



**Massachusetts
Early College
2020 Fall Convening**

**VOCATIONAL SCHOOL
AND EARLY COLLEGE**

SESSION TIME: 11:15 A.M. – 12:45 P.M.

PRESENTERS

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.

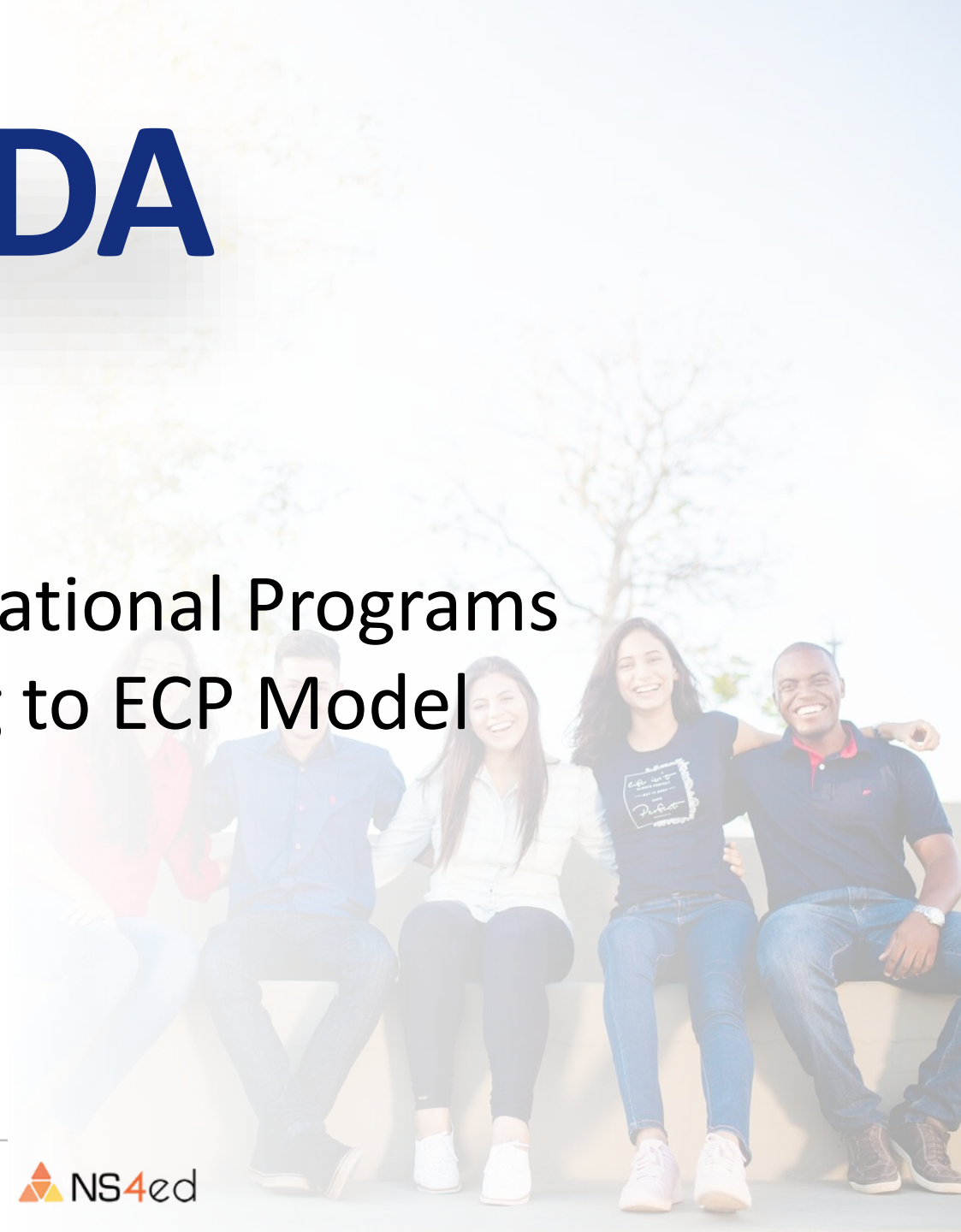
ELIZABETH BENNETT

Elizabeth Bennett has been working in Career Technical Education (CTE) for twenty years and serves as the state's Associate Commissioner for College, Career, and Technical Education with the Department of Elementary and Secondary Education. Prior to DESE, Elizabeth was Director of Grants, Workforce Development and Community Outreach at the Greater Lawrence Technical School outside of Boston, MA, developing programming with local employers for under- and unemployed community members, people returning from prison, and out of school youth. The school boasted a long waitlist for these notably successful programs.

