



*My Career and Academic Plan (MyCAP)*

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## INTRODUCTION

In 2013, the Boards of Elementary and Secondary Education (DESE) and Department of Higher Education (DHE) approved a joint [definition of college and career readiness](#) identifying three domains for postsecondary success – academic achievement, personal/social skill development and workplace readiness.

The identification of the three domains necessary for college and career readiness, [a legislative report](#) calling for the use of six year career plans to engage students in preparing for success after high school, and the development of the [High Quality College and Career Pathways](#) initiative laid the ground work to ensure every student had a plan for their future.

The legislative report titled: ***“Helping Youth Become the Drivers of Their Own College and Career Readiness Success”*** referenced above, supports the use of Individual Learning Plans (ILP) as a driver for student success in pursuing postsecondary options. One of the recommendations in this report was to rename the term Individual Learning Plan to lessen confusion with other planning tools such as the Individual Education Plan (IEP). As such, Massachusetts renamed the ILP as *My Career and Academic Plan* (MyCAP) emphasizing the dual priority of and connection between academic learning and career planning.

MyCAP is a promising strategy for addressing the three domains of college and career readiness while increasing the engagement of students in career pathways, selecting rigorous high school courses, and engaging in postsecondary planning.

By 2020, 65 percent of all jobs, and 92 percent of traditional science, technology, engineering and mathematics (STEM) jobs, [will require postsecondary education and training](#). Earning a high school diploma is no longer enough if our students are to access meaningful careers and earn a family-sustaining wage. In order to be college and career ready, students must engage in rigorous academic coursework that is aligned with career interests, and includes advanced coursework such as Advanced Placement (AP) and/or college level courses to be able to succeed in entry-level postsecondary coursework without the need for remediation. Students must also attain the personal/social skills necessary to successfully navigate and thrive in their postsecondary choice(s). Finally, students should participate in a career education continuum that includes career awareness, exploration and immersion activities with strong emphasis on immersion experiences such as internships, apprenticeships, and capstone projects that align to a student’s interests and goals to help inform their decision making.

My Career and Academic Plan (MyCAP) is both an electronic platform and a process that empowers students to seek out learning opportunities that align with career interests and self-defined goals. Through identification of interests and goals along with an acknowledgement of any barriers to success and supports necessary to overcome those barriers, MyCAP maps the academic plan, personal/social skill attainment, and career development activities required for postsecondary success. MyCAP will also improve student engagement as the student comes to own his/her choices for the future.

## WHAT IS MY CAREER AND ACADEMIC PLAN?

My Career and Academic Plan (MyCAP) is a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success. Because the primary author of MyCAP is the student with guidance from at least one identified caring adult in the school setting and in consultation with parents/guardians, students are empowered to seek out learning opportunities that align with their individual career interests and self-defined goals. Through identification of interests and goals along with an acknowledgement of any barriers to success and supports necessary to overcome those barriers, MyCAP maps the academic plan, personal/social skill attainment, and workplace readiness activities required for postsecondary success. As the student comes to own his/her choices and future planning, MyCAP may also improve student engagement.

MyCAP implementation supports district and school goals such as: completion of MassCore (MA recommended program of high school study); increasing the number of students who take and pass Advanced Placement (AP) and college level academic courses; increasing student attendance and engagement; increasing high school graduation rates; and increasing the number of students enrolling, persisting and attaining a postsecondary credential.

MyCAP is intended for ALL students beginning as early as sixth grade. The MyCAP tool consists of both a process and an electronic platform. The electronic platform provides a place to organize and record progress related to academic achievement, personal/social skill development, and career development information that leads to workplace readiness. However, it is within the process that students: set attainable goals based on individual interests and strengths; engage in activities that promote academic achievement, personal social skill development and career development education; promote communication between students, school staff, parents, and other influential adults; and support school and district improvement efforts that are responsive to students' interests and needs.

According to research studies, MyCAP is a promising practice for personalized planning and delivery of quality career development opportunities. Students who were more engaged in MyCAP activities reported stronger goal-setting skills, increased motivation to attend school, and increased academic self-efficacy that led to better academic achievement, stress and health management, and readiness to engage in career decision-making. (Solberg, Wills, Redmond and Skaff, 2014)

## PURPOSE OF THE GUIDE

This guide was created in response to increased inquiries from schools and districts regarding the implementation and use of college and career planning through MyCAP. More importantly, this guide endorses MyCAP as a tool that will promote student agency through having a plan for their secondary and postsecondary life. While the implementation of MyCAP is not mandated by the Commonwealth, it's use is highly encouraged. MyCAP is a critical part of college and career readiness and is required for students enrolled in Massachusetts' cutting edge [innovation pathways and early college programs](#). The information presented here is designed to provide guidance for a comprehensive implementation plan.

## ESSENTIAL PRINCIPLES

Regardless of how a district chooses to implement MyCAP – district-wide or on a smaller scale – the following are essential principles for MyCAP success:

1. MyCAP is student-driven: it is the individual student's self-defined goals and unique interests that guide his/her plan for academic, personal/social, and workplace readiness skill attainment.
2. Every student has at least one key adult on the school staff, typically referred to as a school mentor to encourage, to support, and to guide MyCAP development.
3. The school or district selects at least one online college and career planning system (i.e. MEFA Pathways, MassCIS, Naviance) to be the MyCAP electronic platform.
4. The system includes an ePortfolio to capture artifacts that document the student's progress over time.
5. MyCAP is developed within a structured program using a curriculum that offers lessons and activities through classroom instruction, outside resources and online electronic platform to ensure every student is on a path to college and career readiness by grade 12.
6. Professional development is necessary to provide all staff with clear objectives, role definitions, and strategies to ensure appropriate and successful supports to students and to promote quality school-wide implementation<sup>1</sup>.



**TIP!** The ePortfolio is used to capture the student's learning over time. Included are: artifacts of academic progress; documentation of career development activities including labor market information matched to career identification and planning; work-based learning experiences; and annual written reflections.

## WHO IS INVOLVED?

MyCAP, though an individual college and career planning tool, is also a collaborative effort involving the student, parent/guardian or other influential adult identified by the student, and staff (not limited to school counselors) at the school and district levels.

