Guiding Principles

Guided Academic Pathways

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AGENDA

- What are Guided Academic Pathways?
- ECP Reference Documents
- Part A Application
- Beyond Part A
- Resources and Examples

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Guided Academic Pathways Defined

Designated programs should be structured around clear and detailed student academic pathways from secondary to post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. Prior to students choosing a pathway, programs should offer students substantive exposure to career opportunities, allowing them to make an informed decision about which pathway to pursue. Within these pathways, students should be expected to complete at least twelve college credits that are transferable and count towards an associate or bachelor's degree pathways. 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.

From Designation Criteria

Consideration for applicants - How do you integrate specific pathways with MassCore/MassTransfer?

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Guided Academic Pathways Defined

The **Early College Program Designation Application Companion** takes the designation criteria and goes further to describe:

- Characteristics of your planned pathways;
- Characteristics of your planned coursework; and
- Considerations as you plan

IMPORTANT TO NOTE:

- While an academic pathway does not have to be specifically related to a field of study or career, it is often helpful to have meta-majors associated with them.
- It is recommended that Early College pathways not be built around specific technical programs, but rather focus more on the obtainment of general education requirements which could serve as the foundation for multiple degrees.

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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

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.)

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1. Academic Plans

Part A Application states:	Companion Document recommends:
1A. Please outline your academic plan for Early College participants. Provide the name of any Early College pathways being offered, indicate program entry points, and how MyCAP will support student planning.	No later than 10th grade, students should formally enroll in cohorted program and begin structured preparatory and/or credit-bearing coursework
	Program identifies any high school credits that academically prepare students or serve as prerequisites to on-ramp to college coursework.
	Early College students will participate in MyCAP (My Career and Academic Plan) via an online tool used for college and career counseling (e.g., Naviance or MEFA Your Plan for the Future) that is recognized by the Department of Elementary and Secondary Education.
	Students will be guided through the MyCAP process. We recommend mapping out MyCAP plans by month/year with specific activities, etc. (Needed for Part B)

1. Academic Plans

Part A Application states:	Companion Document recommends:
1B. Please upload your program's preliminary course and sequence and indicate how the college coursework meets MassCore/high school graduation requirements, and reflect MassTransfer courses.	Program provides students and their families with the scope and sequence of the high school and college coursework that allows them to both meet the requirements of MassCore and earn a minimum of 12 credits of college credits that also meet the requirements of the MassTransfer program.

NOTE: Use MassCore/Mass Transfer chart for reference.

