Note: All aspects of the Part B Application will be reviewed with the expectation that they have incorporated the Part A Criteria.

1. **Full description of program scale**
   a) Program provides information of projected enrollments inclusive of a long-term design that reflect a reasonable plan to enroll students at a significant scale relative to school/school district size and to the proportion of historically underserved students.
   b) The program provides longitudinal data showing at least five years of projected student enrollment trends within the program.
   c) The program shares a fully developed needs assessment with data demonstrating potential district need for such a program in the district or region. A needs assessment could include high school graduation rates, postsecondary entry/persistence/completion rates, skills gaps within the regional labor force, economic trends, community support, etc.

2. **Finalized outreach and recruitment plans**
   a) Program provides a fully developed written outreach and recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community (e.g., recruitment schedule). A written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, business, and industry partners, etc.
   b) Program uploads materials used for outreach and recruitment, including but not limited to, brochures and marketing in English as well as Spanish and/or relevant second language(s*) or main languages relevant to school population.*
   c) Program uploads a calendar of family/parent outreach events and other opportunities to educate students, counselors, principals, parents, the school board, business and industry partners, and community members on the Early College program.

3. **Finalized enrollment policy**
   Program provides a fully developed written enrollment policy that includes information regarding:
   - When, and how, to apply and enroll in the Early College program, including any minimal enrollment requirements, if applicable.
   - What the student and family commitment will entail over the course of the student's high school career, as well as an explanation for how this commitment will be conveyed
   - Any academic pathways available to EC students and the multiple entry points into college course-taking.
   - How a student would exit the program, so the student would be able to seamlessly transition out of the program and back into the traditional or a different high school program.
   - The potential lottery process to be held if Early College applications exceed enrollment capacity, and a description of how this process will support the equity mission of the program. *If the number of student*

> *applicants exceeds program capacity, participation will be determined by a lottery among applicants to ensure equitable access to the program while prioritizing traditionally underserved students.*

Guiding Principle 2: Guided Academic Pathways

Designated programs should be structured around clear and detailed student academic pathways from secondary and post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. Given this pathway, students should be expected to complete at least twelve college credits that count towards a postsecondary credential. Programs should also offer students substantive exposure to career opportunities in high demand fields, allowing them to make an informed decision about which career pathway to pursue. Students should also be exposed to the authentic experience and academic rigor of postsecondary education. This would require validating that courses are as rigorous as college level courses offered on campuses. Further, programs should prioritize allowing students to take at least one or more courses on college and university campuses where possible, and otherwise offer experiences intended to acculturate students to the postsecondary experience.

Guided academic pathways ensure that students experience coherence, clarity, and connection as to their path, but flexibility as to their exploration. And these pathways also ensure that young people develop identities as college going students. As a corollary, we hope for a similar combination of innovation and structure with regard to early college program design itself. Early college designation will not require that a pathway be in a specific field (nor is such specificity precluded), although designation expectations require that students will, at a minimum, be educated as to their postsecondary education *and* career options and the connection between both.

More specifically, designation will prioritize the valuable work of our public campuses to develop associates to bachelor's degree pathways between the public two- and four-year institutions. Applicants should, at the program design phase, think deeply not only about the pathway within the early college program itself, but also the value of the courses and credits achieved by students who successfully complete early college and how they would transfer to degree programs.

Understanding that some applicants may include postsecondary partners who are not public higher education institutions, we appreciate that there will necessarily be exceptions to this preference. Furthermore, we understand that there may be programs that are designed as intentional pathways, but not aligned with a major or course of study that is currently mapped. Ultimately, however, the designation will require a demonstration that the course taking in early college is intended to support relative

flexibility for students as well as credit attainment that will be of value as the student continues on the pathway in pursuit of an associate's and/or a bachelor's degree.

<table>
<tr><td style="background-color:#4472a8; color:white; text-align:center">Planning for Principle 2: Guided Academic Pathways
Part A</td></tr>
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1. **General description of guided academic plan**
   a) Program provides a general description of the intended academic plan for Early College students that includes a brief breakdown of the academic plans by grade level, and a preliminary description of any specific Early College pathways to be offered.
      Components to Integrate:
      By the end of 10th grade, students will formally enroll in a cohorted Early College, program and begin structured preparatory and/or credit-bearing academic work.
   b) Program provides a description of preliminary plans to prepare students for college coursework after they enroll in the program. Any preparatory courses (high school or college level) are named.
   c) Program provides the proposed measures for determining students' readiness for college coursework.
      Components to Integrate:
      The definition of student preparedness for college coursework should be as broad as possible. Programs are strongly encouraged not to determine this readiness by solely one measure, such as GPA or Accuplacer. Rather, the proposed method of determining students' readiness should be asset-based, and a student should be considered "ready" if they meet just one of multiple possible benchmarks.
   d) Program describes, by grade level, the proposed MyCAP plan to incorporate and track the social emotional, academic and career development of individual Early College participants throughout the program.
      Components to Integrate:
      Early College students will participate in MyCAP (My Career and Academic Plan) through the incorporation and integration of an online tool used for college and career counseling (e.g., Naviance or MEFA Your Plan for the Future) that is recognized by the Department of Elementary and Secondary Education.[5] Students will be guided through the MyCAP process so that they develop the social, emotional and academic skills necessary to be a successful college students, build a clear understanding of the postsecondary pathways available to them, and develop an understanding of how their courses of study support and facilitate their career aspirations.
   e) Program uploads a preliminary course scope and sequence. For each course listed, it is indicated how the college coursework meets