**Students:** All students develop and maintain their MyCAP with direction and support from family, and school personnel. The MyCAP tool is confidential and while the school counselor should have access to a student's full MyCAP, any student can designate who and to what degree other adults may have access to it. As students begin exploring their interests and become more engaged in creating their MyCAP, they gain a better understanding of how the present can influence their future and how decisions made now help create their future plans. A key activity is for the students to engage in self-reflection and hone their decision-making skills, refining goals and aspirations throughout this process.

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<sup>1</sup> Solberg, Martin et al, 2018

**Families:** MyCAP presents an opportunity for parents, guardians, and/or other concerned adults identified by the student to support and advocate for the student. The MyCAP process encourages students and their parents to discuss the student's dreams, choices, learning needs, and goals and for parents to contribute a reflection on the student's progress each year.



**TIP!**

Communication with and engagement of families may increase when they are invited to actively participate in MyCAP development.

**School staff:** School leaders are responsible for setting the vision and ensuring adequate time and resources are available to implement MyCAP with fidelity. Every student has an adult school staff member to assist in the MyCAP development. The adult may be identified by any number of titles such as mentor, adult advocate, or graduation coach. For the purposes of this guide however, he/she will be identified as a school mentor. The school mentor provides guidance and support as the student seeks out learning experiences that align with his/her unique interests and goals, accesses career development opportunities, and identifies a personal postsecondary pathway. In addition, all teachers and other school staff can offer lessons and/or activities within their content area to enhance the development of college and career ready skills. Finally, educators can use information from students' MyCAP to identify additional experiences to support students' learning, including appropriate course selection, career development activities including work-based learning opportunities, and extra curricula sports and/or clubs.

**District staff:** Central office administrators are responsible for communicating the importance of MyCAP development to schools, families and the community –especially the local business community. The district can support the vision of whole school buy-in through development of policies for MyCAP implementation and monitoring of its effectiveness. Furthermore, the district supports MyCAP implementation by providing adequate resources such as professional development, access to technology, time for meeting individually with students, and time for appropriate planning and implementation in order to support all students, including high needs students.

## MyCAP TOOL: Electronic Platform and Process

### MyCAP Electronic Platform

MyCAP is created through an online college and career planning system such as *MEFA Pathways*, *Naviance*, or *MassCIS*, to name a few. The online system contains an ePortfolio allowing students to document their learning across the three domains of college and career readiness. It is a district leadership decision to identify the online college and career planning system that will best meet the needs of their student population to plan for success after high school. Some key components of the electronic platform include:

Features	Description
Personal Discovery	Documenting results of activities that help youth become aware of their talent, skills, interests and values.
Search and Sorting	Individuals need methods to find career information, postsecondary options, and work-based learning opportunities in systematic ways.
Career Planning and Management	This includes processes for discovering, reflecting on, and documenting career and educational/training plans, developing resumes, finding jobs, and providing evidence of work accomplishment and products.
ePortfolio	ePortfolio is a repository of selected information including occupational descriptions, career plans, career assessments, resumes, artifacts of learning, as well as information about work-based learning activities/reflections.
CONTENT COMPONENTS	Description
Career Information	This comprises educational, occupational, industry, financial aid, job search and related information for career identification and development.
Occupational Information	Occupational information includes the basic characteristics of work being performed by individual who hold jobs having similar duties, levels of responsibility, skills, knowledge, entry requirements, and physical demands.
Industry Information	Industry information includes characteristic of the labor market and

Features	Description
	economic conditions affecting employers who produce similar products or provide similar services.
Education and Training Information	Education/training information includes postsecondary educational programs and the schools or other providers offering them including public and private universities, colleges, community colleges, technical schools, and trade associations
Financial Aid Information	Financial aid includes information about sources of aid for college students, procedures for applying for aid, and the criteria for awarding such aid. This aid includes grants, scholarships, loans and employment.
Job Search Information	Job search information includes ability to search for a job based on career categories, personal interests and values. <sup>2</sup>

MyCAP, through the electronic platform, captures a student's journey across the three college and career readiness domains: academic, personal/social, and workplace readiness. The platform captures the student's goals, their past and present experiences, and their next steps/actions to move towards their goals. The MyCAP electronic platform may also capture information learned through the MyCAP process (described below) which includes but is not limited to:

- The student's interests, strengths, and potential barriers across the academic, personal/social, and workplace readiness domains.
- The student's short and long term academic, personal, and career goals.
- Course selection, grades, supports and interventions, assessment results, capstone projects, and/or portfolios.
- Participation in career awareness, exploration, and immersion activities
- Career interest survey results.
- Results of participation in postsecondary education search and planning to identify level of postsecondary education required (e.g., certificate, associate degree, or bachelor degree) for identified career interests.
- Out of school activities that promote student independence and learning such as completing driver's education and earning a driver's license, paid employment, volunteer experiences, or engaging in community service opportunities not connected to school.
- Creation of a resume.

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<sup>2</sup> [Alliance of Career Resource Professionals \(2013\)](#)



- Concrete next steps across the academic, personal/social, and workplace readiness domains.
- Annual reflections from the student, parent/guardian, and mentor.

## MyCAP Process

The MyCAP process empowers students to take responsibility for their future success. This multi-year process is designed to increase a student's understanding of the connection and relevance of what they do now to their future plans. Key information from the MyCAP process is captured in the MyCAP electronic platform. Beginning with activities of self-discovery and identification of field(s) of interest, a student learns to make course selections, extra-curricular choices, and engage in career development activities that will support their preparation for identified postsecondary goals. The process allows students to have the opportunity to discuss choices and options in the academic domain, share experiences and receive guidance with personal/social issues, and access direction and experiences for workplace readiness. For example, a student whose career interest survey indicates "communications" as their primary field of interest can then have a conversation with their school mentor about the opportunities they currently have or could pursue to build their communications skills. Through this conversation, this student may come to see the value of a writing course for English credit and go on to join a debate or public speaking club, or start a blog as another personal growth and career-enhancing option.



**TIP!** The MyCAP process can serve as the hub for helping students mitigate complex personal/ social situations through conversations with their school mentor. In addition, the MyCAP process encourages students to choose courses and activities that align with their self-identified strengths and career interests.

As a process, MyCAP engages students in identifying personal strengths and challenges to achieve the academic, personal/social, and workplace readiness skills necessary for future success. This process also allows students to give voice to barriers and needs both inside and outside of the school building and which interfere with the skill attainment noted above. For example, a student who is homeless worries about where he/she will sleep each night lessening the ability to concentrate on school priorities. Being encouraged to give voice to their concerns with the school mentor or other professional may help mitigate the complexities of these situations by connecting the student to appropriate school and community resources. The MyCAP process can also help the student to better identify how personal and academic barriers may influence and inform postsecondary goals and concrete action plans.

