Massachusetts College and Career Advising Professional Development Series

October 2018

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Massachusetts Department of Elementary and Secondary Education. The development team would like to specifically thank Shailah Stewart and Lisa Harney from the Massachusetts Department of Elementary and Secondary Education, Katie Gray of Unique Potential Consulting and Leadership Coaching, and Robb Geier from Public Consulting Group.

The Massachusetts College and Career Advising project includes a series of professional learning experiences for school counselors and school leadership team members. Participants in the program will have additional implementation guidance and support through online resources and virtual collaboration opportunities.

Instrumental in the design and development of the Massachusetts College and Career Advising program were Lisa Fraize from Public Consulting Group, and Dr. V. Scott Solberg.

Dr. V. Scott Solberg is a Professor in Boston University’s Wheelock College of Education and Human Development. He is currently Chair for the Society for Vocational Psychology, a section within the Society for Counseling Psychology in APA. Dr. Solberg works internationally and nationally on the design, implementation, and evaluation of effective career development programs and services with a focus on high-need youth populations, including youth with disabilities. His publications, reports, and curriculum translate career development research into practice and policy strategies that are being used by state leaders to guide their career development implementation and policy efforts and by districts and schools to construct K-12 career development programs and services. His understanding of the nature and promise of personalized career and academic plans is being used by a number of states to guide their K12 career development policies and practice. The Federal Government in the United States used his work on personalized career and academic plans to design model policy legislation to support school to career transitions for youth with disabilities that has been adopted by 10 states to date. His State Leaders Career Development Network includes over 85 state leaders representing 24 states. The State Leaders Network meets monthly to share innovative implementation policy and practice and thereby disseminate resources and ideas. The federal government in collaboration with the Council of State Government and National Conference of State Legislatures used his research to establish career development policy language on supporting the transition readiness needs for youth with disabilities. To date, 10 states have adopted the language.
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About the Workshop Series

This three-workshop series is designed to build your district/school capacity to customize and implement high-quality College and Career Advising (CCA) and My Career and Academic Plan (MyCAP) programs.

Workshop 1

Workshop 1 introduces district/school teams to the nature and promise of College and Career Advising and MyCAP. Participants will learn the design characteristics of high-quality College and Career Advising and MyCAP programs and learn how to align activities to the needs of their district/school.

Workshop 2

Workshop 2 will focus on the design of a grade level scope and sequence of CCA lessons for grades 9 through 12, using examples and sample activities. Participants will integrate use of their district/school online college and career planning systems, identify MyCAP ePortfolio artifacts, incorporate career development education and college access activities, and address labor market information.

Workshop 3

Workshop 3 focuses on creating a plan to successfully implement, and evaluate, each team’s new district/school CCA and MyCAP program. Participants will create a program development plan, identify the range of communication materials needed to explain the value of CCA and MyCAP to multiple stakeholders, practice communicating a rationale for the value of CCA and MyCAP, and design an evaluation strategy to assess fidelity and quality of implementation as well as student and school outcomes.

Preparing for Workshop 1

In preparation for Workshop 1, school counseling representative(s) should ensure that the team members:

1. Know how to log in to the school’s online college and career information system.

2. Have reviewed the Commonwealth’s “Report and Recommendations of the Advisory Committee Studying the Development and Implementation of Six-Year Career Plans.”

   This report was used to support DESE’s efforts to secure funding for this College and Career Advising Professional Development Series.
Today’s Agenda

Morning

Part 1: Introductions and CCA/MyCAP Overview

Part 2: Nature and Quality Indicators of CCA and MyCAP
- Nature of College and Career Advising and MyCAP
- Understanding MyCAP as a Process and an Instrument
- Scope and Sequence and Introduction to the CCR Framework

Part 3: Exploring Your District/School’s Online Career Information System

Afternoon

Part 4: Using Data to Inform Your CCA/MyCAP Program

Part 5: Conclusion and Follow-up Implementation Activities

Workshop 1 Learning Targets

After completing this workshop, you will be able to:

- Identify the components involved in designing a quality CCA program
- Compare and contrast how MyCAP can be understood as an instrument and a process
- Identify your school’s current activities that align with CCA and MyCAP
- Identify data sources that can be used to inform the design and evaluation of your school’s CCA program
Part 1: Introductions and CCA/MyCAP Overview

Part 1 Overview

In this part of the workshop, we will briefly introduce a number of topics that provide context for the nature of the workshops in this series, their alignment with related initiatives, and the plan for the day. The resources we will be discussing are included in this section of the guide along with a space for you to take notes.

