



**Massachusetts
Early College
2020 Fall Convening**

**VISUALIZING
PATHWAYS**

SESSION TIME: 9:45 – 11:15 A.M.

FACILITATORS

DR. JOSEPH GOINS

Focused on innovation in education, **Dr. Joseph Goins'** career began as a Vocational Educator in the state of Tennessee and has continued to innovate academic and commercial spaces alike. Dr. Goins would go on to further his education in the state of Tennessee, earning a MS in Administration and Supervision (University of Tennessee), and an Ed. D. in Educational Leadership and Policy (Vanderbilt University) for a broader view of the challenges facing, and potential of, modern education. He has developed foundational skills programs for learners with the Tennessee Board of Regents, occupational profiles for a work-ready credential, and a statewide basic skills/mathematics curriculum focused on career pathways. Dr. Goins has built upon his desire to integrate innovation into education in everything he has done, promoting academic achievement, educator effectiveness, and outcome-driven leadership strategies.

DR. KRISTIN HUNT

Dr. Kristin Hunt is the inaugural Statewide Director of Early College programs for the Commonwealth of Massachusetts. She brings to this role over twenty years of professional experience in higher education administration, project management, counseling and teaching. Throughout her career, she has specialized in issues of access, equity, and affordability in higher education, as well as strategic partnerships between k-12 and higher education. In her current role, she works closely with the Department of Elementary and Secondary Education, Department of Higher Education, and the Executive Office of Education to support the Designated Early College partners, as well as the potential applicants for Early College Designation.

AGENDA

- Core Components of Pathways
- Engaging Tools
- MyCAP
- MEFA Tools
- Next Steps



What's the story?



New Survey Finds Most College Grads Would Change Majors

82%

Majority of college graduates believe college is a good investment.

61%

Would change their major if they could go back

30%

Millennials want to understand better job opportunities

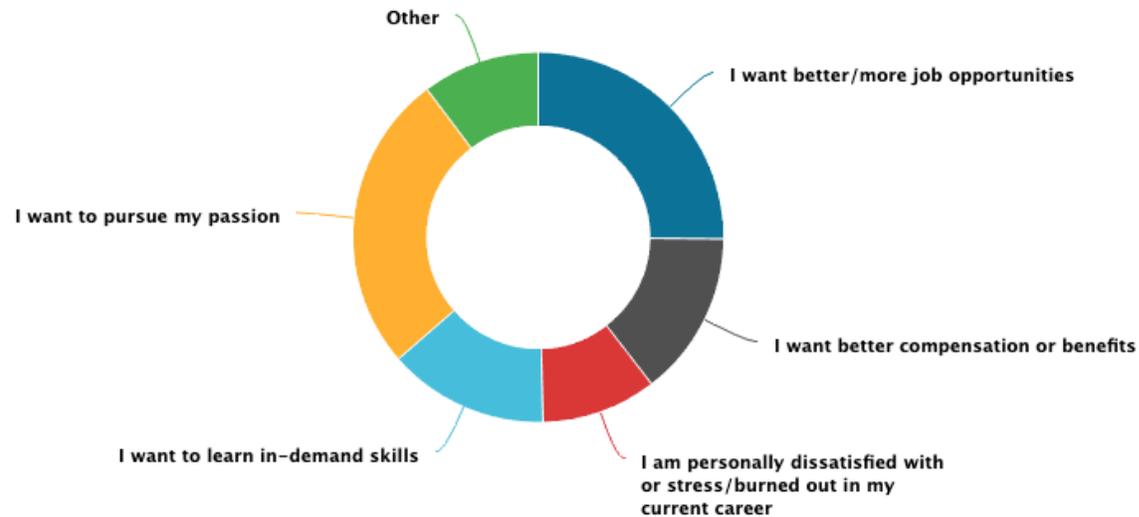
Value

.....soft skills (40%), personal enrichment or life experience (22%), and hard skills (17%).

Why Do College Grads Want to Change Their Majors?