The MyCAP process helps students recognize their growth over time. Once students begin to identify career interests, MyCAP enables them to become aware of the academic and career development education opportunities available to pursue their self-defined goals. As the student matures, a student's MyCAP will change to reflect improved goal-setting, decision-making, and self-advocacy skills. For example, in the early years of planning a student may state a desire to be a nursing assistant which requires no postsecondary credential but rather a certificate of completion of a training program. As the student researches this choice and looks at other occupations in the nursing field, he/she may determine that attending a community college and completing a course of study could yield a college credential in the form of an associate degree and increase potential earnings. Alternatively, a student may initially desire a high priced four-year private college but upon additional research and a course in financial literacy including a lesson on the cost of debt that same student may decide a public college or university will yield the same degree with minimum debt. It is in the MyCAP process that opportunities for discovery and learning are grown and developed.



**TIP!** Documenting goals provides an opportunity for reflection of personal growth over time. For example, grade 12 students may review their past short-term and long-term goals to validate their progress over the course of high school.

Finally, the MyCAP process is an opportunity for school and district improvement. By engaging students in this process, schools may refine what is being offered (e.g., classes, programming, schedules, etc.) to be more responsive to student needs and career interests. For example, students pursuing careers in health related fields may need an Anatomy and Physiology course as a prerequisite for college admissions. With an increase in the number of students needing this course, a school may respond by offering the course to meet those needs.

## WHAT SHOULD BE INCLUDED IN MyCAP?

As recognized in the Massachusetts definition of college and career readiness, K-12 education must address the three domains that shape a students' future life – academic preparation, personal/social qualities and skills, and workplace readiness – in order for students to be college and career ready. MyCAP is more than a repository of information. It also helps students draw connections between the courses and academic experiences they receive and the academic and personal/social skills they need to develop in order to achieve their desired career and life goals. Guiding prompts provided by school staff to promote MyCAP development may be unique and tailored to individual short and long-term goals. For example, a student whose goal is to join a sports team may be prompted to identify the steps necessary to prepare for the tryout. When a student writes a reflection at the end of the year, prompts help the student identify growth over time. For the student whose goal was to join a sports team, the reflection becomes an honest evaluation of how well the student completed the steps identified for preparation, reporting of challenges that may have been encountered, and identification of next steps that may then become new short-term goals. This is not an



**TIP!** Written reflections give the student the opportunity to review, revise, and adjust action steps necessary for goal attainment.

arbitrary writing assignment but rather an opportunity for personal skill development as the student engages in self-reflection identifying successes and challenges as well as decision-making as new goals are set.

**Every MyCAP includes the documentation of the progress and learning in the three college and career readiness domains:**

**Academic Domain:** MassCore is the four-year state recommended, rigorous course of study that is aligned with the entrance requirements for our 4-year public colleges and universities. Through the process, students identify the course-taking plans needed to enter postsecondary degree/certificate programs that are essential to pursue their career goals. With the support of the school mentor, the MyCAP process assists students in making thoughtful course selections aligned with the student's interests and skills and geared to self-identified career goals. The MyCAP electronic platform may automatically store or allow the uploading of a student's grades, state and local assessment results, advanced coursework such as Advanced Placement and college level courses, and contextual learning opportunities such as service-learning, internships, apprenticeships, capstones and work-based learning experiences. Written reflections following work-based learning experiences are strongly encouraged to capture the skills and learning acquired in the experience. The electronic platform includes interest surveys, career and college search engines, resume building, and an ePortfolio to store the student's results of any searches and to upload artifacts of learning.

Academic preparation includes college planning. The MyCAP electronic platform contains search opportunities that can help students identify postsecondary options that align with their interests and career goals. The tool allows for comparisons of colleges and universities, it provides the school's demographic information, degrees offered, and even a cost calculator to assist with financial planning.

**Personal/Social Qualities and Skills Domain:** [The Collaborative for Academic, Social, and Emotional Learning](#) (CASEL) defines social and emotional learning (SEL) as "the process through which children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships and make responsible decisions." CASEL's framework identifies five competencies necessary to navigate daily tasks and challenges to effectively succeed in life:

Self-awareness	The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
Self-management	The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
Social awareness	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
Responsible Decision Making	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.

The MyCAP process allows for identification of personal/social areas of strength and challenges. The school and classroom environment as well as the lessons and activities should be designed to promote healthy inter- and intra- personal interactions that foster the acquisition of the five SEL competencies. The need for Tier 2 or Tier 3 interventions (e.g., mental health counseling, anger management group) can be informed through these lessons and activities. Once identified, the interventions and person responsible would then be documented in the electronic platform. **Workplace Readiness Domain:** Career Development Education is a means by which students are better prepared for postsecondary success. The Department of Elementary and Secondary Education offers guidance for preparing students for a career through the [Career Development Education Activities Guide and Glossary](#). This guide provides a progression of learning through three stages of development – Career Awareness; Career Exploration; and Career Immersion. Each stage is designed to take a student deeper into the world of work. Beginning with self-discovery activities and then connecting those results with career interests students commence a journey of discovery, learning, and ultimately designing a path to postsecondary success.

Each stage of the career development spectrum is important as it provides students with resources that are essential for creating a career plan and identifying a postsecondary pathway to success. MyCAP captures the learning at each stage. For example, when learning about the world of work in the Awareness stage, students may write a paper about careers of interest for a content area class such as English or Social Studies. This document can then be uploaded to the student's MyCAP. Once fields of interest are identified, students may then explore the labor market to determine the future viability of the identified careers. Finally, it is the work-based learning experiences highlighted in the career immersion stage below that are vital to authentically preparing students for success after high school. These experiences allow students to explore what they have learned in the classroom in a real world setting. These experiential learning experiences must include opportunities for feedback and reflection, captured in MyCAP, to achieve powerful learning outcomes.