Elizabeth recently completed studies in Urban Justice and Sustainability at Tufts University, earned her Master's Degree in Educational Administration from Rivier University, and her Bachelor's Degree from University of Massachusetts Lowell.

AGENDA

- Review Research on ECP
- Review Guiding Principles
- Discuss Challenges to Vocational Programs
- Begin Process of adapting to ECP Model
- Ideas Moving Forward



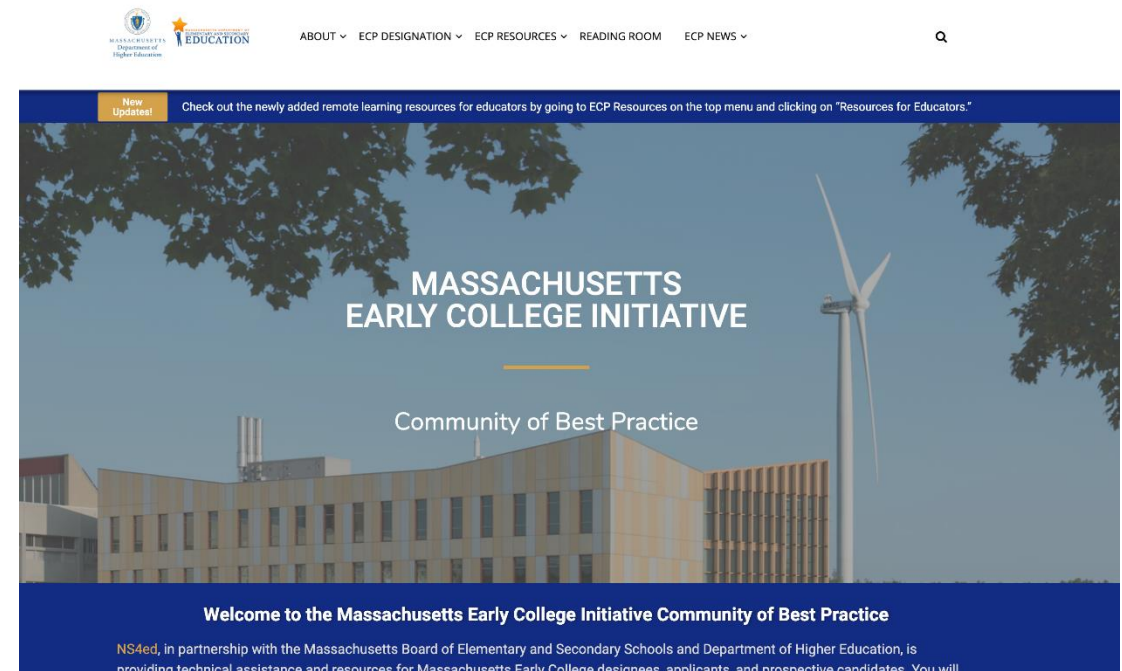
Research and Best Practices

Great schools do not exist apart from great leaders.