MassCore and MassTransfer Requirements

MassCore Framework
Massachusetts High School Program of Studies

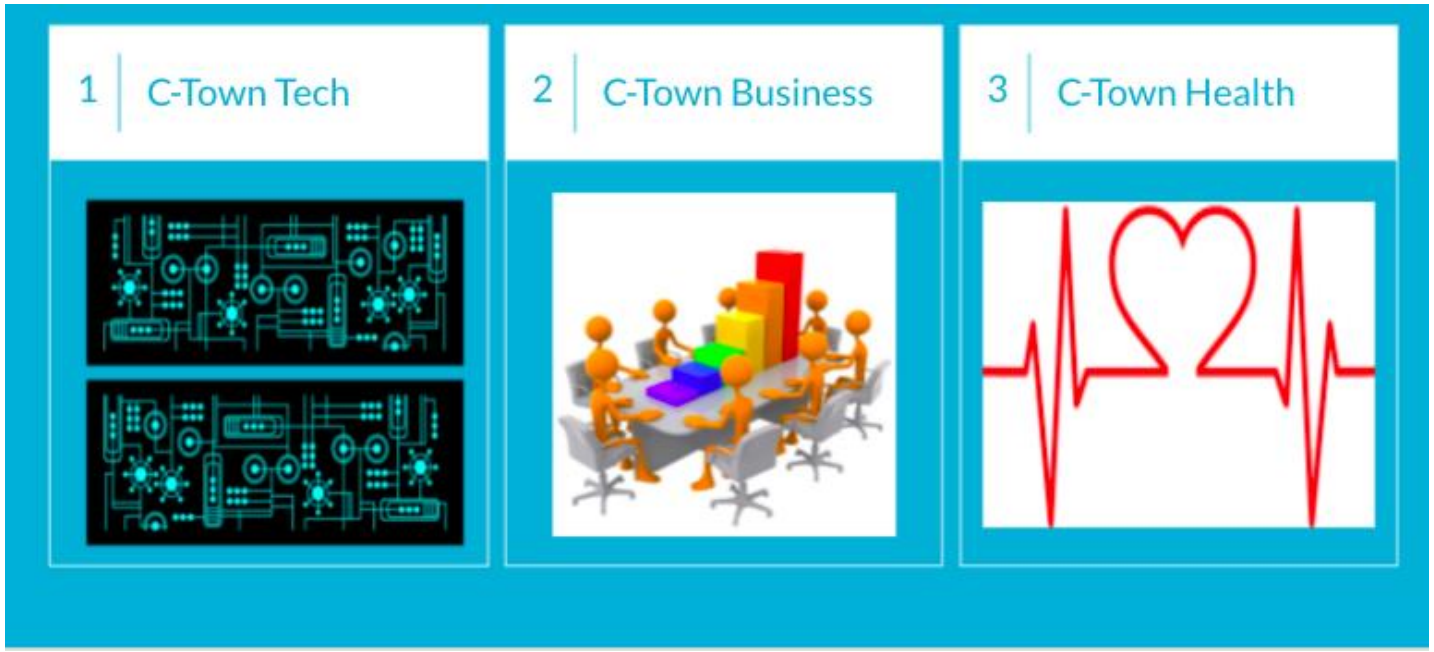
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the

MassTransfer Coursework
A set of 34 credits accepted at community colleges, state universities and University of Massachusetts campuses.*

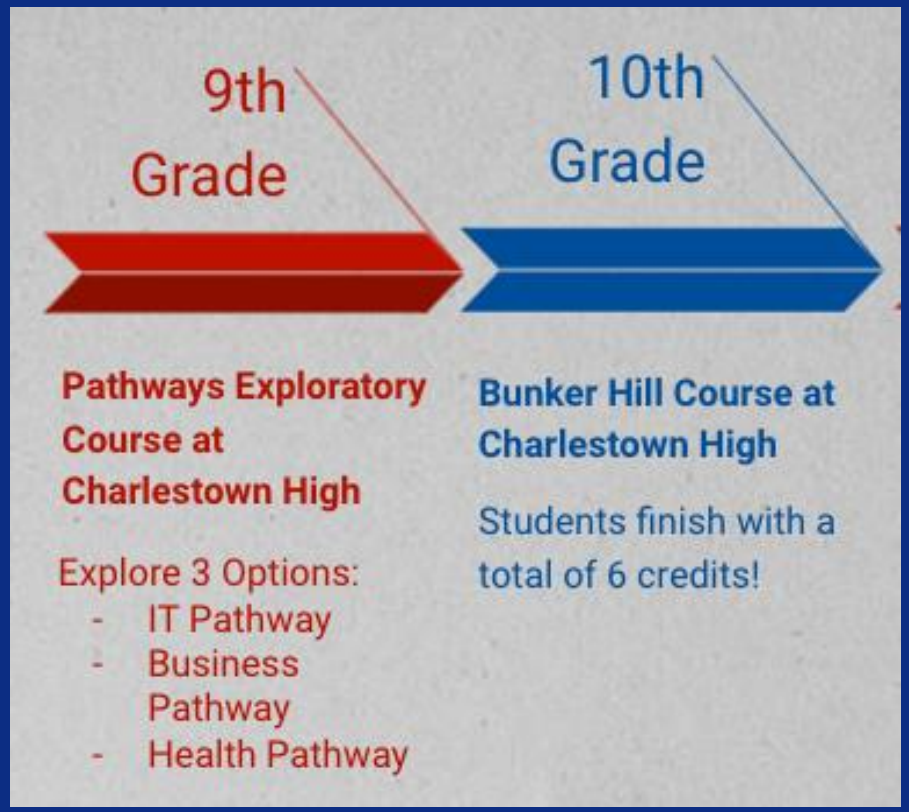
SUBJECT	POSSIBLE	RECOMMENDED
English Composition/Writing – typically English Composition I and English Composition II (**Actual course titles vary.)	6 credits	3-6 credits***

