



# Guiding Principles

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Connection  
to  
Career

# AGENDA



ECP Reference Documents



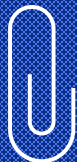
Part A Application



Connection to Career Defined



Beyond Part A



Resources and Examples



# Primary Reference Documents



To ensure you are aligned with the requirements for Early College Designation, use the following:

- *Designation Criteria* (as established by ECJC 2017)
- *Early College Program Designation Application Companion Document 2021*

These documents can be found on DESE website at <https://www.doe.mass.edu/ccte/early-college/> and our resource website at <http://www.maearlycollege.com/> Password = **MAECP**

# Part A Application

Reminder: The Part A Application will be completed on [Alchemer](#) – link on DESE website.

For planning purposes, a copy of the full application can be found at back of [Companion Document](#) (A .docx version of application is available on the resources slide at the end of this .ppt.)





# Connection to Career Defined

*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.*

from Designation Criteria

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

from Companion Document

**Tip:** Review Appendix C: College and Career Advising Framework in the Companion Document

# Appendix C: Companion Document

*Appendix C of the Companion Document is linked on page 16 of this presentation.*

## Appendix C: College and Career Advising Framework

Massachusetts CCA Professional Development Series

Scope and Sequence Competencies

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

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 <sup>th</sup> Grade  <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.
Personal Social	<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>
Career	<ul style="list-style-type: none"><li>Students will demonstrate</li></ul>	<ul style="list-style-type: none"><li>Introduce the concept of career clusters</li></ul>	<ul style="list-style-type: none"><li>Save careers of interest</li></ul>

# MyCAP

## College, Career, and Civic Readiness

BESE and BHE joint approval in 2016:

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





# Intersection of MA Workforce Regions and Early College



## MA Early College Schools organized by WIOAA region

Central	Central	Worcester: Burncoat Senior High, Claremont Academy, Doherty Memorial High School, North High School, South High School, University Park Campus, Worcester Technical High School
	North Central	Fitchburg High School, Gardner High School, Sizer School (North Central Charter Essential High School)
Greater Boston	Boston	Boston: Charlestown High School, Dearborn STEM Academy, Madison Park Vocational High School
	Metro North	Chelsea High School, Somerville High School
	Metro South/West	Framingham High School, Marlborough High School
Northeast	North Shore	Lynn: Lynn English High School, Lynn Classical High School, Lynn Technical Vocational High School, Fecteau Leary Salem High School, Danvers High School
Pioneer Valley	Franklin/Hampshire Hampden County	Hadley: Hopkins Academy Springfield: High School of Commerce, Holyoke High School, Westfield: Westfield High School, Westfield Technical High School
Southeast	Bristol	Fall River: Durfee High School
	Brockton area	New Heights Charter School of Brockton



# 1. Connecting Coursework to Career Development

Describe plans to connect Early College coursework to students' career development.

Be sure to describe how MyCAP will be used to guide this connection. **NOTE: Be sure to use Companion document to help you here.**

*Program is designed to incorporate in-depth and comprehensive college and career counseling that aligns to the necessary elements of MyCAP plans (as defined by the Department of Elementary and Secondary Education). The program design incorporates inclusion of early career development and career and postsecondary education exploration, and is grounded in employability skills and labor market information. Students have the opportunity to participate in career awareness, exploration and immersion activities.*



# Connecting Careers to Coursework in MA

## *Principle 4 is purposefully broad:*

- Allows for flexibility in correlating activities with college coursework
- Creates opportunity for innovation and creativity with employer partners
- Provides students flexibility and varying opportunities



# Challenges for Career Activities within Early College

- Scheduling
- Lack of, or scarcity of, resources: funding, transportation, established local initiatives and partnerships
- Language barriers of students
- Opportunities in rural areas vs. urban areas
- Connecting career work to broad college courses



# Career Development Spectrum of Activities

In an exemplary model, students participate in a well-designed sequence of career development activities that become progressively deeper and more intensive as the students gain skills and maturity. This sequence of CDE activities help students move from the cognitive to the experiential.

## Career Awareness

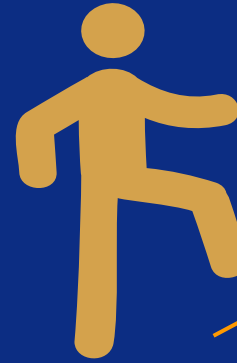
Students **learn about** the world of work, including its broad range of industries and occupations:

- ★ Career Speakers
- ★ Career Days/Fairs
- ★ Career Interest Inventories
- ★ Career research report
- ★ Company Tours

## Career Exploration

Students **learn through** activities and work experiences that help them explore career options

- ★ Job Shadowing
- ★ Job Rotation
- ★ Informational Interviews
- ★ Job Skills Portfolio
- ★ Community Service
- ★ Leadership in Career Clubs
- ★ Contextual Learning Coursework
- ★ Labor Market Information



## Career Immersion

Students **engage in** immersive work experiences that prepare them for choices about post secondary education and careers

- ★ Capstone Projects
- ★ Internships
- ★ Entrepreneurial Enterprise
- ★ Clinical Experiences
- ★ Part-Time Employment
- ★ CVTE Cooperative Education
- ★ Apprenticeship

**Keep in mind...**  
*How might this look differently for Early College?*

## 2. Engaging Area Employers

Describe how your program seeks to engage area employers when relevant to support connections between education and career.

List possible area employer partners and when/how they can/will support connections.



# Supporting Documents

Upload any additional documents for Guiding Principle 4 – Connection to Career.





# Beyond Part A



Plan for College  
and Career  
Counseling and  
Career  
Development  
Activities



< Plan includes a  
description of  
Higher Ed  
partner  
involvement



Final list of area  
employer  
partners, actual  
contacts with  
those employers



Plan of relevant  
activities with  
area employer  
partners

# Compiled Resources

- [DESE Early College Webpage](#)
- On <http://www.maearlycollege.com/> website (password MAECP):
  - [Connection to Career Session Video](#)
  - [Part A Application in .docx format](#)
  - [Designation Criteria](#)
  - [ECP Designation Application Companion Document](#)
  - [Rennie Blueprint](#)
  - [Connection to Career - Examples from Rennie Blueprint](#)
  - [Appendix C from Companion Document](#)
  - [Massachusetts Connecting Activities Site](#)
  - [Massachusetts Workforce Regions and Contact Information](#)
  - [O'Net Interest Inventories – based on Holland's RIASEC](#)
- Technical Assistance Office Hours – Every Thursday (beginning May 20) from 9:00-10:00 a.m. - [Join Link](#) Password to join: **MAECP**
- DESE Office Hours – Every Wednesday (beginning May 26) from 3:00-4:30 p.m. To sign up for 30-minute slots, go to <https://calendly.com/maearlycollege/early-college-designation-office-hours>



# SUMMARY

Here is what we covered:

- **What is connection to career as defined in Early College Program Designation?**
- **What is required for Part A Application?**
- **Resources and Examples**



# Contact Us



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