During this part of the workshop, you will learn how CCA connects to:

1. The Commonwealth’s definition and model of College and Career Readiness (CCR) and Civic Preparation
2. The Massachusetts School Counselors Association (MASCA) MA Model 2.0 and the Commonwealth role specific indicators for school counselor performance
3. The High Quality College and Career Pathways initiative (HQCCP)
4. A proposed CCR Framework to guide the design of your MyCAP program

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College and Career Readiness and Civic Preparation

CCA/MyCAP aligns with the Commonwealth’s College and Career Readiness effort.

The Commonwealth defines College and Career Readiness as:

*College and career readiness means an individual has the requisite knowledge, skills and experiences in the academic, personal/social and workplace readiness domains to successfully navigate to completion an economically viable career pathway and engage in informed and effective civic and democratic life.*

The three core objectives underlying college and career readiness include:

- **Academic preparation** whereby youth receive access to high quality learning opportunities in core subject areas that will meet MassCore requirements.
- **Workforce readiness** whereby youth receive career awareness, career exploration, and career immersion activities.
- **Personal/social skills** whereby students develop the knowledge, skills, and competencies needed to become active and responsible citizens.
Massachusetts School Counselors Association MA Model 2.0

CCA/MyCAP aligns with the Massachusetts School Counselor Association (MASCA) MA Model 2.0 and the Commonwealth’s “role specific school counseling performance indicators.”

In 2016, a decision was made to revise the original MA Model for Comprehensive School Counseling Programs and create a 2.0 version. The focus of this new version was to create a framework for school counselors to implement programming emphasizing the measurable outcomes associated with College and Career Readiness. The mission statement of 2.0 is as follows:

“Massachusetts school counselors will use district/school data to develop and deliver school counseling programs that are customized to their district’s needs, with the ultimate goal of having all students graduate college and career ready.”

Objective 2 of MA Model 2.0 is broken down as follows:

Objective 2a: Assist students in creating meaningful post-secondary plans and making informed decisions to reach their goal.
Objective 2b: Focus on integrating academic/technical, personal/social and employability competency development across all grade levels.

Objective 2c: Encourage participation in multiple career development activities with opportunities for feedback and reflection, beginning in elementary school.

Objective 2d: Support the documentation of career development via an Individualized Learning Plan [ILP] and/or a Portfolio.

MA Model 2.0 also puts emphasis on the “Role Specific Indicators for School Counselors” as part of counselors’ evaluation. These indicators call for counselors to be evaluated on academic advising and post-secondary planning through the delivery of a strategically planned, coherent school counseling curriculum.

This PD series, College and Career Advising and MyCAP, is therefore designed to help school counselors, together with their administrators, employ the MA Model 2.0 framework to support the mission of helping all students become college and career ready.

NOTES
High Quality College and Career Pathways

High Quality College and Career Pathways use CCA/MyCAP as the foundation for two related structures: Innovation Pathway and Early College Programs. Career Technical Education programs are required to have a career plan for every student. Implementing MyCAP would meet the requirements of the career plan.

CCA and MyCAP align with these efforts by helping youth, educators, and their families learn how to pursue personalized college and career pathways that enable all youth to pursue high wage, high demand careers and occupations.

Each type of program includes six components that can be integrated within the MyCAP process:

1. College and career advising
2. Labor market alignment with labor market demand
3. Access to high quality academic and technical instruction
4. Access to work-based learning and immersion activities
5. Attainment of industry-recognized credentials and certifications
6. Linkages to postsecondary training and degree programs

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The primary product from participating in the three-workshop series is for your district to design and prepare to implement a scope and sequence of CCA lessons within the CCA framework.

For each grade level, the scope and sequence describes the learning objectives, the unit lesson including the strategies and activities educators will use, and the process and documentation of those activities in the student’s own MyCAP for three domain areas – personal/social, career development education, and academic, college, and career planning.