Three EC Pathways at CHS

1. Labor Market Data
2. Student Interest
3. Leverage partnerships



Multiple Entry Points and On-ramps



9th grade serves as built in recruitment tool as well as skill building!

First College courses:
Accessible, Engaging, Pre-requisites

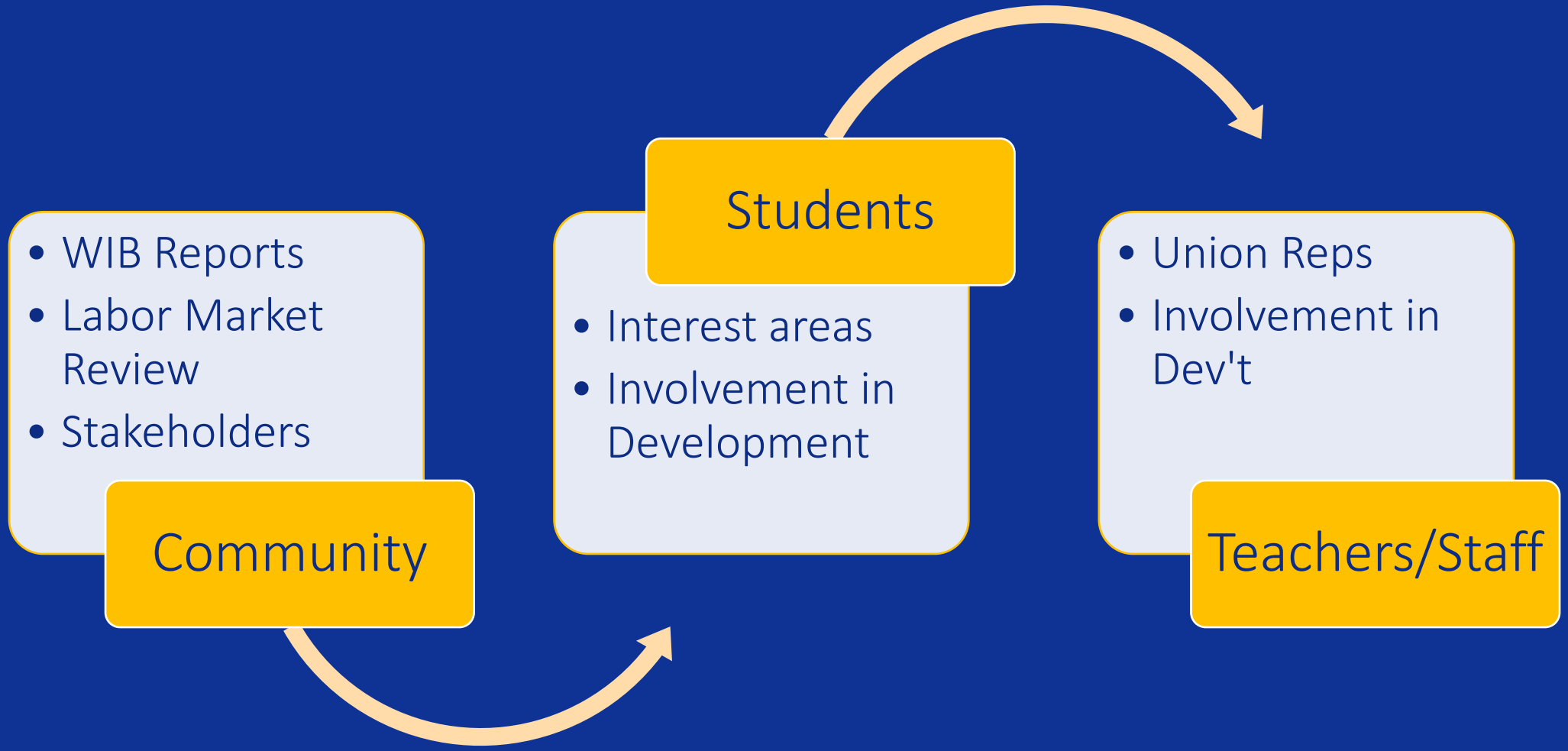
10th	**Fall Semester Business** Introduction to Business **BUS 101**	**Spring Semester Business** Principles of Marketing **MAN 105**
10th	**Fall Semester Health** Medical Terminology **NHP 180**	**Spring Semester:** Human Biology **BIO 108**
10th	**Fall Semester Tech** Information Technology Problem Solving **CIT 113**	**Spring Semester Tech** Introduction to Creating Mobile Apps **CIT 131**