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[5] Applicants for EC Designation are required to complete MYCAP training and implement the MyCAP process for their Early College participants (and ideally their school population as a whole).

MassCore/high school graduation requirements and will reflect MassTransfer courses (*such as English and Math*).
Components to Integrate:
Program provides students and their families with the scope and sequence of the high school and college coursework that allows them to both meet the requirements of MassCore and earn a minimum of 12 credits of college credits that also meet the requirements of the MassTransfer program.

2. Initial course schedules for Early College participants

Program outlines redesigned scheduling plans that would ensure the program, including both proposed coursework, and student supports *(including academic preparation for college coursework)*, takes place during the school day[6].*Additional, optional, after school and summer programming may be offered as well for students.*

3. Initial description of delivery of college coursework and related requirements

Program includes an initial proposal of when and where college coursework will be completed and how it is articulated with a high school's graduation requirements*. It is assumed college coursework is taught in person so if any of the proposed courses will not be offered this way, please share how they will be delivered.*

Components to Integrate:
The minimum of twelve required college credits should take place during the secondary school day. If a program relies on hybrid delivery of college credits, students should not be required to miss any high school instructional time in order to complete requirements of college credits. Programs should also think carefully about how they will address digital equity for online courses. Note that while college coursework can be held at the high school or on the college campus, at minimum, it is strongly encouraged that students take at least one college course on the partner campus[7].

4. College experience

Program includes a description of plans to acculturate cohorts of Early College students to both the college experience broadly as well as at the partnered IHE campus.

Components to Integrate:
These plans should include activities and experiences hosted by both the K-12 and IHE partner, that are provided to students in cohorts whenever possible to prioritize the development of a college-going identity in Early College participants.

Demonstrating Principle 2: Enhanced Academic Pathways
Part B

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[6] Programming can occur outside of the typical secondary school day hours if the EC partnership asks for an extended day commitment AND the school provides all of the services needed for students to equitably access the full programming (including transportation, tuition costs, textbooks, required technology etc.). Students should be able to participate in extracurricular activities.

[7] If a program relies upon a solely concurrent model, the description of delivery of college coursework should provide the rationale behind this approach, with special consideration to how acculturation to the college experience will be provided to students.

Important Note: All aspects of the Part B Application will be reviewed with the expectation that they have incorporated the Part A Criteria.

1. **Finalized comprehensive guided pathway plan**
   a) Program provides a comprehensive description of the finalized guided pathway plan and indicates when, and how, students will formally enroll in the cohorted Early College program to begin structured preparatory and/or credit-bearing academic work.
   Components to Integrate:
   Program is designed so that academic pathway(s) start as early as possible for high school students
   b) Program provides a crosswalk, to be shared with students and families, of the scope and sequence of the high school and college coursework that allows them to meet the requirements of MassCore, meet high school graduation requirements, and earn a minimum of 12 credits of transferable college credit.
   c) Program uploads a list of high school credits or related supports that academically prepare students or serve as prerequisites to on-ramp to college coursework. A description of how the identified credits or supports prepares students is also provided.
   d) Program uploads a sample MyCAP plan to demonstrate how Early College students will participate in MyCAP (My Career and Academic Plan) through the incorporation and integration of an online tool used for college and career counseling (e.g., Naviance or MEFA Your Plan for the Future) that is recognized by the Department of Elementary and Secondary Education.[8]
   Components to Integrate:
   Students will be guided through the MyCAP process so that they develop the social, emotional, and academic skills necessary to be successful college students, build a clear understanding of the postsecondary pathways available to them, and develop an understanding of how their courses of study support and facilitate their career aspirations.

2. **Policy on college course placement**
   The program provides the written policy for placement of students into college courses.
   Components to Integrate:
   The definition of student preparedness for college coursework should be as broad as possible. Programs are strongly encouraged not to determine this readiness by solely one measure, such as GPA or Accuplacer. Subsequently, the written policy for placement should highlight the intentional supports built into the program for students that allow them to meet one of multiple methods of determining readiness.