Career Awareness	Career Exploration	Career Immersion
<p>Students <b>learn about</b> the world of work, beginning with a self-interest inventory leading to identification of a broad range of industries and occupations:</p> <ul style="list-style-type: none"> <li>○ Career Speakers</li> <li>○ Career Days/Fairs</li> <li>○ Career Interest Inventories</li> <li>○ Company Tours</li> </ul>	<p>Students <b>learn through</b> work experiences and activities that help them explore career options:</p> <ul style="list-style-type: none"> <li>○ Job Shadowing</li> <li>○ Informational Interviews</li> <li>○ Job skills portfolio</li> <li>○ Community Service</li> <li>○ Leadership in Career Clubs</li> <li>○ Contextual Learning</li> <li>○ Labor Market Information Research</li> </ul>	<p>Students <b>engage</b> in immersive work experiences that prepare them for choices about postsecondary education and careers:</p> <ul style="list-style-type: none"> <li>○ Internships</li> <li>○ Capstone Projects</li> <li>○ Clinical Experiences</li> <li>○ Part-time Employment</li> <li>○ Apprenticeships</li> </ul>

While each college and career readiness domain has been described separately, it is important to remember that the domains support one another and often overlap. Learning in each domain, whether through classroom lessons or field experience, may happen simultaneously and may concurrently reap benefits for all students. For example, a 10<sup>th</sup> grade student participates in a service-learning project that involves tutoring students in the district's elementary school. The student gains experience in workplace readiness by being on time each day he tutors while personal/social skills are developed as the student demonstrates enthusiasm, responsibility and ability to work with children and adults. Academic skills may be bolstered by taking on the role of teacher.

The process and electronic platform of MyCAP creates the opportunity for student engagement in and development of his/her plan for postsecondary training, education, and life. However, it is through a structured curriculum with identified lessons and activities implemented throughout the four years of high school that allows a student to create a personal pathway to postsecondary success.

## WHAT ARE SOME MYCAP IMPLEMENTATION BEST PRACTICES?

The following practices have been identified as being most helpful to increase student success:

- While district-wide implementation is the ideal, districts may choose to start small, e.g., by implementing MyCAP in one school or piloting MyCAP with one grade. Lessons learned from a modest start may inform and improve implementation as district-wide roll out continues.
- Begin the MyCAP process early – ideally as early as 6<sup>th</sup> grade. MyCAP will reflect the developmental stages of the student.
- Encourage active participation in the process by students, staff, and families.
- Create a structured program such as the College and Career Advising Program to address the three domains of college and career readiness through grade level learning objectives, specific lessons and activities and identification of artifacts of learning for documentation in MyCAP.
- Identify and document key adults who will share responsibility for action items to support implementation of student plans.
- Establish procedures for regular communication between school and parent/guardian including student-led parent/teacher conferences.
- Use an online college and career planning electronic platform that allows students to search, explore, build skills, and plan for success in all domains. The electronic platform should have the capability of generating reports to track the career development activities of students. Common electronic platform include, but are not limited to, *MEFA Pathways*, *Naviance*, *MassCIS*, and *Career Cruising/Xello*.



The MyCAP process can drive more meaningful interactions between the student and multiple audiences. Examples include:

- improved regular conversations with a teacher, mentor, or a parent about school and the relevance of student experiences to their postsecondary goals.
- leading a teacher/parent conference where the student is guided to take ownership over the meeting and express their own progress and goals.
- writing a letter as part of an English class to family members identifying personal goals, successes, and challenges.

- Use additional resources to support career development including labor market information and curricula specifically geared to postsecondary planning.
- Include written reflections by students on strengths, challenges, and areas for improvement across the three domains.
- Include written reflections by school personnel and parents to support the student goals and aspirations.
- Identify a college and career readiness framework such as the College and Career Advising Program to foster high quality MyCAP development.
- Connect MyCAP implementation with other student plans, such as the Education Proficiency Plan (EPP), Career Vocational Technical Education Career Plan, and Special Education services, especially the secondary transition planning that begins no later than 14 years of age.
- Reflect on students' goals, challenges, strengths, and activities that are identified through the MyCAP process when planning for school and district improvements.

## WHAT IS THE ROLE OF DISTRICT AND SCHOOL LEADERSHIP?

District and school leadership ensure a supportive infrastructure for MyCAP to be successfully implemented. The following are important responsibilities for the leadership to consider and prioritize when implementing MyCAP:

- Establish district and school level leadership teams with key stakeholders (e.g., counselors, teachers, special education personnel, EL education personnel, bilingual educators, community representation) who can clearly articulate the goals of MyCAP implementation.
- Create a robust communication strategy to communicate a clear rationale for MyCAP implementation and how it supports and connects the varied school-level improvement efforts, such as reducing course failures, increasing student attendance, increasing high school graduation rates, ensuring a smooth transition to and from high school, and increasing MassCore completion.
- Create a school-based implementation team including staff who understand the value of MyCAP and who have project management skills (this may or may not include members of the school leadership team).
- Provide Professional Development to support teachers and other key adults in understanding the value of the MyCAP, define the roles and responsibilities of all staff in the MYCAP process, and designing and implementing action plan strategies.
- Ensure family engagement is a priority in the MyCAP process.
- Provide training for school mentors on how to effectively facilitate the mentor-student relationship to ensure more personal, student-driven conversations.
- Create an implementation system such as the College and Career Advising Program that allows for time in student, staff, and school schedules for every student and school mentor to develop, review, and update the MYCAP on a regular basis.
- Establish protocols for how the school and district will follow through on implementing the student plans and activities established through the MYCAP process. This is



**TIP!** MyCAP implementation is best done within a structured program such as the College and Career Advising Program which addresses all three domains of college and career readiness and identifies lessons and activities for each domain by grade level to achieve postsecondary success.



especially important in circumstances when a student goal, activity, or need is identified in the MYCAP but is beyond what is universally available or typical for all students.

- Establish protocols to ensure the MYCAP electronic platform is confidential. Levels of access to individual MyCAPs, either fully or partially, must be clearly defined based on the roles and responsibilities of staff and external stakeholders such as parents. Before choosing a college and career planning system, districts should review the security and confidentiality components of the system. Districts must follow all FERPA requirements when creating policies for implementation of the MYCAP.
- Create methods for assessing the effectiveness of the MYCAP process both qualitatively and quantitatively. Use student performance measures such as attendance and postsecondary outcomes, information on the effectiveness of targeted supports, student surveys on satisfaction with the process, and educator and parent/family satisfaction surveys. The online system chosen by the district may also generate a variety of reports both individually and in the aggregate that may be used to monitor the fidelity and effectiveness of MYCAP implementation.
- Ensure that district support systems for English learners are in place to ensure clear communication and access to the MYCAP process and MYCAP electronic platform including translation for the students and families with a first language other than English.