NAESP & NASSP, 2013

MA ECP Technical Assistance and Support

<http://www.maearlycollege.com/>



Community of Best Practice

- Curate best practices
- Share information and outcomes
- Promote a shared vision and shared growth within the ECP



Resource

- Provide research
- Tools
- Common source of content



Collaboration

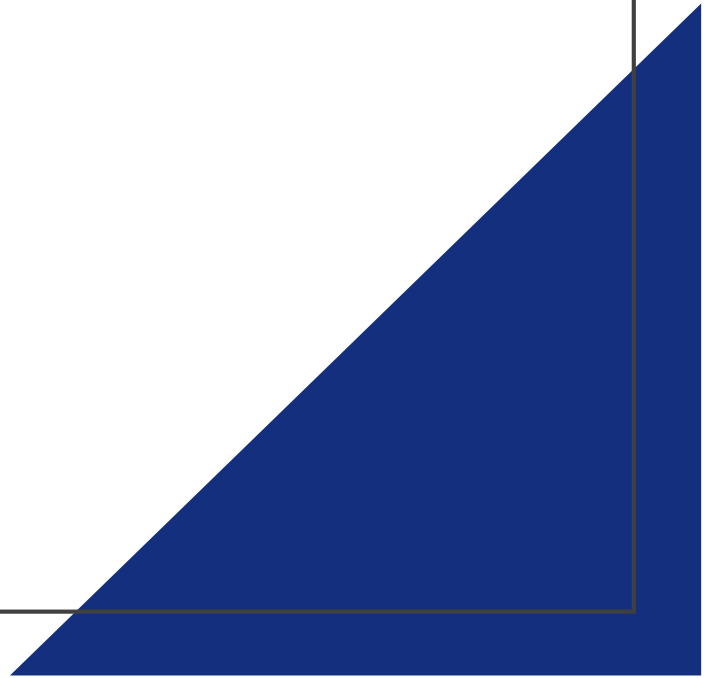
- Promote leadership strategies
- Provide a safe place for growth and development through community forums

A Punctuated Equilibrium Model

	PHASE 1	PHASE 2	PHASE 3
	Convergence #1	1890-1920 Recreation #1	1990-2020 Recreation #2
	1800-1890	1920-1990	2010→
Core values (purpose & mission)	Unitary Intellectual development	Differentiated Social efficiency Hold youngsters	Intellectual development Educate all youngsters
Strategy (learning & teaching)	Faculty psychology	Experimental psychology Behavioral perspective	Constructivist psychology Social-constructivist perspective
Structure (organization & management)	Craft management	Scientific management Hierarchy and bureaucracy	Transformational & instructional management Community-anchored organization
Control & distribution of power (governance)	Lay control	Government and professional control	Market-anchored control, direct citizen control, government control, & professional control

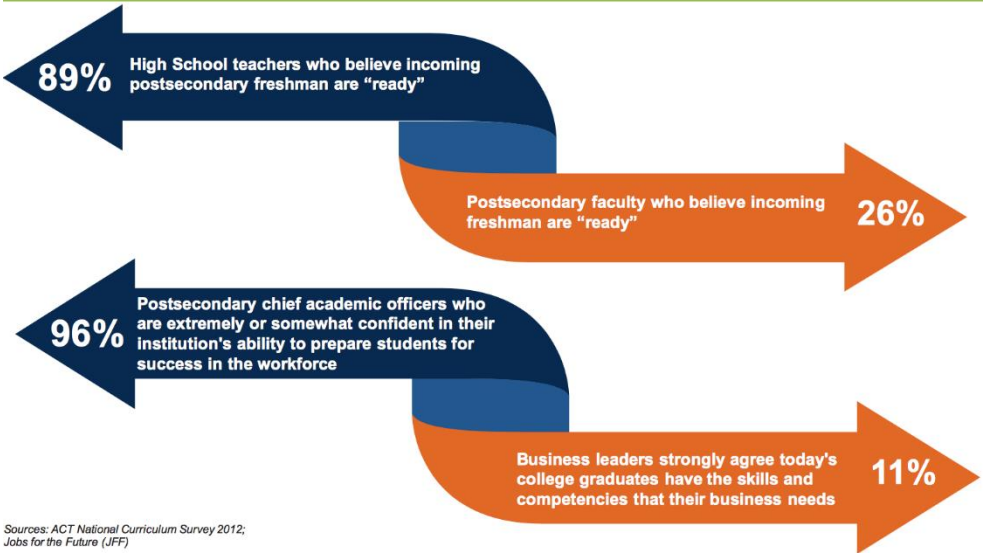
Changing conceptions of high school education, 1800-2010: A punctuated equilibrium framework (Murphy, 2006)

Why the change...