During Workshop 1, we will use a proposed set of 9th grade scope and sequence objectives to explore sample lessons, activities, and documents or artifacts that students could consider when designing their MyCAP. Workshop 2 will be devoted almost exclusively to the design of your own district/school scope and sequence for grades 9 through 12.
<table>
<thead>
<tr>
<th>Domain</th>
<th>What a Student Should Know, Understand, and Be Able to Do</th>
<th>Implementation Strategies and Activities</th>
<th>MyCAP Process and Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Social Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic, College, and Career Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 1.1: The “Dreaded” Ice Breaker Activity

This ice breaker activity is designed to enable each of us to become more keenly aware of the value of college and career advising/MyCAP and to understand its role in supporting a school’s CCR efforts and students’ postsecondary completion rates. This discussion will build on the video you just watched, The Four Year Plan.¹

**DIRECTIONS**

Discuss the questions below with your team. Please select a note taker who can keep track of your responses using the flip chart paper. At the end of the exercise, assign someone who can share two key themes that emerged from your discussion.

- Who is working in the job they originally went to college for?
- Did anyone (and who) help you identify career interests and college choice based on those interests?
- What personal skills did you leave high school with that helped you navigate college and then career?
- What supports/skills would have helped?

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¹ Par, Inc. (2017). The Four Year Plan [video file]. https://youtu.be/qW_LLj9mcbg
Part 2: Nature and Quality Indicators of CCA and MyCAP

Part 2 Overview

College and Career Advising (CCA) is the systematic implementation of a scope and sequence of learning objectives focused on the personal social growth, academic planning, and career development education needed for student success.

My Career and Academic Plan (MyCAP) is a student-directed process of self-discovery and college and career planning that leads to a unique personalized path towards post-secondary success. As an instrument, MyCAP captures the learning and documents the achievements of the learning objectives at each grade level. The instrument may also act as an ePortfolio capturing certain artifacts that demonstrate success. The ePortfolio may be part of the online career information system or a cloud storage system (e.g., Google Docs) or a “Linked-In” type system.

Most states refer to the ILP by different names such as Individual Career and Academic Plan (ICAP; Colorado and Oklahoma), Education and Career Action Plan (ECAP; Arizona) and the Academic and Career Plan (ACP; Wisconsin).

Massachusetts chose to refer to ILPs as “My Career and Academic Plan” to help the field understand the purpose of the plan, and to make explicit that it is for both career and academic planning. Youth who identify their own career and life goals will be more likely to select a more rigorous academic course sequence as well as take advantage of work-based learning and early college opportunities that help them develop the college readiness skills needed to enter and complete a postsecondary program leading to a certification/license or 2- or 4-year college degree.

Some best practices for CCA implementation that have emerged through national research and feedback from state and district leaders, educators, families include:

- Begin in middle school but no later than grade 9
- Whole school implementation is best when possible
- Use small mentoring/advising groups when possible to ensure every student has a caring and encouraging educator to guide their planning
- Use an online platform (Naviance, MEFA Pathways, MassCIS, etc.) to create MyCAP

In 2015 an advisory group was commissioned by the legislature to study the efficacy of six-year career plans for all students in Massachusetts. The report that came from that study defines ILPs as a “multi-year, dynamic tool that enables students to become self-directed learners that seek the academic planning, personal/social growth, and workforce development experiences
necessary to enter and complete a postsecondary credential or degree program in order to successfully pursue their career and life goals.” This report also concluded that “Once defined, ILPs facilitate students’ ability to align their high school courses and identify post-secondary pathways that enable them to pursue those [career and life] goals.”

2.1: Understanding MyCAP as a Process and Instrument

These two activities will help you differentiate how MyCAP can be considered an instrument and a process.
Activity 2.1A: MyCAP as an Instrument

As an instrument, MyCAP incorporates the use of online systems that include a wide range of features that stores artifacts and the results of assessments, career and educational searches, as well as other MyCAP activities.

For the ePortfolio component, each system uses different names:

- MEFA Pathway refers to the MyCAP ePortfolio as “My Digital Portfolio.”
- MassCIS refers to it as “My Portfolio.”
- Naviance refers to it as “Career Readiness Portfolio.”