40% want better Jobs that have in demand skills
26% want to align their passion

Why Graduates Would Change Their Majors



BUILDING EC PROGRAM PATHWAYS

- Relevant to local job market
- Relevant to student interest
- Partners can support skills and resources needed
- Broad-based enough that student can work on foundational skills/courses that will transfer





Clusters = Pathways = Program of Studies

Career Clusters and Pathways

| Career Cluster | Career Pathway | Career Cluster | Career Pathway | Career Cluster | Career Pathway |
|--|--|---|---|---|---|
|  Agriculture, Food & Natural Resources | <ul style="list-style-type: none"> Agribusiness Systems Animal Systems Environmental Service Systems Food Products & Processing Systems Natural Resources Systems Plant Systems Power, Structural & Technical Systems |  Government & Public Administration | <ul style="list-style-type: none"> Foreign Service Governance National Security Planning Public Management & Administration Regulation Revenue & Taxation |  Law, Public Safety, Corrections & Security | <ul style="list-style-type: none"> Correction Services Emergency & Fire Management Services Law Enforcement Services Legal Services Security & Protective Services |
|  Architecture & Construction | <ul style="list-style-type: none"> Construction Design/Pre-Construction Maintenance/Operations |  Health Science | <ul style="list-style-type: none"> Biotechnology Research & Development Diagnostic Services Health Informatics Support Services Therapeutic Services |  Manufacturing | <ul style="list-style-type: none"> Health, Safety & Environmental Assurance Logistics & Inventory Control Maintenance, Installation & Repair Manufacturing Production Process Development Production Quality Assurance |
|  Arts, A/V Technology & Communications | <ul style="list-style-type: none"> A/V Technology & Film Journalism & Broadcasting Performing Arts Printing Technology Telecommunications Visual Arts |  Hospitality & Tourism | <ul style="list-style-type: none"> Lodging Recreation, Amusements & Attractions Restaurants & Food/Beverage Services Travel & Tourism |  Marketing | <ul style="list-style-type: none"> Marketing Communications Marketing Management Marketing Research Merchandising Professional Sales |
|  Business, Management & Administration | <ul style="list-style-type: none"> Administrative Support Business Information Management General Management Human Resources Management Operations Management |  Human Services | <ul style="list-style-type: none"> Consumer Services Counseling & Mental Health Services Early Childhood Development & Services Family & Community Services Personal Care Services |  Science, Technology, Engineering & Mathematics | <ul style="list-style-type: none"> Engineering & Technology Science & Mathematics |
|  Education & Training | <ul style="list-style-type: none"> Administration & Administrative Support Professional Support Services Teaching/Training |  Information Technology | <ul style="list-style-type: none"> Information Support & Services Network Systems Programming & Software Development Web & Digital Communications |  Transportation, Distribution & Logistics | <ul style="list-style-type: none"> Facility & Mobile Equipment Maintenance Health, Safety & Environmental Management Logistics Planning & Management Services Sales & Service Transportation Operations Transportation Systems/Infrastructure Planning, Management & Regulation Warehousing & Distribution Center Operations |
|  Finance | <ul style="list-style-type: none"> Accounting Banking Services Business Finance Insurance Securities & Investments | | | | |

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Career Cluster : Science, Technology, Engineering & Mathematics

| Job Zone 1 High School Diploma or Less | Job Zone 2 High School Diploma | Job Zone 3 Certificate or Associate's Degree | Job Zone 4 Bachelor's Degree | Job Zone 5 Master's or Doctorate Degree |
|---|-----------------------------------|---|--|--|
| * | * | * | Engineers, All Other Annual Openings = 157 Median Wage = \$117,310 | Physiatrists Annual Openings = 185 Median Wage = \$167,200 |
| * | * | * | Environmental Scientists and Specialists, Inclu... Annual Openings = 150 Median Wage = \$67,200 | Architectural and Engineering Managers Annual Openings = 131 Median Wage = \$166,370 |
| * | * | * | Electrical Engineers Annual Openings = 123 Median Wage = \$116,110 | Computer and Information Research Scientists Annual Openings = 89 Median Wage = \$129,630 |
| * | * | * | Mechanical Engineers Annual Openings = 100 Median Wage = \$114,480 | Physical Scientists, All Other Annual Openings = 64 Median Wage = \$122,290 |
| * | * | * | Electronics Engineers, Except Computer Annual Openings = 64 Median Wage = \$113,430 | Anthropologists and Archeologists Annual Openings = 36 Median Wage = \$59,500 |