## HOW DOES MyCAP CONNECT TO DISTRICT AND SCHOOL IMPROVEMENT?

School and district improvement plans are designed to focus and align school and district systems and resources to increase student success. Schools and districts are required to create the plans to ensure ongoing effectiveness with curriculum, instruction, assessment, professional development, school safety and family engagement. Because the MyCAP process engages school staff, students, and families in deeper conversations and relationships, MyCAP may improve identification of student trends regarding their areas of strength, need, and interest that otherwise may go unnoticed.

## HOW DOES MyCAP CONNECT TO OTHER STUDENT PLANS?

MyCAP has the potential to be a powerful tool that guides students as they prepare for postsecondary success. Because the plan encompasses several domains and circumstances of the individual's life, it is possible that the MyCAP process will intersect with – or may possibly replace – other developmental success plans. The following provides information about common plans that may intersect with implementation of MyCAP.

### Education Proficiency Plan (EPP)

Current Massachusetts regulation requires an Educational Proficiency Plan (EPP) for every student who has not scored at least 240 (or its equivalent on newer tests) on the mathematics and/or English Language Arts MCAS grade 10 tests/retests.



**TIP!** Multiple students with similar needs or interests can trigger administrative action and lead to whole school change, e.g., implementation of contextual learning opportunities, adoption of a new tutoring program, creation of credit recovery options, and implementation of an Advisory period.



- A review of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and teacher input;
- The courses the student will be required to take and successfully complete in grades 11 and 12 in the relevant content area(s); and
- A description of the assessments the school will administer to the student annually to determine whether s/he is making progress toward proficiency.

School districts have the option of including additional EPP requirements for individual students, such as school day attendance and participation in academic support programs. Districts may use their own model or software/portals to develop and manage student EPPs provided they include the criteria listed for the EPP. EPP documentation should include the course(s) required by the student's EPP, and the assessment that will be used and date of administration.

**Connection to MyCAP:** Because districts select their own format for documenting and managing student EPPs, the MyCAP is a natural place for the EPP information to be included and monitored. For students who are required to have an EPP, MyCAP can be a motivating force that helps students focus on learning the skills and competencies needed to meet and exceed their objectives. The MyCAP process can document the steps towards successful completion of the Competency Determination (CD) by identifying CD completion as a student goal along with the subject area (Math or ELA), the course title(s) the student is enrolled in to complete the EPP, and the assessment measure and final grades for completion of the EPP.

### Career Vocational Technical Education Career Plan (Career Plan)

Chapter 74 and the Vocational Technical Education Regulations ([603 CMR 4.03 \(4\) \(d\)](#)) state:

Career guidance and placement services shall be provided to each student and shall include assessment of all vocational technical students to determine individual vocational technical and academic aptitude, interest and learning styles and assistance with the development of a four-year career plan based on the assessments. Services shall be provided to assist each student in making the transition to the workforce, postsecondary education and apprenticeship programs.

The Career Plan is a comprehensive, formalized written plan that relates learning to career goals. The Department does not mandate a particular form for the Career Plan but rather provides guidance on appropriate career planning. The plan is based on both formal and informal assessment and should include areas in which a learner needs to increase knowledge and skills to reach documented goals.

**Connection to MyCAP:** Much like MyCAP, a CVTE Career Plan is designed to facilitate the transition from high school to future learning and/or employment. The Career Plan can be thought of as both an electronic platform and a process for monitoring one's career development. A Career Plan should be revisited and modified periodically. The MyCAP has the potential to fulfill, and expand upon, the requirements of the Career Plan. Therefore, schools may consider using MyCAP as the process and electronic platform to capture a student's required Career Plan.

### Special Education Individualized Education Program (IEP) and Transition Planning Form (TPF)

Massachusetts Special Education Regulations (603 CMR 28.02 (20)) state that Special Education is:

. . . specially designed instruction to meet the unique needs of the eligible student or related services necessary to access the general curriculum and shall include the programs and services set forth in state and federal special education law.

The Individualized Education Program (IEP) is a written document for each student with a disability that is developed, reviewed, and revised in a Team meeting. The IEP is required by the *Individuals with Disability Education Act* (IDEA) and is designed to ensure that students with disabilities receive individualized supports and services so that they access a free and appropriate public education. It identifies a student's special education needs and describes the services a school district shall provide to meet those needs.

Under IDEA, the process of future planning for students with disabilities is referred to as "secondary transition." Within the IEP, secondary transition is a key process for preparing students with disabilities for future success. The transition plan must be updated annually and include a statement of the student's appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and independent living skills; and the transition services (including courses of study) needed to assist the student in reaching those goals ([34 CRF 300.320\(b\)](#)).

Massachusetts also mandates the Transition Planning Form (TPF). The TPF is intended to be a flexible, brainstorming document used by the IEP team to record the secondary transition discussion. When developing annual IEP goals for secondary transition, the team should discuss and complete the TPF before completing the IEP form.

**Connection to MyCAP:** Evidence shows that when the MyCAP and IEP decision-making processes are implemented in a complementary fashion from 6<sup>th</sup> grade on, positive outcomes for students with disabilities increase. Further, for students aged 14-22 in Massachusetts, these decision-making processes become more closely related within the federally required secondary transition process. The MyCAP process may be a tool that can support secondary transition planning and IEP development. The development of the TPF and MyCAP are symbiotic processes. The MyCAP can enrich and inform the TPF. In turn, as a required form that must be maintained in the student's file with the IEP, the TPF can enrich and inform the MyCAP. Ultimately, both can assist the Team in the development of the IEP.

There are several similarities between MyCAP and transition planning beginning with the goal of ensuring postsecondary success for all students. In addition, both include multiple stakeholders – student, family, school/district personnel, and community members (which may include related service providers, state agency representatives, employers, coaches, etc.). Both focus on all three domains – academic, personal/social and workplace readiness, both have required meetings, and both encourage students to lead those meetings.