3. **Scope and sequence**

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[8] Applicants for EC Designation are required to complete MYCAP training and implement the MyCAP process for their Early College participants (and ideally their school population as a whole).

The program uploads a finalized scope and sequence per proposed pathway evidencing a course of study allowing for all Early College students to graduate with at least 12 college credits.

Components to Integrate:

- It is strongly encouraged, that at a minimum, students complete English Composition I or the equivalent and a college-level mathematics course prior to completion of the Early College program. Programs should intentionally embed general education college coursework that will count for MassCore primary subjects into the pathway when possible, rather than utilize MassCore electives solely. Students should be identified as more interested in a STEM or non-STEM pathway for the purposes of completing a math course that will be appropriate for their field of study.
- Program design should reflect an effort to ensure that student course taking aligns with MassTransfer Pathways. As such, it is recommended that the remaining course sequence be mapped with major requirements for a particular A2B Mapped Degree Pathways or with the MassTransfer GenEd Foundation.
- Program design should also reflect a pathway that allows a student to complete either a two-year or four-year degree, should they wish. As such, it is strongly recommended that program design reflect course sequencing aligned with admissions requirements for the Massachusetts public four-year institutions and that the program is designed such that students complete MassCore. If, for some reason, program design does not align, applicants must articulate the rationale.

3. **Finalized course and program schedules**

   Program uploads sample students' schedules, identifying college coursework and integrated academic supports. The schedule indicates that these take place during the high school day.

   Components to Integrate:

   - If the structure of the program requires a redesigned school day and therefore a *Student Learning Time* waiver, the explanation for that waiver should be included in the application for final Designation. This may be needed if the program calls for 12th graders to be enrolled full-time in college coursework.
   - Additional course-taking opportunities may be offered to students outside of the high school day if they are not integral to students' Early College experience and are optional.

4. **Evidence of curriculum alignment**

   The program provides evidence of curricular alignment that has taken place to bridge academic skill-building between high school and college courses.

5. **Early College program description**

   The program provides the Early College program description(s) available within the high school course catalogs or the additions to existing catalogs, including program outlines and course descriptions and syllabi when available.

Guiding Principle 3: Enhanced Student Support

Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.

Early College should not be designed as a boutique program, but should reflect a holistic program design in contemplation of the lived experience of the target student population. Specifically, programs are encouraged to develop student support in consideration of a whole student, in contemplation of student development broadly, development of academic proficiency and support related to barriers faced both externally and with regard to academic course taking.

Planning for Guiding Principle 3: Enhanced Student Support
Part A

1. **Identification of academic and nonacademic challenges**
   Program identifies potential academic and nonacademic challenges for Early College student participants.

2. **Outline of plan for academic and non-academic supports**
   Program provides an outline of supports for academic, nonacademic, and career development. Outline indicates which partner will provide each named support, to whom it would be provided (i.e., Early College cohort, sub-group of students at school, whole school population), and when and where it would take place.

   Components to Integrate:
   - Plans should include, but not be limited to academic supports such as tutoring, counseling/advising, and career exploration and activities. Supports should be differentiated in design to meet the specific needs of all students participating in the programming and incorporate evidence-based strategies. Plans should identify how supports are integrated into the school day.
   - Plans must specifically address intentional differentiated supports for English Language Learners, students with disabilities as needed, as well as any other intentional supports for students historically underrepresented in higher education to address potential inequities in access.
   - Plans should be integrated between secondary and post-secondary partners to offer Early College students seamless support.

3. **Outline of support staff plan for both academic and nonacademic supports**.
   Program provides a name of an appropriate contact at each institution that will lead supports for Early College students. Contact information for this individual is provided, along with a description of the role. If the role requires staff to be hired, a proposed job description is included.

Demonstrating Principle 3: Enhanced Student Supports
Part B

Important Note: All aspects of the Part B Application will be reviewed with the expectation that they have incorporated the Part A Criteria.