EXAMPLE FOR STEM JOBS



Supply Chain Management

Specialized Career Pathway for Rutherford County Schools



Regional Career Opportunities – Listed by Highest Projected Demand

| Job Zone 1 High School Diploma or Less | Job Zone 2 High School Diploma | Job Zone 3 Certificate or Associate's Degree | Job Zone 4 Bachelor's Degree | Job Zone 5 Master's or Doctorate Degree |
|---|--|---|---|---|
| <i>Few regional occupations in this pathway require education at this degree level.</i> | Laborers & Freight, Stock & Material Movers, Hand Annual Openings = 3628 Median Wage = \$27,544 | Production, Planning, and Expediting Clerks Annual Openings = 354 Median Wage = \$45,491 ★ | General and Operations Managers Annual Openings = 1418 Median Wage = \$90,231 ★ | <i>Few regional occupations in this pathway require education at this degree level.</i> |
| | Stock Clerks & Order Fillers Annual Openings = 2302 Median Wage = \$24,983 | Administrative Services Managers Annual Openings = 262 Median Wage = \$77,279 ★ | Mangers, All Other (includes Supply Chain Managers) Annual Openings = 624 Median Wage = \$82,969 ★ | |
| | Packers & Packers, Hand Annual Openings = 1239 Median Wage = \$22,429 | Procurement Clerks Annual Openings = 47 Median Wage = \$41,920 | Sales Managers Annual Openings = 302 Median Wage = \$94,724 ★ | |
| | Industrial Truck & Tractor Operators Annual Openings = 863 Median Wage = \$32,543 | <i>Few regional occupations in this pathway require education at this degree level.</i> | Transportation, Storage, and Distribution Mangers Annual Openings = 123 Median Wage = \$75,518 | |
| | Production Workers Annual Openings = 277 Median Wage = \$31,112 | | Logisticians Annual Openings = 117 Median Wage = \$61,066 | Data Source TSBA District Data Dashboard |



★ Top five high-value occupations in this pathway for the Northern Middle Tennessee Region

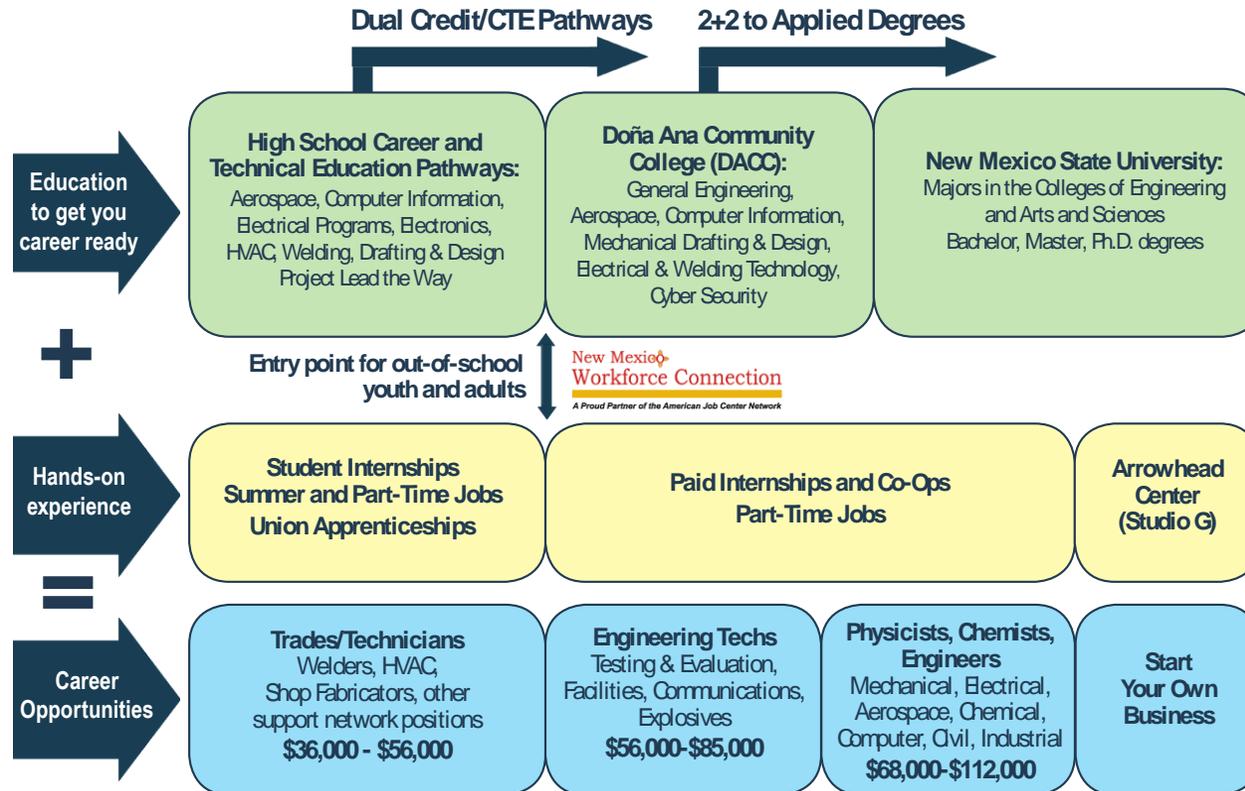
Occupations with the highest annual openings that are stable or growing with median wages above \$35,000 are considered high-value.