The features you should find in your district’s Online Career Information System are described in the Table below. The national standards for the design, content and processes associated with online career information systems are established by the Alliance for Career Resource Professionals (ACRP).²

**Directions**

As a team, review the process and content components below. Which of these are you currently using in your career development efforts and which additional resources do you believe would further support your students’ career development?

**Key MyCAP Components**

<table>
<thead>
<tr>
<th>Features</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Assessments provide measures of personal attributes, traits, interests, and other factors that help students develop their MyCAP academic and postsecondary plans.</td>
</tr>
<tr>
<td>Search and Sorting</td>
<td>Individuals need methods to find career opportunities, postsecondary, and work-based learning (connecting activities) in systematic ways. Searching/sorting processes should inform the user what the search/sort does and include a description of the logic and limitations of the process.</td>
</tr>
<tr>
<td>Career Planning and</td>
<td>Career planning and management includes processes for discovering, reflecting on, and documenting career and educational/training plans, developing resumes, finding jobs, and providing evidence of work accomplishments and products.</td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Features</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ePortfolio</td>
<td>ePortfolios are repositories of selected career information including occupational descriptions, career plans, career assessments, resumes or other depictions of education, training, and work experience, and other artifacts of learning and work.</td>
</tr>
<tr>
<td>Content Components</td>
<td></td>
</tr>
<tr>
<td>Occupational Information</td>
<td>Occupational information includes the basic characteristics of work being performed by individuals who hold jobs having similar duties, levels of responsibility, skills, knowledge, entry requirements, and physical demands.</td>
</tr>
<tr>
<td>Industry Information</td>
<td>Industry information includes characteristics of the labor market and economic conditions affecting employers who produce similar products or provide similar services.</td>
</tr>
<tr>
<td>Education and Training Information</td>
<td>Education/training information includes postsecondary educational programs and the schools or other providers offering them, including public and private colleges, universities, career schools, technical schools, and trade associations.</td>
</tr>
<tr>
<td>Financial Aid Information</td>
<td>Financial aid includes information about sources of college student financial aid, procedures for applying for aid, and the criteria for awarding such aid. Financial aid awards include grants, scholarships, loans, and employment. Currency is of the utmost importance in presenting financial aid information.</td>
</tr>
<tr>
<td>Job Search Information</td>
<td>Job search information includes information about what employers seek in prospective employees, job vacancy listings, techniques for obtaining employment, and methods of documenting preparation, experience, and references.</td>
</tr>
</tbody>
</table>
Activity 2.1B: MyCAP as a Process

As a process, MyCAP refers to a scope and sequence of lessons that align to grade level college and career readiness competencies. What makes this process unique is that at each grade level a sequence of CCA lessons should strive to enable youth to develop all three domains for college and career readiness – personal/social, career development and academic, college and career preparation. When we are successful, youth will become more self-directed, proactive, and engaged in their academic coursework and future planning.

Directions

To understand how MyCAP operate as a process, study the communications sample on this page from Wisconsin’s version of MyCAP which they refer to as the Academic and Career Plan (ACP).

- How do these statements about engaging students compare or contrast with how your school currently prepares youth to become college and career ready?
- How do the ideas compare or contrast with traditional career development lessons that involve career choice and decision-making?

Ask a member of your team to take notes on your discussion using the flip chart paper and ask another member to report out your observations on the nature of the MyCAP as a process.

Section Resource: MEFA Pathway How It Works video

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3 Massachusetts Educational Financing Authority. (2017). Getting Started with MEFA Pathway [video file]. https://youtu.be/lLgT9zgf4g
2.2: CCA Learning Objectives

Using a sample scope and sequence of learning objectives, the next set of activities offer a deeper dive into understanding the nature of the domains that should be addressed when designing college and career advising lessons at each grade level. The college and career advising domains are organized into three categories: personal social, career development education, and academic, college and career planning. The full scope and sequence for grades 9-12 can be found in the Appendix (p. 75). We will be using the 9th grade scope and sequence as an example during this workshop. Note that this is the template to support your school’s thinking about your own scope and sequence that will be developed in Workshop 2.