1. **Comprehensive plan of academic and non-academic supports**
   a) The Early College program provides a developed plan for ongoing academic and non-academic support for students on an Early College pathway.
   b) Program uploads a detailed master calendar of academic and non-academic support activities for students. The supports include tutoring, application assistance, financial aid counseling, and college and career advising.
   c) Program uploads a sample Early College student schedule that indicates embedded time for academic supports including tutoring, advising/guidance time, college preparation support time, and time for career development.
   d) Program confirms the staffing plans for providing both academic and non-academic supports for students.
      Components to Address:
      These schedules should include when and where students are able to access support. Programs should avoid situations where students are expected to only access supports on their own accord or outside of their daily schedule. Program should clearly delineate how supports are specifically designed or employed to support Early College work.
2. **Information on academic policy on course requirements and failure policies**
   a) The program provides the policy on program and course requirements and identifies the supports for students who are at risk of failing a dual enrollment course. Supports include those for helping the student get back on track, and actions that may be taken if a student fails a course or multiple courses.
   b) The program describes the plan to disseminate the above information to Early College students and their families in a timely manner.
3. **Information on student conduct expectations**
   Program names the expectations around behavior, health, and safety procedures for Early College students on college campuses and identifies the supports available to ensure these procedures are met

Guiding Principle 4: Connection to Career

Designated programs should expose students to a variety of career opportunities including greater depth in careers relevant to their selected pathway, for example, by providing opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.

This guiding principle dictates that designated Early College programs should be designed to support college and career readiness such that students are expected to develop awareness of their educational growth and development while understanding the manner in which their educational path is connected to career opportunities. This connection should be framed broadly, to allow students to explore career possibilities and to more generally develop foundational employability skills necessary to thrive in any work environment.

Planning for Principle 4: Connections to Careers
Part A

1. **Outline of college and career counseling plan**
   The program outlines the plan for college and career counseling, which incorporates early career development and career and postsecondary education exploration. The preliminary plan is grounded in employability skills and labor market information.
   Components to Integrate:
   The Early College program should be designed to incorporate in depth and comprehensive college and career counseling that aligns to the necessary elements of MyCAP plans (as defined by the Department of Elementary and Secondary Education). The finalized plan for these activities must include evidence of incorporation and integration of an online tool for use in college and career counseling (e.g., Naviance or MEFA Your Plan for the Future) that is recognized by the Department of Elementary and Secondary Education in supporting the MyCAP process. Students should have the opportunity to participate in career awareness, exploration, and immersion activities.

2. **Employer partners**
   Program describes the plan to engage area employers, when relevant, to support connections between student's guided academic pathways and their career exploration. Program names any relevant existing relationships with area employers.

Demonstrating Principle 4: Connections to Careers
Part B

Important Note: All aspects of the Part B Application will be reviewed with the expectation that they have incorporated the Part A Criteria.

1. **Comprehensive plan for college and career counseling and career development activities**
   Program provides the finalized plan for career development education activities for Early College students. This plan lists the activities by grade level, and includes awareness, exploration, and/or immersion (internships, proposed career pathways) activities that consider labor market information. The plan for career activities identifies the higher education partner's commitment and the resources provided to help support connections between students' coursework and career opportunities.
   Components to Integrate:

Activities should have some connection to students' selected guided academic pathways, when applicable, in order to support the connection between their college coursework and potential career opportunities.

2. **Final list of employer partner contacts**
   Program provides any relevant specific employer contacts in order to demonstrate a commitment of community businesses and other partners, with the goal of exposing students to a variety of career options and internship opportunities.

Guiding Principle 5: Effective Partnerships

Designated programs should be a partnership between at least one institution of higher education and one public secondary school and district, and may include one or more employers. Partnerships should present evidence that the program is consistent with collective bargaining agreements and memoranda of understanding detailing the nature of governance, budget, sustainability, scheduling, respective responsibilities, and performance measures. Programs should be sufficient in size to capture economies of scale goals and to ensure long-term sustainability.

Fundamentally, an effective and sustainable early college program necessitates a fully integrated partnership between the school, district, and postsecondary institution. Tacit agreement to collaborate is not sufficient—deep commitment to partnership and continued full collaboration on both sides is imperative. While designation purposes therefore require substantive evidence of these partnerships in the form of a MOU, what will be most important to maintain these partnerships will be clear and respected relationships between instructors and leadership at both institutions.

Planning for Principle 5: Effective Partnerships
Part A

1. **Preliminary partnership plan**
   Program describes how the K-12 school and postsecondary institution plan to be fully integrated partners in the program work. The roles and responsibilities of each partner during the planning process are clearly identified.
   > *Components to Integrate:*
   > If either applicant partner currently operates a Designated Early College program, the provided plan should include partners' consideration of this.

2. **Identification of Early College leadership**
   Program provides information regarding the leadership at each partner institution empowered to make decisions in this process. This includes leaderships at the individual K-12 institution, the K-12 district, the higher education institution, and any other major stakeholder.

3. **Identification of initial key costs**
   Program provides initial identification of key costs of program operations for both institutions, including, but not limited to, per credit student support and student transportation.
   > *Components to Integrate:*

Applicant partners must have a realistic plan to sustainably support a high-quality program across all partners including identifying a necessary funding structure to achieve that goal for the initial three years.