* = state level data was used due to limitations in regional data.



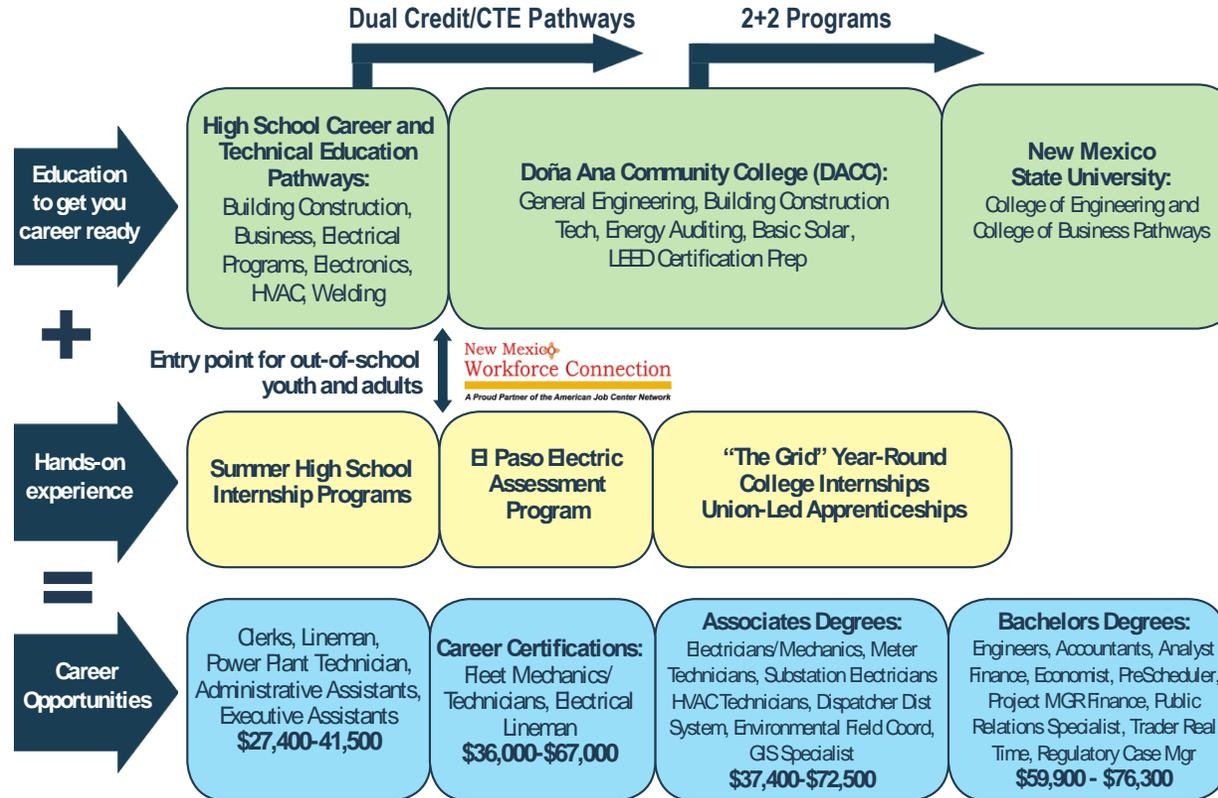
Aerospace, Space, and Defense Industries

Pathways, Partners, and Positions



Energy Industry

Pathways, Partners, and Positions



Making it relevant in Massachusetts



Literally Visualizing Road Maps....



Legal Office Support Certificate

AcademicMap

Start the conversation about your future.