The recommended MyCAP implementation expands beyond the requirements of the secondary transition planning in two key ways. First, the recommended grade for starting MyCAP development is grade 6, whereas secondary transition planning is required to begin for students by age 14, unless the IEP Team deems it appropriate to start earlier. The MyCAP implementation is recommended to be in a structured setting within an identified framework, for multiple meetings, no less than 4 times a year (quarterly meetings) and the secondary transition IEP meeting is required to be held no less than once a year. Early research indicates that MyCAP, because of the ongoing nature of planning and the early age of development, contribute to making secondary transition planning more efficient, and improve the quality of the meetings, corresponding IEPs and student outcomes. Further, because the career development activities are begun at an earlier age (6<sup>th</sup> grade) IEP teams, including students, are better able to design special education services and a course of study aligned with student career goals as well as work-based learning opportunities that will help develop employability skills needed to support career and life goals.

### Individual Student Success Plan (ISSP)

Chapter 69 section 1I of the Massachusetts General Law

(<http://www.mass.gov/legis/laws/mgl/69-1i.htm>) requires districts who have more than 20% of students scoring below Level II on MCAS exams to keep an Individual Student Success Plan (ISSP) on each student scoring below Level II. The ISSP describes the instruction and assistance available to each student who has scored below level two on the MCAS. It documents the ways in which a student will be helped to raise his/her academic performance and master the skills and knowledge needed to meet state performance standards. An important part of this plan identifies the learning strands and the learning standards the student needs to work on to meet the passing level on the MCAS test.

**Connection to MyCAP:** The MyCAP and ISSP contain similar components. The elements of the ISSP include: student identifying information, student's strength and weaknesses in Math or ELA, Multiple assessment results, instructional supports to address student learning gaps, benchmarks to assess how the student is making progress as indicated on the ISSP, and documentation of parent communication. The MyCAP has the potential to fulfill, and expand upon, the requirements of the ISSP. Therefore, schools may consider using the MYCAP as the process and electronic platform to capture a student's required ISSP.

### Title I Programs, Services, and Required Documentation

Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA) provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Targeted Assistance Programs specifically serve students who are failing or most at risk of failing to meet these standards.

There are two types of Title I programs, Targeted Assistance and School-wide. A Targeted Assistance Program is one in which the district uses Title I funds in a school to provide supplemental educational services to select groups of students who are failing or most at risk of failing to meet the State's student academic achievement standards. A school-wide program is one in which districts have elected to use Title I funds in combination with other federal, State, and local funds to upgrade a school's entire educational program. Schools that have 40 percent or greater poverty are eligible to have a School-wide program. All other Title I schools run Targeted Assistance programs.

Targeted Assistance program schools must maintain selection criteria used to identify students for each subject and grade where targeted Title I services are provided. In addition, each school and school district must implement designated activities to ensure effective involvement of parents and to support a partnership among the school(s) involved, parents, and the community to improve student academic achievement.

As a component of the parental involvement policy, each school served under either Title I program shall develop jointly with parents a school-parent-student compact for all children served under Title I. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The extent to which compacts are customized to include individual student learning goals is left to the district's discretion. In Title I Targeted Assistance program schools, compacts should identify specific grades and subject areas served, and are only required for families of students served by Title I funds. In a school-wide program, schools where all students can benefit from Title I resources, compacts for all families are required.

**Connection to the MyCAP:** The MyCAP electronic platform may contain the information used for the Targeted Assistance Student Selection Criteria (e.g., assessment results) to identify students for Title I services. In addition, the MyCAP process may provide identification of the academic goals of students as well as documentation of any tiered interventions necessary to achieve those goals. This identification of goals and interventions in the MyCAP process may be used to inform the Title I services provided to students as well as the information included in the Title I School-Parent/Guardian Compact.

# MASSACHUSETTS COLLEGE AND CAREER ADVISING PROGRAM

## INTRODUCTION

In 2016, the Boards of Elementary and Secondary Education and Higher Education commissioned a study by Parthenon-EY Education Practice to look at existing early college programs and the possibility of expanding successful models. The report found that early college is a promising model that narrows educational opportunity gaps and that existing models were a powerful base from which to build a broader statewide early college initiative.

At this same time, a funding opportunity from JP Morgan called New Skills for Youth brought together the Executive Office of Education (EOE) including DESE and DHE along with workforce agencies and the Skills Cabinet to design the High Quality College and Career Pathways Initiative (HQCCP) that included an Early College Pathway and an Innovation Pathway (which focuses on an internship/capstone experience as a major component). One of the six required components for designation of either pathway is a college and career advising program (CCA).

The new College and Career Advising Program utilizes a four year CCA Framework that identifies learning objectives, lessons, activities and strategies to meet those objectives and identification of where the resultant information is stored in the student's MyCAP. The framework ensures lessons and activities address each of the three domains identified in the definition of college and career readiness - Academic, Personal/Social, and Workplace Readiness.

## PROFESSIONAL DEVELOPMENT SERIES FOR CCA PROGRAM

The Department of Elementary and Secondary Education (DESE), in partnership with the Massachusetts Association of School Counselors (MASCA) and with the support of the Public Consulting Group (PCG) has created a three workshop professional development series offered regionally throughout the school year to assist school-based teams in developing their own district/school CCA program including the implementation of MyCAP for all students. The design of the workshops includes:

### **WORKSHOP 1 – SEEING THE BIG PICTURE**

- Explore the nature and promise of CCA and MyCAP
- Learn the design characteristics of effective college and career advising and MyCAP programs
- Review DESE data tools to help with student analysis
- Map current advising program and identify assets and gaps

### **WORKSHOP 2 – GOING DEEP - ALL THE ELEMENTS**

- Review your mapping of your school's existing program for assets and gaps
- Focus on the specifics of a comprehensive grade level scope and sequence of CCA and MyCAP

- Explore the capacity of your district/school's online college and career advising system
- Incorporate the three stages of career development education, work-based learning and early college access into your system

### **WORKSHOP 3 – MAKING IT WORK**

- Create a plan for successful implementation of your CCA program
- Develop a range of communication materials to explain your new program's value to multiple stakeholders
- Learn how to evaluate the quality and impact of your program, and sustain it over time

*\*This professional development series is open to any high school in the Commonwealth but requires a commitment to all three workshops by a school team of four staff including one administrator, school counselor and a teacher.*

### **CCA FRAMEWORK**

The following pages contain the Framework created for a comprehensive, four-year (grades 9-12) college and career advising program that leads to the creation of each student's MyCAP.