2.2A: CCA Unit and Lesson Design

The CCA program is organized around units containing a sequence of lessons. Each lesson should include several activities and some form of artifact(s) that can be stored in MyCAP. The activities should include:

1. The first activity should provide all youth with classroom and/or small group conversations that ensure access to caring and encouraging educators.
2. A second activity should incorporate use of your district/school’s online career information system (e.g., MEFA Pathway, MassCIS, Naviance).
3. A third activity could offer a second classroom/group discussion and if relevant could provide time for youth to complete the artifact to be stored in their ePortfolio.

2.3 Personal Social Skills Domain

For our purposes, we are discussing the personal social domain as social emotional learning skills. Specifically, we are using CASELs social emotional learning (SEL) framework.
Activity 2.3A: Social Emotional Learning

With respect to becoming college and career ready, research indicates that youth who establish career and life goals through active self and career exploration are able to clearly describe their skills, interests, and values and how these skills, interests, and values are connected to the careers they are interested in pursuing.

Directions

For this activity, review the CASEL SEL framework provided on the next page. Discuss with your team, and use the “Examples” column in the table to identify how and where your team believes these skills are being addressed in your school.
Collaborative for Academic, Social, and Emotional Learning: SEL Competencies

<table>
<thead>
<tr>
<th>Key Domains of Social and Emotional Skills</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Self-Awareness                            | - Identifying and recognizing emotions  
- Accurate self-perception  
- Recognizing strengths, needs, and values  
- Self-efficacy            |
| Social Awareness                          | - Perspective taking  
- Empathy  
- Appreciating diversity  
- Respect for others    |
| Self-Management                          | - Impulse control and stress management  
- Self-motivation and discipline  
- Goal setting and organizational skills |
| Relationship Management                  | - Communication, social engagement, and building relationships  
- Working cooperatively  
- Negotiation, refusal, and conflict management  
- Seeking and providing help |
| Responsible Decision Making              | - Problem identification and situation analysis  
- Problem solving  
- Evaluation and reflection  
- Personal, moral, and ethical responsibility |
Activity 2.3B: Sample SEL Classroom/Group Activity

Starting with Social and Emotional Learning (SEL) skills does have benefits. There is strong evidence that SEL classroom activities improve academic outcomes, especially SEL lessons that address four key design elements referred to as SAFE:

- **Sequenced curriculum**
- **Involves Active learning**
- **Focuses on specific skills**
- **Explicitly identifies the SEL skills being learned**

**Directions**

On your table, you will find a classroom or small group activity from the *Making My Future Work* (MMFW) curriculum. The title of this activity is “Who Am I?” As a team, review the activity and identify whether and how it:

- Represents the SAFE ingredients for an effective SEL activity
- Enables educators the opportunity to engage in caring and encouraging behavior
- Provides a tangible artifact that could be added to the students ePortfolio
2.3C: Using Skills Assessments to Identify RIASEC Code

Assessments are perhaps the most popular feature of online career information systems. The traditional career development paradigm is focused on using assessments to find a best “match” between interests and skills and a selection of careers and occupations. This career development paradigm is focused on “career choice and decision-making.”

An emerging paradigm shift in career development is underway. This new paradigm focuses on using career development to facilitate positive youth development. Positive youth development mechanisms include career search self-efficacy, motivation, and goal-setting skills that result in youth becoming self-directed learners, resilient, and proactive. For personal/social skills, this shift focuses on helping youth become aware of their skills, interests, and values as well as learn strategies for further developing these skills and interests.

Within the traditional career choice and decision-making paradigm, the most popular assessment tool for matching interests to careers is the Interest Profiler. The Interest Profiler is a tool available in MassCIS and Naviance. MEFA Pathway uses a different interest assessment strategy.

RECOMMENDATION

Before using interests assessments, consider using interactive skills assessments that enable youth to look at how these skills connect to emerging workforce readiness competencies.

MEFA PATHWAY

Source: MEFA Pathway (student account). https://www.mefapathway.org/
MassCIS

Use Occ Select to match occupations to your skills. Do you have a dream occupation in mind? Interested in learning what skills a person needs to perform on a job? Use Occ Select to explore an occupation and learn the top skills that are important to performing the job duties.