**get on the
right road**

www.northshore.edu

For full program description, official requirements and course titles, visit www.northshore.edu/academics/programs/los

NSCC's Legal Office Support certificate provides short-term training for students to acquire the skills needed for entry-level positions in small to medium law firms. Students learn how to prepare court and client documents related to various legal specialties such as litigation, contracts, torts, criminal law, family law, real estate, wills and estates.

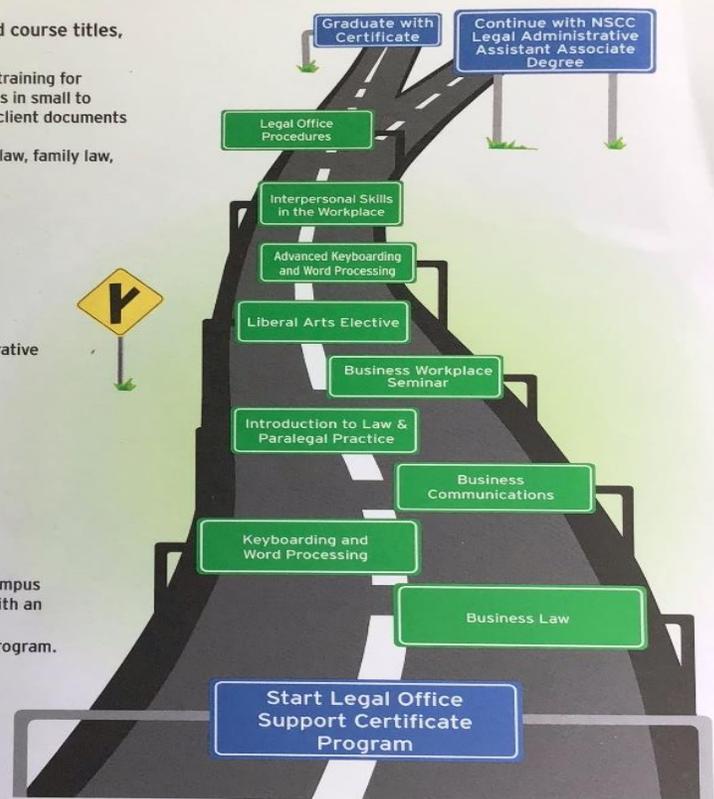
Career Route
Law

How to Start
Admissions:
Open Admissions, Credit Certificate
Credits from this certificate transfer into the Legal Administrative Assistant associate degree

Questions and More Information:
www.northshore.edu/admissions
Danvers: 978.762.4188
Lynn: 781.477.2107

Helpful Hints
Program Coordinator:
Professor Judith Terban
978.762.4000 x6651 jterban@northshore.edu

- Office Technology courses are only offered on the Lynn Campus and have a limited schedule so be sure to plan carefully with an academic advisor or program coordinator.
- A minimum grade of C- is required to graduate from this program.



The diagram is a road map starting from a blue box at the bottom labeled "Start Legal Office Support Certificate Program". The road winds upwards through several green boxes representing courses: "Keyboarding and Word Processing", "Business Law", "Business Communications", "Introduction to Law & Paralegal Practice", "Business Workplace Seminar", "Liberal Arts Elective", "Advanced Keyboarding and Word Processing", "Interpersonal Skills in the Workplace", and "Legal Office Procedures". At the top of the road, two blue boxes indicate graduation options: "Graduate with Certificate" and "Continue with NSCC Legal Administrative Assistant Associate Degree". A yellow diamond sign with a black 'Y' is on the left side of the road. A large yellow diamond sign at the bottom left contains the text: "Always check for the most up-to-date course information: www.northshore.edu/academics".

Check course selection with program advisor

Preparing for Your Trip

1. Choose a program of study.
2. Apply to program.
3. Apply for financial aid.
4. Take placement test and check on required proficiencies.
5. If needed, complete developmental coursework.
6. Register for classes.

April 2013

Literally Visualizing Road Maps....



CareerMap

Explore the possibilities.

get on the
right road
www.northshore.edu

What is a Legal Office Support Worker?

Job Responsibilities

- Prepare and process legal documents.
- Organize and maintain law libraries, documents, and case files.
- Assist attorneys in collecting information.
- Complete accident reports, trial and courtroom requests, and applications for clients.
- Prepare and distribute invoices to bill clients or pay expenses.