## College and Career Advising & MyCAP – 9th Grade

CCA PROGRAM			MyCAP
Domain	Learning Objectives – Grade 9 <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> 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 <b>NOTE:</b> 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.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions</li> </ul>	<ul style="list-style-type: none"> <li>Introductory activity where students identify their skills</li> <li>"Possible Selves" unit [to explore hopes, dreams, strengths, weaknesses, etc.]</li> <li>Introductory lesson orienting students to online platform</li> <li>Students complete online surveys</li> <li>Students write reflections about their results</li> </ul>	<ul style="list-style-type: none"> <li>Skills journal entry</li> <li>Possible Selves artifact</li> <li>Document extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge and understanding of career clusters.</li> <li>Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of career clusters</li> <li>Using online platform, have students analyze career clusters in relation to survey results</li> <li>Create an activity where students apply cluster analysis to self-identified interests, values, and skills</li> <li>Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest</li> <li>Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term "employability skills"</li> <li>Have students complete culminating project (TBD by educator)</li> </ul>	<ul style="list-style-type: none"> <li>Save careers of interest</li> <li>Upload final project</li> <li>Document work and/or community service</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will understand graduation requirements, MassCore requirements, AP options, and early college options.</li> <li>Students will create a four-year course-taking plan connected to identified career interests</li> <li>Students will understand any available high school pathways and the variety of postsecondary options.</li> <li>Students will be able to write a personal postsecondary goal and career goal</li> </ul>	<ul style="list-style-type: none"> <li>District-developed freshman seminar</li> <li>District developed course planning activity</li> <li>Postsecondary options lesson created using online resources [emphasis on postsecondary vocabulary]</li> <li>Online college search activity</li> <li>Have students prepare for, participate in and reflect about a college fair and/or a college tour</li> <li>Introduce any career pathway or early college options at your school</li> </ul>	<ul style="list-style-type: none"> <li>Complete four-year plan [using online platform, if possible]</li> <li>Complete goal statements [using online platform]</li> <li>Save college search results with journal entry</li> <li>Journal reflections about college fair and/or tour</li> </ul>



## College and Career Advising & MyCAP – 10th Grade

CCA PROGRAM			MyCAP
Domain	<b>Learning Objectives – Grade 10</b> <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	<b>Implementation Strategies and Activities</b> <b>NOTE:</b> 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.	<b>MyCAP Process and Documentation</b> <b>NOTE:</b> 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.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will understand the concept of “growth mindset” and its importance relative to future planning</li> </ul>	<ul style="list-style-type: none"> <li>“Growth mindset” lessons, activities, and final product</li> </ul>	<ul style="list-style-type: none"> <li>Upload “Growth Mindset” final product</li> <li>Update extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Students will develop skills to locate, evaluate and interpret career information</li> <li>Students will understand how to access and understand labor market information</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to navigate your online platform to conduct career research [ensure understanding of vocabulary]</li> <li>Introductory lesson on Labor Market Information</li> <li>Have students conduct research into one career of interest including labor market information (LMI) and educational requirements</li> <li>Have students prepare for, participate in, and reflect about a Work Based Learning experience at the exploration level (if possible with employer participants)</li> <li>Introduce students to resume feature on your online platform</li> </ul>	<ul style="list-style-type: none"> <li>Save a minimum of 3 careers with journal entries about what they learned from exploring them online.</li> <li>Upload research product [LMI and Ed requirements]</li> <li>Reflection on WBL experience</li> <li>Update volunteer, work and/or community service</li> <li>Preliminary work on resume</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of high school course and/or program performance in relation to their personal academic and career aspirations</li> <li>Students will develop skills to research postsecondary options</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to research career options using online platform and other resources</li> <li>Teach students how to navigate the online platform to conduct college research aligned with personal interests</li> <li>Have students create a personal “career pathway” poster</li> </ul>	<ul style="list-style-type: none"> <li>Upload a picture of their “Career Pathway” poster</li> <li>Save a minimum of 3 postsecondary options with journal entries about their impressions of each</li> <li>Update the 4-year course-taking plan and reflection regarding any updates</li> <li>Update goal statements</li> </ul>

## College and Career Advising & MyCAP – 11th Grade

CCA PROGRAM			MyCAP
Domain	<b>Learning Objectives – Grade 11</b> <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	<b>Implementation Strategies and Activities</b> <b>NOTE:</b> 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.	<b>MyCAP Process and Documentation</b> <b>NOTE:</b> 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.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of perseverance to achieve long and short-term goals</li> <li>Students will understand the importance of resilience in facing academic or work-related challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance and resilience lessons, activities, and personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>Journal entry or upload/link personal reflections on perseverance and resilience</li> <li>Update extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Students will complete a resume</li> <li>Students will understand the differences between entry level, intermediate level, and advanced job opportunities within an industry sector of personal interest</li> <li>Students will understand the difference between occupations and industries, and will know about them at national and state level</li> <li>Students will identify labor market trends in Massachusetts</li> </ul>	<ul style="list-style-type: none"> <li>Update/complete a resume on online platform; peer editing; final product suitable for employers, teacher recommendations, scholarships, etc.</li> <li>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</li> <li>Teach students about labor market trends; have students research LMI trends in an industry sector or occupational cluster of personal interest</li> <li>Immersive work-based learning experience or capstone project that demonstrates learning</li> </ul>	<ul style="list-style-type: none"> <li>Save or upload/link to a resume.</li> <li>Upload/link to career ladder project [photo?]</li> <li>Journal entry about labor market trends in a personally selected industry sector</li> <li>Update volunteer, internship, community service or paid work experiences</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will understand the concepts of reach, safety, and fit regarding postsecondary options and identify personal examples of each</li> <li>Students will understand Mass Transfer and other opportunities available at MA public colleges and universities</li> <li>Students will identify connections between LMI and programs available at MA public colleges and universities</li> <li>Students will be able to recognize financial aid vocabulary and know what options are available to pay for different postsecondary choices</li> </ul>	<ul style="list-style-type: none"> <li>Teach “reach, safety, fit” concepts and have students conduct research to identify one personal example of each</li> <li>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</li> <li>Offer introductory Financial Aid lesson</li> <li>Have students complete a culminating project [TBD by educator]</li> </ul>	<ul style="list-style-type: none"> <li>Journal entry identifying reach, safety, and fit options [at least one of each]</li> <li>Upload or link to culminating project</li> <li>Update the 4-year course-taking plan and reflection regarding any updates</li> <li>Update goal statements</li> </ul>