Mismatch will continue to grow...

MISMATCHES IN "READINESS"



Sources: ACT National Curriculum Survey 2012;
Jobs for the Future (JFF)



Career Forward Task Force

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Disconnect between Education to the Realities of Employment



Education

The official four-year graduation rate for students attending public colleges and universities is 33.3%. The six-year rate is **57.6%**.



Employment

43% of **college graduates** are **underemployed** in their first job. Of those, roughly two-thirds remain in jobs that don't require **college** degrees five years later.



Economic Development

Employers are hiring, but 80% **say they can't find** skilled candidates



Not connecting students
to their
interest and **career paths**
matter



Students Not Feeling Engaged

HIGH SCHOOL DISENGAGEMENT

The 2012 Gallup Student Poll asked students how involved and enthusiastic they feel about school. Nearly eight in 10 elementary students reported high engagement. By high school, only half that many did.

ELEMENTARY SCHOOL

76%

MIDDLE SCHOOL

61%

HIGH SCHOOL







44%

How can **relevance be increased** while supporting the pathway to postsecondary success for all students, particularly those traditionally underserved?

Understanding Research - Motivators

Table 4

Strategy effect sizes from meta-regression model.

Strategy	Effect size	<i>p</i>
Career Development/Job Training 	0.81	0.56
Family Engagement	0.67	0.00
Mentoring 	0.63	0.91
Behavioral Intervention	0.46	0.01
Literacy Development 	0.42	0.00
Work-Based Learning 	0.26	0.01
School/Classroom Environment	0.25	0.00
Service-Learning 	0.21	0.00
Health and Wellness	0.18	0.00
Academic Support 	0.11	0.00

CTE Works



Previous STEM studies have neglected the many blue collar and technical jobs that require considerable STEM knowledge. But this study finds that

50%

of STEM jobs **do not require** a bachelor's degree. As a result, STEM knowledge plays a much larger role in our economy than previously thought:



There are
26 MILLION
STEM jobs in the U.S.



STEM jobs comprise
20%
of all U.S. jobs.