Calendar of Pathways Experience/MyCap

College and Career Exploration
Community Building
Parent Communication

SEPTEMBER					OCTOBER				
Activity	Desired Outcome	Product	Who/How	Remote Alternative	Activity	Desired Outcome	Product	Who/How	Remote Alternative
Summer reflection (including strengths/skills inventory)	Reflect on strengths and skills built in summer. Collect this info in portfolio to use in future resume/interview/applications. **to add in future: WBLP review**	Reflection Form in Portfolio	ONE ON ONE MEETING - WBL Coordinator	Online meeting	Introducing yourself (intro to Networking)	Able to introduce yourself to a professional volunteer/guest - firm handshake and introduction, phones away	n/a	WORKSHOP - WBL Coordinator	Online workshop (during class time) with recorded video for students who miss the workshop
Career Exploration survey?	Identify 1 career you are interested in and can learn about through a family/friend or other contact, and 1 career you have no current connections with and would like to connect with?? Or do this in December?		WORKSHOP - WBL Coordinator	Email Google Form	Intro to researching a company and a professional	Research a company and professions, prepare and ask career exploration questions to a professional guest or host (with some guidance)	Create question bank as a group	WORKSHOP - WBL Coordinator	?
Update resume	Add summer experience and skills to resume	Updated Resume in Portfolio	WORKSHOP - WBL Coordinator	Online workshop (during class time) with recorded video for students who miss the workshop	Field trip - PTC software company hosted by NSBE (T)	Become familiar with tech workplace environment, diversity and inclusion corporate initiatives, professional affinity groups (NSBE), and learn about 1 tech career. Practice asking a question to a professional and taking notes.	n/a	SITE VISIT - WBL Coordinator and partners	?
Accessing your Moodle account	All students learn how to access BHCC online portals (T)				Reflecting on career exploration experience	Complete reflection form after field trip - what career did you learn about	Career Exploration Reflection Form in Portfolio	WORKSHOP - WBL Coordinator	?
Start of school- Program Social	build community, kick off new school year, introduce BHCC partners				BHCC Orientation	Students tour BHCC campus and meet with EC staff, students get ID cards			
					Phone calls to all families	introduction of program and program goals, communicate prgm expectations and long term goals, share information about upcoming family events			

NCM Pathway Development



NCM Auditing Process – *Embedded Advisor*

Mount Wachusett Community College- Gardner Public Schools Course Audit Form- Pathways Early College Experience	
Student Name:	Anticipated Semester/YOG: 8/2022

English Language Arts (20 Credits)							
	Course	School	Grade	Semester/Yr	MWCC Credit	HS Credit	MassCore
Mathematics (20 Credits): Must take math in senior year							
Science (15 Credits): Three lab sciences							
Social Sciences (15 Credits): US History 1 & 2 and World History							
Foreign Language (10 Credits): At Least two years of same language- Fulfills GPS Unified Arts req.							
Fitness (5 Credits)							
Health & Wellness (2.5 Credits)							
25 Hours Community Service							