## College and Career Advising & MyCAP – 12th Grade

CCA PROGRAM			MyCAP
Domain	<b>Learning Objectives – Grade 12</b> <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	<b>Implementation Strategies and Activities</b> <b>NOTE:</b> 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.	<b>MyCAP Process and Documentation</b> <b>NOTE:</b> 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.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will demonstrate personal responsibility</li> <li>Students will demonstrate the ability to communicate and listen effectively in academic and work-related settings.</li> <li>Students will demonstrate self-advocacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Have students conduct a credit review and identify exactly what they need to do to be eligible to graduate on time</li> <li>Have students write and present a personal statement [make connections to college essay, cover letters]</li> <li>Have other students use a rubric to provide feedback after presentations</li> <li>Teach students the process for requesting transcripts, letters of recommendation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Journal entry summarizing credit review</li> <li>Upload/link to college essay and/or cover letter</li> <li>Upload/link to letters of recommendation</li> <li>Update extracurricular activities, awards, honors, etc.</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>Immersive work-based learning experience or capstone project that demonstrates learning</li> <li>Revisit career interests based on more recent experiences and document any changes.</li> </ul>	<ul style="list-style-type: none"> <li>In connection with immersive experience, completion of MA Work-Based Learning Plan</li> <li>Upload reflection on work experience including identification of key employability skills</li> <li>Upload supervisor's evaluation and letters of reference</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options</li> <li>Students will complete the application process for their postsecondary choice[s]</li> <li>Students will demonstrate an understanding of FASFA, have access to it, and complete it with other financial aid applications related to their individual postsecondary goals</li> <li>Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Have students complete a senior postsecondary timeline</li> <li>Provide a variety of workshops for students to be taught the specific information relative to their postsecondary choice[s] [e.g., <i>Common App, FASFA, military, job corps, community college, scholarships, understanding financial aid packages</i>]</li> <li>Provide structured time [with adult supports available] for students to work on materials required for their postsecondary applications and financial planning</li> <li>Have students identify their final postsecondary plan and provide feedback on the supports they have received to help them develop the plan</li> </ul>	<p>By Sept 15:</p> <ul style="list-style-type: none"> <li>Journal entry with preliminary postsecondary plan [lists] and rationale</li> <li>Upload/link to their personalized senior timeline</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Update their senior timeline monthly</li> </ul> <p>By one week prior to graduation:</p> <ul style="list-style-type: none"> <li>Journal entry describing their postsecondary plan and their financial plan/budget to support it</li> <li>Update resume</li> <li>Complete senior survey</li> </ul>

## RESOURCES

### Massachusetts Resources

**Adult and Community Learning Services:** [Education and Career Planning \(ECP\)](#) is an important component of adult education programs. ECP includes ongoing advising of students with the goal of college and career readiness and the creation of an education and career plan, a written document developed collaboratively among the student, the advisor, and program teaching staff.

**Career Development Education Activities (CDE) Guide and Glossary:** This [Guide/Glossary](#) provides a variety of CDE activities now offered by many schools and communities in Massachusetts, along with definitions and frameworks to assist with efforts to create or expand and improve these activities.

**Career Plan for Career Vocational Technical Education:** The [Career Plan](#) is a required comprehensive, formalized written plan (that learners use alone or with the help of others) that relates learning to career goals.

**Contextual Learning Portal:** This [portal](#) was created as a space for school districts, community organizations, non-profit educational groups, and other youth serving agencies to share projects and lessons to support contextual teaching and learning for both teachers and learners.

**Connecting Activities:** [a statewide network](#), organized through the sixteen MassHire Workforce Boards, connecting employers and schools to support work-based learning and other career development education activities for students.

**Dropout Reduction:** A description of [Massachusetts dropout reduction efforts](#), resources, and opportunities.

**Education Proficiency Plan:** The [EPP](#) is an educational planning and course taking requirement to be developed for a subject area in which students did not score at least 240 on the MCAS.

**Edwin Analytics:** Edwin Analytics, or [Edwin](#), is a powerful reporting and data analysis tool that gives authorized school, district and state level users access to new information and reports that specifically support improvements in teaching, learning and educational outcomes. Edwin Analytics is unique because it integrates longitudinal data from early education through postsecondary education and the workforce.

**Early Warning Indicator System (EWIS):** The Massachusetts [EWIS](#) provides information to districts and schools on the likelihood their students in grades 1-12 will reach key academic goals. [EWIS reports](#) are free and available to all public school districts through Edwin Analytics.

**Individualized Education Plan and Transition Planning Form:** This [transition planning form](#) is required for all students with disabilities who are 14 years of age. This form has been developed for transition planning that occurs either prior to or at the time of the annual development of the IEP.

**Massachusetts Model for Comprehensive School Counseling Programs:** A [guide](#) for school administrators and counselors in the development of measurably effective school counseling programs so that school counselors will develop and deliver counseling programs and services that provide all students with the knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains.

**Massachusetts Tiered System of Support (MTSS):** A blueprint for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students. [Blueprint document](#)

**Massachusetts Work-Based Learning Plan:** The [Massachusetts Work-Based Learning Plan](#) is used to structure youth employment placements, including summer jobs, internships, cooperative education placements, volunteer and service learning experiences, and more. It is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

**MassCore:** The rigorous [Massachusetts High School Program of Studies](#) (MassCore) is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

**Title I, Part A:** [Title I, Part A](#) (Title I) of the Elementary and Secondary Education Act (ESEA), as amended, provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

## National Resources

### INDIVIDUAL PLANNING INITIATIVES:

Arizona State Department of Education: [Education and Career Action Plan \(ECAP\)](#)

Connecticut State Department of Education: [Student Success Plan \(SSP\)](#)

Colorado State Department of Education: [Individual Career and Academic Plan \(ICAP\)](#)

Wisconsin State Department of Education: [Academic and Career Planning \(ACP\)](#)

## **PUBLICATIONS:**

V Scott Solberg, Joan Wills, Kimether Redman, Laura Skaff (2014). [Use of Individualized Learning Plans: A Promising Practice for Driving College and Career Efforts](#)

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Tanenbaum, C., LeFloch, K., & Boyle, A. (2013) [Are Personalized Learning Environments the Next Wave of K-12 Education Reform?](#) American Institute for Research, Education Issue Paper Series

L. Allen Phelps, Julie Durham, Joan Wills, (2011) [Education Alignment and Accountability in an Era of Convergence: Policy Insights from States with Individual Learning Plans and Policies](#)

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