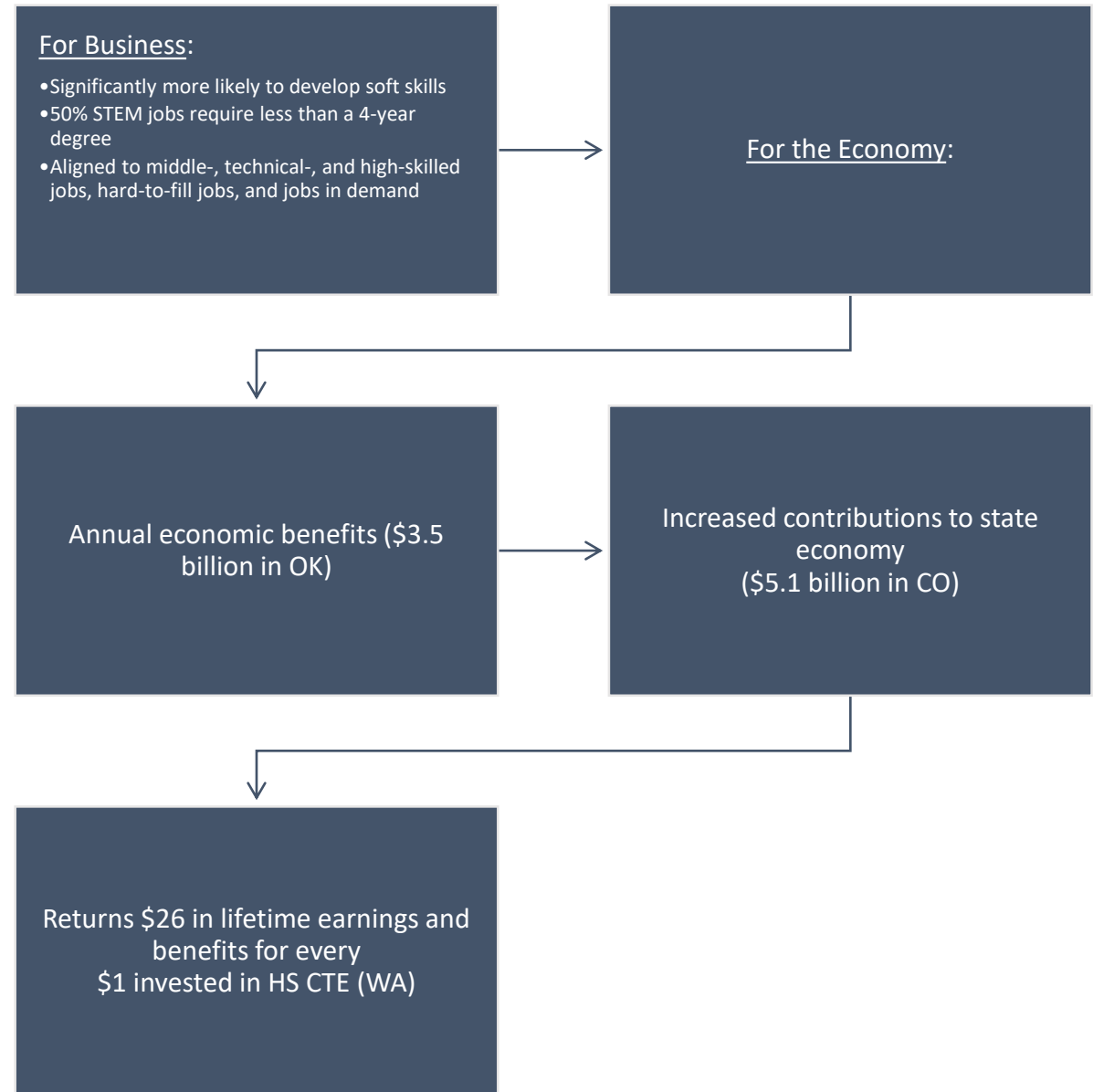
The share of jobs requiring
STEM knowledge has
doubled
since the Industrial