2. Scheduling Plans

Outline scheduling plans that ensure the program:

- Takes place during the school day; and
- Students will have the opportunity to pursue at least 12 college credits

Scheduling @ CHS

Identifying aligned course times
- Crosswalk two institutions

Creating space in HS school schedule
- Moving APs
- Working closely with schedule builders and counselors
- Built into fabric of school
  - Can't be seen as a one off

Advising
- Building out a student's schedule in advance

NCM Scheduling – FHS, LHS, GHS, Sizer, Fitchburg State & MWCC

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3. Course Delivery

Provide an initial description of where and how courses will be delivered to students by grade level. Indicate who (college approved high school faculty, college faculty, or a combination) will be teaching each course.

Considerations from Companion Document:

- The minimum of twelve required college credits should take place during the secondary school day.
- If a program relies on hybrid delivery of college credits, students should not be required to miss any high school instructional time in order to complete requirements of college credits.
- Programs should also think carefully about how they will address digital equity for online courses.

Course Delivery Model @ CHS

Grade	Course		Location	College Credits
9th	Pathway Exploratory Course		Charlestown High School	0
10th	**Fall Semester Business** Introduction to Business **BUS 101**	**Spring Semester Business** Principles of Marketing **MAN 105**	Charlestown High School	6
10th	**Fall Semester Health** Medical Terminology **NHP 180**	**Spring Semester:** Human Biology **BIO 108**	Charlestown High School	6
10th	**Fall Semester Tech** Information Technology Problem Solving **CIT 113**	**Spring Semester Tech** Introduction to Creating Mobile Apps **CIT 131**	Charlestown High School	6
11th	To be determined by student and coordinator		CHS and Bunker Hill Community College	6-12
12th	To be determined by student and coordinator		CHS and Bunker Hill Community College	6-12

@ HS, taught by HS faculty

Cohorted
@ HS, taught by college, support by CHS faculty

Individualized
@ college, support by College/CHS faculty

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4. College Experience

Describe plans to acculturate Early College participants to the partner college experience.

College Experience

SEPTEMBER					OCTOBER				
Activity	Desired Outcome	Product	Who/How	Remote Alternative	Activity	Desired Outcome	Product	Who/How	Remote Alternative
Summer reflection (including strengths/skills inventory)	Reflect on strengths and skills built in summer. Collect this info in portfolio to use in future resume/interview/applications. **to add in future: WBLP review**	Reflection Form in Portfolio	ONE ON ONE MEETING - WBL Coordinator	Online meeting	Introducing yourself (intro to Networking)	Able to introduce yourself to a professional volunteer/guest - firm handshake and introduction, phones away	n/a	WORKSHOP - WBL Coordinator	Online workshop (during class time) with recorded video for students who miss the workshop
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Academic Support

- Orientations, Tour, Workshops
- Study Hall/Study Sessions led by BHCC

Community Building

- Celebrations!
- Sweatshirts, Shirts, etc

Connection to College Campus and Staff

- College IDs
- Meal Vouchers
- Book Pick-Up

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The NCM Early College Experience

- Swag
- Advising
- Career Exploration
- Co-Curricular Engagement
- Celebration
- Bus passes
- Books/Supplies

Beyond Part A

Comprehensive Guided Pathway Plan

Policy on Course Placement

Scope and Sequence / Course and Program Schedules and Descriptions

Evidence of Curriculum Alignment

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Compiled Resources

- DESE Early College Webpage
- On http://www.maearlycollege.com/ website (password MAECP):
  - Guided Academic Pathways Session Video
  - Part A Application in .docx format
  - Designation Criteria
  - ECP Designation Application Companion Document
  - Rennie Blueprint
  - Guided Pathways - Examples from Rennie Blueprint
  - MassCore/MassTransfer Comparison/Alignment Document
  - Examples from today's session
  - Examples from other programs
  - MyCAP Implementation Guide
- 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 are guided academic pathways as defined in Early College Program Designation?**
- **What is required for Part A Application?**
- **Resources and Examples**

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