



Guiding Principles

Guided Academic Pathways

November 16, 2021

AGENDA



ECP Reference Documents



Part B Application/Expectations



Guided Academic Pathways Defined



Guided Academic Pathways & Application



Resources and Examples

Reference Documents



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

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

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/>

Part B Application

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

For planning purposes, a copy of the full application in .docx format is available for download on the resources slide at the end of this .ppt.



Part B Application (cont.)

While many of the requirements in the Part B application are similar to those requested within Part A, the **expectation** at this phase is that responses will not only be descriptive, but will **provide evidence** related to each aspect of the program, **showing actual policies and materials created for the program and providing sufficient detail to demonstrate complete program planning.**

We encourage you to refer to your Part A application to help you with the Part B application.

Definition Reviewed

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 a postsecondary credential. 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 courses on college and university campuses where possible, and otherwise offer experiences intended to acculturate students to the post-secondary experience.

From Designation Criteria

Definition Reviewed

Guided Academic Pathways:

- Should be broad enough to ensure students experience flexibility in exploring options
- Provide coherence, clarity, and connection within their pathway choice
- College courses and credits should be carefully chosen in terms of transferability
- Courses should meet both MassCore requirements and MassTransfer requirements
- Are not required to be specifically related to a field of study or career

From the Companion Document 2021

*Refer to Companion Document for additional guidance

1. Guided Pathway Plan

Early College is meant to provide a guided academic pathway experience for students, please provide a description of your comprehensive plan to achieve this. If you plan to name particular academic EC pathways, you can mention those here.

Note: subsequent questions will provide space to elaborate on certain aspects on this plan including the scope and sequence of courses.



1. Guided Pathway Plan (cont.)

An important piece of the Guided Academic pathway experience, is an acculturation to the college culture.

Please detail the plan for creating and implementing strategies to provide students robust exposure to postsecondary opportunities and long-term planning, which should include information about choosing potential majors, learning about financial aid opportunities including student loan considerations, learning about the college application process, and learning about how programs of study link to careers.



1A. Program Entry

Please provide a description of the entry into the Early College program, demonstrating that by Spring of their 10th grade year, students will formally enroll in the cohorted Early College program, and begin structured preparatory and/or credit-bearing academic work.

- Include a crosswalk for students and families with the scope and sequence of the high school and college coursework
- List high school credits that academically prepare students or serve as prerequisites to on-ramp to college coursework
- Describe how Early College students will participate in MyCAP, and how MyCAP will support their Early College program participation



1B. Crosswalk

Please provide a crosswalk available for students and families with the scope and sequence of the high school and college coursework.

*A textbox is provided here, but you can also upload up to 10 files.

1C. Preparation and On Ramping

Provide a list and description of high school credits that academically prepare students or serve as prerequisites to on-ramp to college coursework.



1D. My Career and Academic Plan (MyCAP)

Please provide a detailed description of how Early College students will participate in MyCAP, and how their MyCAP work will enhance their experience in the program.

Because college awareness and immersion is such an important component of Early College, please provide details for creating and implementing strategies to provide students robust exposure to postsecondary opportunities and long term planning, which should include information about choosing potential majors, learning about financial aid opportunities including student loan considerations, learning about the college application process, and learning about how programs of study link to careers.

Answer question and upload sample MyCAP plan here.



1D. My Career and Academic Plan (MyCAP)

SEPTEMBER					OCTOBER				
Activity	Desired Outcome	Product	Who/How	Remote Alternative	Activity	Desired Outcome	Product	Who/How	Remote Alternative
Summer reflection: reflecting on strengths and skills	Reflect on strengths and skills built in summer. Collect this info in portfolio to use in future resume/interview applications. "To add in future: WSLP review"	Reflection Form in Portfolio	ONE ON ONE MEETING - WSL 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 - WSL 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 - WSL Coordinator	Email Google Form	Intro to researching a company and a professional	Research a company and professional, prepare and ask career exploration questions to a professional guest or host (with some guidance)	Create question bank as a group	WORKSHOP - WSL Coordinator	1
Update resume	Add summer experience and skills to resume	Updated Resume in Portfolio	WORKSHOP - WSL 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 - WSL Coordinator and partners	1
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 - WSL Coordinator	1
Start of school: Program Focus	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 program expectations and long term goals, share information about upcoming family events			

College and Career Exploration
Community Building
Parent Communication

2. Policy on College Level Course Placements

Please provide the written policy for placement of students into college courses, including how students are assessed for course taking preparedness. This policy should identify strategies for assuring student preparedness. Early College partners are strongly encouraged to explore multiple measures beyond Accuplacer to determine student placement. Please identify any required pre-requisites for particular courses.

Upload up to 10 files here. No textbox is provided



3. Scope and Sequence

Here you are instructed to upload a detailed course scope and sequence per proposed academic pathway. Each course of study should allow for students to graduate with at least 12 college credits.