Brookings
Institute



Benefits of CTE

Source:
Association of
Career and
Technical
Education



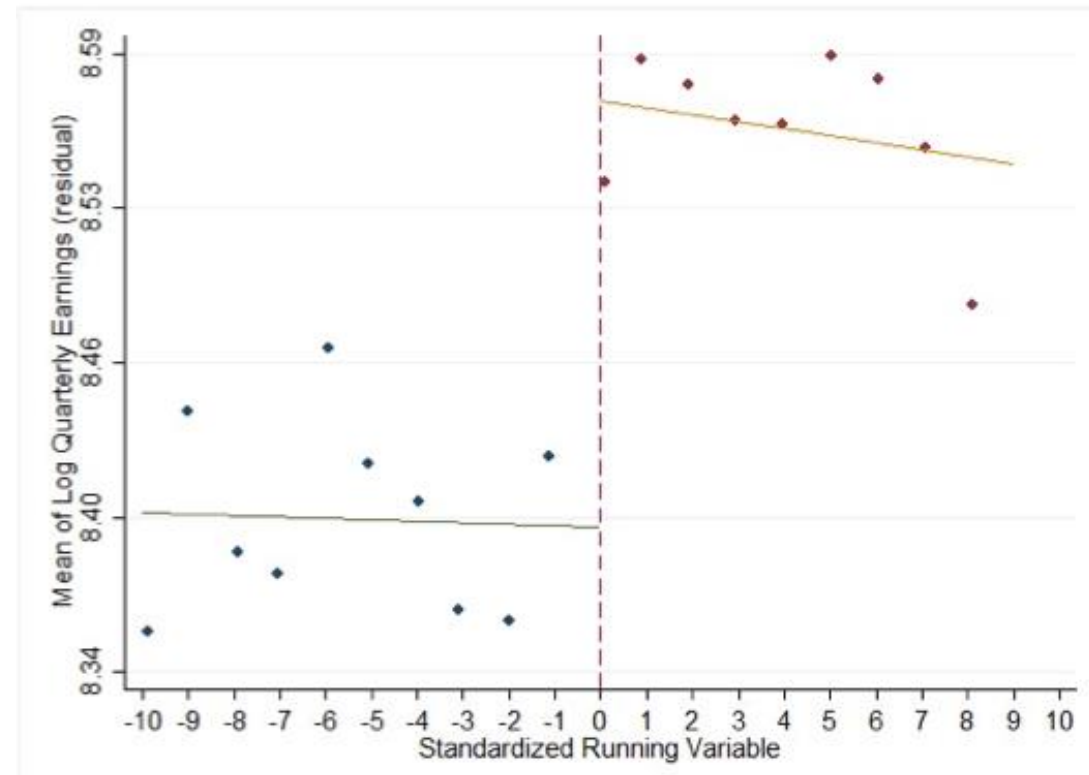
Benefits of CTE

Source: Association of Career and Technical Education

- For College Students and Adults:
 - Technical or Associate of Applied Science degrees out-earn bachelor degree holders by \$2,000-\$11,000. (Research from TX, CO, VA)
 - 27% of those with licenses or certificates earn more than average bachelor's degree holder
 - 48% of CTE concentrators earn credentials or diplomas
 - 68% employed, in military service, or apprenticeships in 6 mo. of graduation
 - 64% of all degrees awarded statewide

Study: Career and Technical Education Yields Not Just Higher Earnings but Higher Test Scores

- Enrolling in Connecticut's technical high school system increases ... students' earnings by roughly one-third in the years immediately following high school, [a study](#) has found.
- Not only do the schools boost young men's professional prospects, the authors conclude, they have a substantial impact on their academic performance as well, suggesting that their early success could persist well into their careers.
- "That improvement means you can take a kid who has a certain set of interests and get them into a school that's going to fulfill those interests," he said. "And the increased academic engagement that's created because of those interests means that they're not just going to do better at becoming a plumber or becoming an HVAC specialist, but they're also going to accumulate the general skills that people need to succeed in the labor market in the long run



Review Guiding Principles

Great schools do not exist apart from great leaders.

NAESP & NASSP, 2013



GUIDING PRINCIPLE #1: EQUITY

Designated programs should prioritize students underrepresented in higher education enrollment and completion.

To facilitate this, programs should be structured to eliminate barriers to student participation. Design might therefore include, but not be limited to, tuition-free participation, open enrollment without regard to prior academic performance, student supports to promote success, scalability, multiple entry points for students, and student supports to prepare students for entry into the program.



Final Designation Criteria to demonstrate Equitable Access:

- Long-term program design that reflects a **reasonable plan to target enrollment of significant scale relative** to school/school district size.
- Program design that reflects thoughtfulness and opportunity with regard to **student entry and exit points** in the program. A program will demonstrate a **clear pathway for students, but will also be designed to allow for more than one entry point for students.** Program design will also be structured such that should a student need to exit the program, the student will be able to seamlessly transition out of the program and back into the traditional or a different high school program.
- The applicant will also submit the following:
 - a. Longitudinal data showing at least five years of student enrollment trends.
 - b. **Needs assessment demonstrating** potential district need for such a program in the district or region. Such a needs assessment could include high school graduation rates, postsecondary entry/persistence/completion rates, skills gaps within the regional labor force, economic trends, community support, etc.
 - c. **Written recruitment plan**, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community (e.g., recruitment schedule).
 - d. **Written communication plan** for prioritizing identified audiences, parents, community members, school board, higher education personnel, business and industry partners, etc.
 - e. **Materials used for outreach and recruitment**, including but not limited to, brochures and marketing in English as well as Spanish and/or relevant second language(s).
 - f. **Written admission policy**, including a potential lottery process and any program enrollment requirements.
 - g. Calendar of family/parent outreach events and other opportunities to educate students, counselors, principals, parents, the school board, business and industry partners, and community members on the Early College program.



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



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)



GUIDING PRINCIPLE #5: EFFECTIVE PARTNERSHIPS

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

Challenges Vocational Makes in Adapting to an ECPS



Next Step