4. **Outline of logistics of pathway plans**
   Application provides an outline of the logistics of the Early College pathways regarding graduation requirements, course taking requirements, and pathways to credentials.

5. **Outline of plans for collective bargaining discussions**
   The proposal outlines plan to hold discussions concerning collective bargaining agreements, at both the K-12 and higher education level, as needed. Where there is a requirement for local bargaining relating to any aspect of the pathway, local requirements must be followed.

Demonstrating Principle 5: Effective Partnerships
Part B

Important Note: All aspects of the Part B Application will be reviewed with the expectation that they have incorporated the Part A Criteria.

1. **Joint vision statement**
   Program provides a common vision statement for the Early College program that is agreed upon by partners, and that affirms the value of the program to each partner.

2. **MOU**
   Program uploads a current, signed Memorandum of Understanding (MOU) that defines an active partnership between the school district and the institution of higher education (IHE) and that reference topics including, but not limited to:

   - How, when and where college coursework will be offered (may include the location, mode of delivery, and proposed faculty of the dual credit courses offered in the Early College program)
   - Shared coverage of costs and planned funding sources for all instructional costs and for all support, logistical, administrative, and other activities, including but not limited to, costs for tuition, fees, technology, and textbooks.
   - Program goals and outcomes and how partnership will track these
   - How program coordination will take place, including staffing plans, and all relevant policies that support students, especially pertaining to the pursuit of college coursework.
     Components to Integrate:
   - student support plans
   - faculty support plans
   - college and career advising and activity plans
   - grading periods and policies
   - courses of study and curriculum alignment
   - instructional materials and instructional calendar
   - student program enrollment and attendance policies; course enrollments by semester
   - provisions for discontinuing Early College operation in the event that becomes necessary

- provisions and processes for collecting, sharing, and reviewing student and teacher/instructor data to assess the progress of the Early College program
- policy for advising students on the transferability of all college credits offered and earned
- professional development for Early College faculty (including both district and IHE faculty/staff)
- policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
- policy addressing the role of each partner in the resolution of students' issues (including conduct, investigative procedures, consequences); and
- indication of how often the MOU will be reviewed

3. **Plan for program performance measures and goals**

    Program uploads a detailed plan (referenced in the MOU) regarding program performance measure goals.

    Components to Integrate:
    DESE and DHE will provide annual data reports to programs to inform their progress on these measures. The agreed upon performance goals of the program will be reviewed annually by the Early College team and should include but not be limited to the following:

    - general enrollment and retention rates of participating students disaggregated by subgroup
    - percentage of high school participants who persist in program and course completion during high school career
    - percentage of students that participate in MyCAP on an annual basis
    - number of pathway activities and percentage of students who participate
    - high school graduation rate of participating students
    - percentage of 12th grade students completing FAFSA application and MassCore requirements
    - percentage of participating students who gain postsecondary credits per grade level and percentage of 12th grade students that attain a minimum of 12 credits
    - percentage of Early College graduates who enroll in a 2- or 4-year institution within 6 months of high school graduation
    - percentage of high school graduates who persist in college on an annual basis
    - percentage of participating students who achieve an associate or bachelor's degree within three or six years of high school graduation

4. **Aggregated program information**

    The program should also include the following information in the aggregate:
    a. budgets, including estimates of both start-up costs as well as per student ongoing costs to sustain the program (programs can reference the cost estimates described in the Parthenon study). Budget must outline the funding responsibilities for each institution.
    b. staffing plans

c. faculty and teacher qualifications and assignments
d. job descriptions for individuals supporting the ECHS Program
e. training or professional development and support plans
f. if relevant, student mentor program plans

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Appendix A: Early College Readiness Checklist

The Early College Readiness Checklist is a resource for prospective Early College partners to guide their pre-planning for the Designation application process. While this checklist is organized by structural component, each item is closely tied to the 5 Guiding Principles that are essential to a Designated Early College program.

This checklist was created in partnership with NS4Ed.

Mission and Vision

	Yes	No
Have the partners identified a clear rationale for applying for an Early College Designated program?	[ ]	[ ]
Do both partners have an understanding of the differences between Early College and Dual Enrollment?	[ ]	[ ]
Have the partners consulted with students and families to determine interest in the Early College program?	[ ]	[ ]
Have the partners discussed the projected scale and size of the Early College program, as well as the size of each Early College cohort of students? Do they have a clear rationale for the selected enrollment numbers? **Guiding Principle 1**	[ ]	[ ]