Related Job Titles

Legal Secretary, Legal Assistant, Magistrate Assistant, Judicial Administrative Assistant, Litigation Assistant

What makes this job hot?

This job is expected to grow at an average pace from 2008-2018. Applicants with advanced software application knowledge and word processing skills will be more competitive.

Where can a Legal Office Support Certificate take me?

Advanced positions include:

Legal Administrative Assistant (requires associate degree)

Useful Links

www.masscis.intocareers.org

www.careerinfonet.org

Average Hourly Wages in Massachusetts

| | |
|-----------------|----------------|
| Legal Secretary | \$22-24 hourly |
| Court Clerk | \$18-20 hourly |
| Paralegal | \$23-25 hourly |

Source US Bureau of Labor Statistics www.bls.gov

NSCC offers
certificate training
for all these jobs!



Visit www.northshore.edu/legal/gainful_employment.html
for student-consumer information.



Graduate with
certificate



Work in field
of Legal Office
Support



Continue with
higher education
and/or training

April 2013



College, Career, and Civic Ready

BESE and BHE approved in 2016:

- ***Readiness means an individual has the requisite knowledge, skills and experience in the academic, workplace readiness and personal-social domains to successfully navigate to completion an economically viable career pathway in a 21st century economy and engage in active civic life.***



Nature of CCA and MyCAP (MA DESE Powerpoint Presentation)

- College and Career Advising (CCA) is the systematic implementation of a scope and sequence of learning objectives focused on the personal social growth, academic planning, and career development education needed for student success.
- My Career and Academic Plan (MyCAP) is a student-directed *process* of self-discovery and college and career planning that leads to a unique personalized path towards post-secondary success. As an *instrument*, MyCAP captures the learning and documents the achievements of the learning objectives at each grade level. The instrument may also act as an ePortfolio capturing certain artifacts that demonstrate success. The ePortfolio may be part of the online career information system or a cloud storage system (e.g., Google Docs) or a “Linked-In” type system.

MY CAREER AND ACADEMIC PLAN (MyCAP)



DISCOVER:

Skills
Interests
Talents
Strengths



PLAN:

Course-taking
Career Development
Post-secondary options



ACT:

AP, Early College, IP, Contextual
Learning experiences
Applications and decision-making