Identify:

- where college courses will be taken
- the mode of delivery
- what type of faculty will be teaching each course

Upload up to 10 files here. No textbox provided.

Consider Using a Chart Format

- A well-designed and planned chart could:
 - Be used for 1B. (crosswalk for students and families)
 - Address all parts of #3
 - Serve as cursory evidence of curriculum alignment (#5)

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							
Additional Core Courses (31.5 Credits)							
Additional Electives							
Mount Wachusett Community College- Gardner Public Schools							
Course Audit Form- Pathways Early College Experience							
Student Name:				Anticipated Semester/YOG: 8/2022			

3A. English and Math

Please indicate how English and Math courses are integrated into your program. If for some reason, program design does not align, programs must indicate the rationale.

Please note that students should be identified as more interested in a STEM or non-STEM pathway for the purposes of completing the appropriate Math courses.

Textbox provided here.



3B. MassTransfer

Indicate how courses will align with MassTransfer.

Textbox only provided.



3C. MassCore

In addition to aligning with MassTransfer, and admission requirements for 2- and 4-year degree programs, please describe how the program is designed such that students meet MassCore. If, for some reason, program design does not align, applicants must indicate the rationale.

Textbox provided.

MassCore and MassTransfer Requirements Kelly

MassCore and MassTransfer Requirements

 MassCore Framework Massachusetts High School Program of Studies			 MassTransfer Coursework A set of 34 credits accepted at community colleges, state universities and University of Massachusetts campuses.*		
SUBJECT	UNITS	NOTES	SUBJECT	POSSIBLE	RECOMMENDED
English Language Arts	4 Units		English Composition/Writing – typically English Composition I and English Composition II (**Actual course titles vary.)	6 credits	3-6 credits***
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.	Mathematics/Quantitative Reasoning	3 credits	3 credits***
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.	Natural or Physical Science	7 credits	3-6 credits***
History and Social Science	3 Units	Including U.S. History and World History.	Behavioral and Social Sciences	9 credits	3-6 credits***
Foreign Language	2 Units	Of the same language.	Humanities and Fine Arts	9 credits	3 credits***
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).			
Arts	1 Unit				
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.			

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

*** districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for foreign language

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

*General Education courses are the foundation of your degree. All 28 undergraduate public campuses require some set of core classes to provide you with a well-rounded academic experience, and the MassTransfer Gen Ed Foundation allows you to easily transfer this credit between them. Note: *This excludes our special mission colleges, MassArt and Mass Maritime, which have a different set of core requirements.*

**Actual course titles vary from campus to campus. To find specific GenEd courses at a specific partner college, visit <https://www.mass.edu/masstransfer/gened/coursesearch.asp> and click on the appropriate college/university name in the drop-down list.

***For the minimum 12 hours college credit, it is recommended that students take a minimum of:

- English Composition I (or equivalent) – 3 hours
- Mathematics/Quantitative Reasoning course – 3 hours.
- Science or Social science courses – 3-6 hours

Preferably, Humanities and Fine Arts coursework would be limited to 3 hours, unless it is specifically related to a designated pathway in a humanities/fine arts field.

To the extent possible, courses taken at a community college should not only fall under the MassTransfer Gen Ed Foundation, they should align with established "A2B Mapped" Degree Pathways. Use the selector dropdown tools at <https://www.mass.edu/masstransfer/a2b/programsearch-all.asp> to see if courses fall into mapped pathways.

(As this is specific to an individual student transfer between a specific community college and a specific four-year institution, this can be difficult – particularly for cohorts, thus why the designation criteria says "to the extent possible.")

4. Course and Program Schedules

Provide sample academic schedules by grade level, which include both high school and college courses, and make clear that all aspects of the college coursework take place during the high school day.

No textbox here. You can upload up to 10 files.



5. Curriculum Alignment

Please provide evidence of curricular alignment between the high school and college courses.

Upload up to 5 documents here.



6. High School Course Catalog and College Course Descriptions

Please provide the portion of the high school course catalog referring to the Early College program, including the program outline and course descriptions as shared with students.

Next, provide the relevant links if information on your proposed program is available on your website(s).

*Upload any additional documents (up to 10) related to Guided Academic Pathways.



Questions?






Compiled Resources

- [DESE Early College Webpage](#)
- On <http://www.maeearlycollege.com/> website (password MAECP):
 - [Guided Academic Pathways Session Video](#)
 - [Part B Application in .docx format](#)
 - [2021 ECP Designation Application Companion Document Designation Criteria](#)
 - [MassCore/MassTransfer Document](#)
- Technical Assistance Office Hours – Every Thursday from 9:00-10:00 a.m. - [Join Link](#)
- DESE Office Hours – Every Wednesday from 3:00-4:00 p.m. To sign up for 30-minute slots, go to <https://calendly.com/maeearlycollege/early-college-designation-office-hours?month=2021-10>



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