Structure and Operations

	Yes	No
Have the partners discussed designated staff for the Early College program? **Guiding Principle 5**	[ ]	[ ]
Does the IHE have the physical space available to accommodate Early College students? **Guiding Principle 5**	[ ]	[ ]
If a partner already has a Designated Early College program, have the prospective partners discussed how these programs will operate in tandem?	[ ]	[ ]
Have both partners had initial conversations with their collective bargaining representatives regarding Early College plans? **Guiding Principle 5**	[ ]	[ ]
Will both partners be prepared to provide a finalized MOU (if invited to complete Part B of the Designation Application)?	[ ]	[ ]

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Prioritizing Equity

Have the partners had a preliminary conversation between partners with regard to making the Early College program free to all students? **Guiding Principle 1**	[ ]	[ ]
Have partners determined which student populations at the secondary school would most benefit from this Early College program?	[ ]	[ ]

Have the partners had a preliminary conversation with regard to an open enrollment process into the Early College program*, that:
  - promotes equitable access for students, regardless of prior academic record?
  - prioritizes the enrollment of students underserved in higher education?
  - integrates particular strategies for supporting Black and Latinx students?
Guiding Principle 1
 	
*Note: students enter into the Early College program and then they receive relevant academic support to be ready for enrolling in college courses. The intentional design of the program should prepare students *for* the courses.
	[ ]	[ ]

High School Redesign: Academic Pathways and Student Supports

If the high school partner already has Innovation Pathways or CVTE programming, have the partners discussed how students will be aware of, and guided through, the various programs?	[ ]	[ ]
Have the partners had preliminary conversations about scheduling, so that coursework and supports for Early College students would be offered during the traditional school day? **Guiding Principle 2**	[ ]	[ ]
Have the partners broadly envisioned students' experience in the Early College program, from the time of their enrollment (in 9th or 10th grade) to graduation? **Guiding Principle 2**	[ ]	[ ]
Have the partners discussed which guided academic pathways they would like to offer? Are the proposed courses in these pathways broad and widely transferable to both other courses of study, and other institutions? **Guiding Principle 2**	[ ]	[ ]
Have partners considered alignment between high school graduation requirements and college coursework?* *Note: it is strongly encouraged, at minimum, that students complete at least English Composition and a Math course as part of their college coursework.	[ ]	[ ]

Have the partners discussed a preliminary plan for wrap around supports for Early College students? Do both partners have the infrastructure and/or finances in place to provide these? **Guiding Principle 3**	[ ]	[ ]
Does the secondary institution already use an online platform such as Naviance or MEFA Pathways that is integrated into the advising program at the school? (Aligned career and college counseling is a required piece of the Early College designation, including the guided use of MyCAP beginning in 9th grade.) **Guiding Principle 2**	[ ]	[ ]

The College Experience

Have the partners discussed how this Early College program will create a college going identity in student participants?	[ ]	[ ]
Have the partners discussed a preliminary transportation plan for Early College students to attend events, advising, and college coursework at the IHE? **Guiding Principle 5**	[ ]	[ ]
Have the partners discussed college exposure activities for Early College cohorts? **Guiding Principle 2**	[ ]	[ ]

Appendix B: Six Core Components of a High-Quality College & Career Pathway

	ADVISING	LABOR MARKET DEMAND	INTEGRATED INSTRUCTION	WORK-BASED LEARNING	CREDENTIAL PREPARATION	POSTSECONDARY LINKAGES
Definition	Students complete a college and career plan that identifies areas of aptitude and interest, explores career opportunities, and establishes a transition path to college, apprenticeship, and/or employment training.	Students engage in curriculum that develops both career alignment strategies and awareness of job growth opportunities across the Commonwealth. Pathway programs vary based on the specificity of the alignment to an industry sector.	Students participate in a carefully designed sequence of integrated, rigorous instructional courses aligned to the student's college and career plan.	Students participate in structured career readiness activities and career development education (CDE).	Students have the opportunity to progress towards and/or earn an industry-recognized credential and college credits toward a Certificate, Associates, or Baccalaureate degree.	Students participate in a wide range of college, apprenticeship, and employment training awareness, engagement, and preparation activities.