Components of an Informed Career Decision

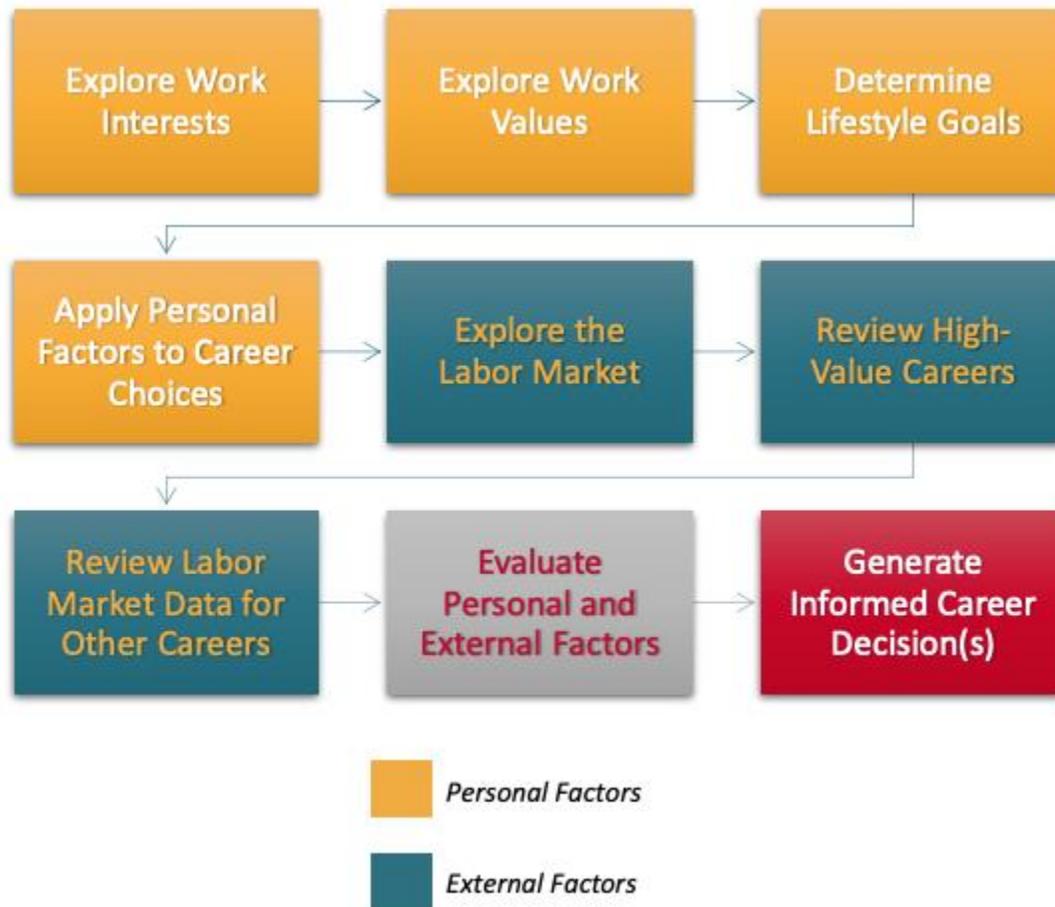


Components of an Effective Career Plan



How do we visualize pathways for students?

More importantly, can we make these work within the ECP model?



Effective Strategies:

- Personal Motivation
- Reality
- Informed Decision

My Career and Academic Plan (MyCAP)

MyCAP Process

- Student-directed, school and family input
- Implemented in varied settings in-school and virtually- classrooms, seminars, workshops, etc., with a teacher and independently
- Caring adult advocate –counselor, teacher, administrator, paraprofessional, or other school staff person
- Connect academic learning and future plans

MyCAP Instrument

- The MyCAP instrument captures the learning and documents the achievement of learning objectives at each grade level
- The instrument may act as an ePortfolio capturing artifacts of growth and learning
 - It is an online platform such as MEFA Pathways, MassCIS, Naviance
 - It is designed to capture student goals, interests, barriers, and action steps

Making it work for the ECP





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.

Final Designation Criteria to demonstrate Guided Academic Pathways:

- 1. Scope and sequence evidencing a course of study allowing for all students who complete the program as designed to graduate with at least 12 college credits. –
 - a. We strongly suggest 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. 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.
 - b. Further, as stated above, 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.
 - c. Program design should also reflect a pathway that allows a student to complete both a two year and 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 so align, applicants must articulate the rationale.
- 2. Evidence of curricular alignment between high school and college courses.
- 3. Proposed schedules for students enrolled in the Early College High School program. Note that should the proposed program require a Student Learning Time waiver, the application for that waiver should be included in the application for final designation.
- 4. Sample redacted individualized learning plan (ILP), including connections between areas of interest and exposure to career opportunities.
- 5. Proposed high school course catalogs or additions to existing catalogs, including program outlines and course descriptions and syllabi.
- 6. Written policy for placement of students into college courses that includes strategies for assuring student preparedness. Early college partners are strongly encouraged to explore alternatives to determine student placement.



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.



Final Designation Criteria to demonstrate Enhanced Student Support:

1. Comprehensive plan for ongoing academic and non-academic support so students will be on a pathway to take college courses in high school; the plan must address supports for English Language Learners, students with disabilities, and first-generation college students.
2. Student schedules evidencing advisory/or college access/ readiness and support time built into the program.
3. If the proposed schedule for students is likely not to meet the minimum 180 days/990 hours of instruction, applicant shall include a description as to how the proposed schedule will ensure that students will have sufficient access to learning supports to successfully complete program requirements.
4. Advisory/study skills curriculum material and tutoring schedules.
5. Detailed calendar of awareness activities for current and prospective students, including application assistance, financial aid counseling, and college and career advising.
6. Policy on communicating to students that they are at risk for failing a course, supports for helping the student get back on track, and actions that may or may not be taken if a student fails a course or multiple courses.



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.

Final Designation Criteria to demonstrate Connection to Career



1. Proposed career development education activities, by grade level, that include awareness, exploration, and/or immersion (internships, proposed career pathways) that consider labor market information.
2. A plan for proposed career development education activities for students. This plan should include 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.
3. Identification of the higher education partner's commitment and resources to help support connections between education and career.
4. Incorporation and integration of an online tool for use in college and career counseling (e.g., Naviance or MEFA Your Plan for the Future)

MEFA Pathways

Jennifer Bento