Component	Characteristics Distinct to IP
Advising	Students participate in a multi-year process of college and career planning starting no later than 9th grade that is guided by counselors, uses an on-line platform to maintain the student's career and college plan, and includes: • academic guidance • career awareness and exploration • college search and the development of a post-secondary plan • planning for non-academic challenges that may arise
Labor Market Demand	Align with career opportunities in a broad sector category with high employer demand, based on regional priorities of the Workforce Skills Cabinet or other quantifiable labor market needs, including endorsements by local employers and/or the local Workforce Investment Board. A current, signed Memorandum of Understanding (MOU) that defines an active partnership between the school district(s) and one or more local employers in the applicable sector, including language that outlines the role of the employer(s) in curriculum development, career exploration, mentorship and/or work-based learning.
Integrated Instruction	Must include a scope and sequence of a minimum of 4 courses with: • A minimum of 2 of the 4 courses must be technical courses related to the pathway's industry sector concentration, and; • A minimum of 2 of the 4 courses must provide the student an opportunity to gain college credits through dual-enrollment or AP/IB exams. The 2 technical courses **may not overlap** with the required 2 college-level courses, so long as there is a 4-course sequence. Students must complete Mass Core requirements by graduation, with the same flexibility afforded students enrolled in CTE programs.
Work-Based Learning	Students participate in structured work readiness activities and work-based learning experiences. Students will complete 100 hours of a career immersion experience in either an internship or capstone class prior to graduation, based on MOUs with local employers.
Credential Preparation	Students progress towards earning an industry-recognized credential or certificate relevant to foundational skills in the applicable sector. Program design should reflect an effort to align with an A2B Mapped Degree Pathway or with the MassTransfer GenEd Foundation.
Post-Secondary Linkages	Students participate in a wide range of college and career awareness and engagement activities and develop concrete plans for post-secondary employment and/or education. A current, signed Memorandum of Understanding (MOU) with one or more institutions of higher education, outlining student access to dual enrollment opportunities and articulation of post-secondary pathways that included stackable credentials.

Appendix C: College and Career Advising Framework

Massachusetts CCA Professional Development Series   Scope and Sequence Competencies

College and Career Readiness & MyCAP – 9th Grade

	CCA PROGRAM		MyCAP
Domain	**What a Student Should Know, Understand, and Be Able to Do in 9th Grade** NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	**Implementation Strategies and Activities** NOTE: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.	**MyCAP Process and Documentation** NOTE: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	• Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions	• Introductory activity where students identify their skills • "Possible Selves" unit [to explore hopes, dreams, strengths, weaknesses, etc.] • Introductory lesson orienting students to online platform • Students complete online surveys • Students write reflections about their results	• Skills journal entry • Possible Selves artifact • Document extracurricular activities
Career Development Education	• Students will demonstrate knowledge and understanding of career clusters. • Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests	• Introduce the concept of career clusters • Using online platform, have students analyze career clusters in relation to survey results • Create an activity where students apply cluster analysis to self-identified interests, values, and skills • Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest • Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term "employability skills" • Have students complete culminating project (TBD by educator)	• Save careers of interest • Upload final project • Document work and/or community service
Academic College and Career Planning	• Students will understand graduation requirements, MassCore requirements, AP options, and early college options. • Students will create a four-year course-taking plan connected to identified career interests • Students will understand any available high school pathways and the variety of postsecondary options. • Students will be able to write a personal postsecondary goal and career goal	• District-developed freshman seminar • District developed course planning activity • Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary] • Online college search activity • Have students prepare for, participate in, and reflect about a college fair and/or a college tour • Introduce any career pathway or early college options at your school	• Complete four-year plan [using online platform, if possible] • Complete goal statements [using online platform] • Save college search results with journal entry • Journal reflections about college fair and/or tour

College and Career Readiness & MyCAP – 10th Grade

	CCA PROGRAM		MyCAP
Domain	**What a Student Should Know, Understand, and Be Able to Do in 10th Grade** **NOTE**: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	**Implementation Strategies and Activities** **NOTE**: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.	**MyCAP Process and Documentation** **NOTE**: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	● Students will understand the concept of "growth mindset" and its importance relative to future planning	● "Growth mindset" lessons, activities, and final product	● Upload "Growth Mindset" final product ● Update extracurricular activities
Career Development Education	● Students will develop skills to locate, evaluate and interpret career information ● Students will understand how to access and understand labor market information	● Teach students how to navigate your online platform to conduct career research [ensure understanding of vocabulary] ● Introductory lesson on Labor Market Information ● Have students conduct research into one career of interest including labor market information (LMI) and educational requirements ● Have students prepare for, participate in, and reflect about a Work Based Learning experience at the exploration level (if possible, with employer participants) ● Introduce students to resume feature on your online platform	● Save a minimum of 3 careers with journal entries about what they learned from exploring them online. ● Upload research product [LMI and Ed requirements] ● Reflection on WBL experience ● Update volunteer, work and/or community service ● Preliminary work on resume
Academic College and Career Planning	● Students will understand the importance of high school course and/or program performance in relation to their personal academic and career aspirations ● Students will develop skills to research postsecondary options	● Teach students how to research career options using online platform and other resources ● Teach students how to navigate the online platform to conduct college research aligned with personal interests ● Have students create a personal "career pathway" poster	● Upload a picture of their "Career Pathway" poster ● Save a minimum of 3 postsecondary options with journal entries about their impressions of each ● Update the 4-year course-taking plan and reflection regarding any updates ● Update goal statements

College and Career Readiness & MyCAP – 11th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand and Be Able to Do in 11th Grade NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities NOTE: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state's Connecting Activities intermediary system.	MyCAP Process and Documentation NOTE: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	• Students will understand the importance of perseverance to achieve long and short-term goals • Students will understand the importance of resilience in facing academic or work-related challenges.	• Perseverance and resilience lessons, activities, and personal reflections	• Journal entry or upload/link personal reflections on perseverance and resilience • Update extracurricular activities
Career Development Education	• Students will complete a resume • Students will understand the differences between entry level, intermediate level, and advanced job opportunities within an industry sector of personal interest • Students will understand the difference between occupations and industries, and will know where to find data about them at national and state level • Students will identify labor market trends in Massachusetts	• Update/complete a resume on online platform; peer editing; final product suitable for employers, teacher recommendations, scholarships, etc. • Use online platform resources to teach concepts associated with "career ladders;" have students research and create a possible personal career ladder within an industry sector or occupational cluster of personal interest • Teach students about labor market trends; have students research LMI trends in an industry sector or occupational cluster of personal interest • Immersive work-based learning experience or capstone project that demonstrates learning	• Save or upload/link to a resume. • Upload/link to career ladder project [photo?] • Journal entry about labor market trends in a personally selected industry sector • Update volunteer, internship, community service or paid work experiences
Academic College and Career Planning	• Students will understand the concepts of reach, safety, and fit regarding post-secondary options and identify personal examples of each • Students will understand Mass Transfer and other opportunities available at MA public colleges and universities • Students will identify connections between LMI and programs available at MA public colleges and universities • Students will be able to recognize financial aid vocabulary and know what options are available to pay for different post-secondary choices	• Teach "reach, safety, fit" concepts and have students conduct research to identify one personal example of each • Using Mass Transfer website, teach students about opportunities available at MA public colleges and universities; teach students how to connect labor market information to offerings at MA public institutions • Offer introductory Financial Aid lesson • Have students complete a culminating project [TBD by educator]	• Journal entry identifying reach, safety, and fit options [at least one of each] • Upload or link to culminating project • Update the 4-year course-taking plan and reflection regarding any updates • Update goal statements

College and Career Readiness & MyCAP – 12th Grade

	CCA PROGRAM		MyCAP
Domain	**What a Student Should Know, Understand and Be Able to Do in 12th Grade** **NOTE:** Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	**Implementation Strategies and Activities** **NOTE**: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state's Connecting Activities intermediary system.	**MyCAP Process and Documentation** **NOTE:** Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	• Students will demonstrate personal responsibility • Students will demonstrate the ability to communicate and listen effectively in academic and work-related settings. • Students will demonstrate self-advocacy skills	• Have students conduct a credit review and identify exactly what they need to do to be eligible to graduate on time • Have students write and present a personal statement [make connections to college essay, cover letters] • Have other students use a rubric to provide feedback after presentations • Teach students the process for requesting transcripts, letters of recommendation, etc.	• Journal entry summarizing credit review • Upload/link to college essay and/or cover letter • Upload/link to letters of recommendation • Update extracurricular activities, awards, honors, etc.
Career Development Education	• Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required post-secondary education	• Immersive work-based learning experience or capstone project that demonstrates learning • Revisit career interests based on more recent experiences and document any changes.	• In connection with immersive experience, completion of MA Work-Based Learning Plan • Upload reflection on work experience including identification of key employability skills • Upload supervisor's evaluation and letters of reference
Academic College and Career Planning	• Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options • Students will complete the application process for their postsecondary choice[s] • Students will demonstrate an understanding of FASFA, have access to it, and complete it with other financial aid applications related to their individual post-secondary goals • Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it.	• Have students create a list of safety, reach and fit schools, OR a list of possible employers, OR a different postsecondary option with a rationale for whatever their choices are. • Have students complete a senior post-secondary timeline • Provide a variety of workshops for students to be taught the specific information relative to their post-secondary choice[s] *[e.g., Common App, FASFA, military, job corps, community college, scholarships, understanding financial aid packages]* • Provide structured time [with adult supports available] for students to work on materials required for their postsecondary applications and financial planning • Have students identify their final post-secondary plan and provide feedback on the supports they have received to help them develop the plan	By Sept 15: • Journal entry with preliminary post-secondary plan [lists] and rationale • Upload/link to their personalized senior timeline Ongoing: • Complete and track applications using online platform [if that feature is available] OR on a spreadsheet that is uploaded or linked to their online account. • Update their senior timeline monthly By one week prior to graduation: • Journal entry describing their post-secondary plan and their financial plan/budget to support it • Update resume • Complete senior survey