SKILLS rates the skills you select in several ways. It lists the Top 30 occupations that best match your skills. It calculates a Holland Personality Type based on your skills. It rates your skills to clusters of occupations. SKILLS also lets you compare your skills to the skills required by an occupation.

**Note:** After you make your selections, click Get My Results. To store your results, click Save, enter your personal comments, and click Save Information.

*Source: MassCIS (student account). [https://masscis.intocareers.org/](https://masscis.intocareers.org/)*
Activity 2.3C Sample SEL Activity Using Online Career Information Systems

Let us explore the “RIASEC code.” Developed by John Holland, the RIASEC stands for Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Holland refers to the RIASEC as personality types – not traits. They are personality “types” because they are believed to be malleable based on life experience.

The basic idea underlying Holland’s model is that both personality and occupations can be organized around these six types. While the Holland type is often used as a matching strategy, as a personal/social skills activity, the aim is to help youth understand the nature and value of their RIASEC code.

The descriptions of each RAISEaC type are provided in the table below.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic</td>
<td>Enjoys working with things rather than people, mechanical, engineering, tools, solving concrete problems</td>
</tr>
<tr>
<td>Investigative</td>
<td>Prefer working with ideas rather than people or things, evaluate and solve problems using scientific methods and mathematics</td>
</tr>
<tr>
<td>Artistic</td>
<td>Prefer working with self-expression, creative and within unstructured activities</td>
</tr>
<tr>
<td>Social</td>
<td>Prefer working with and helping people</td>
</tr>
<tr>
<td>Enterprising</td>
<td>Prefer leading, influencing, and persuading people in support of meeting organizations goals</td>
</tr>
<tr>
<td>Conventional</td>
<td>Prefer working with numbers, organizational tasks, business processes using structured processes.</td>
</tr>
</tbody>
</table>

DIRECTIONS

If you have an account with MassCIS (https://masscis.intocareers.org/), you can follow along with this activity demonstration.

The purpose of this activity is to use an interactive feature found in MassCIS to help youth quickly become aware of their RIASEC code and how this code connects to different career opportunities.

Once you are logged into MassCIS, click on the Assessments tab where we can then click on the “What skills and work values are important to me.”
Next, click on **Occ Select**.

**Occ Select**

Use Occ Select to match occupations to your skills. Do you have a dream occupation in mind? Interested in learning what skills a person needs to perform on a job? Use Occ Select to explore an occupation and learn the top skills that are important to performing the job duties.

**SKILLS** rates the skills you select in several ways. It lists the Top 30 occupations that best match your skills. It calculates a Holland Personality Type based on your skills. It rates your skills to clusters of occupations. **SKILLS** also lets you compare your skills to the skills required by an occupation.

**Note:** After you make your selections, click Get My Results. To store your results, click Save, enter your personal comments, and click Save Information.
Select any occupation. The reason for starting with this is that many youths can provide a “career goal” but upon examination, only a few really understand the nature and skills needed to pursue the career (e.g., “I want to be a ‘crime scene investigator’ because I love watching CSI!”). For this demonstration, Computer Support Specialist was selected due to it being a high wage, high demand career in Massachusetts.
When you click on “Get My Results” in the bottom right corner, you receive a summary of the skills associated with that occupation.

For this activity, we want students to focus on becoming aware of their personal/social skills and specifically the intention is to help them become aware of their RIASEC code. To do this, click on “Holland Personality Type” at the top of the summary results.

For the occupation selected for this example, Computer Support Specialist, the RIASEC profile results appear below. Notice how the profile explains the RIASEC results in a way that educates the individual on the nature of their personality type.

Generally, we discuss RIASEC results in terms of the top three codes; for Computer Support Specialist, this is ISE.
Now, discuss the nature of the RIASEC code results.

- When you look at the ISC descriptions, what does this tell you about the nature of their personality type. In other words, a person with an ISC type is one who...

- Using the CASEL Framework, which of the five SEL dimensions are being addressed in this skills awareness activity?
Activity 2.3D: Generating Ideas on Creating MyCAP Artifacts Related to SEL Skills to Store in the ePortfolio

It is important that students produce artifacts that can be used to track their SEL skills progress. Some artifacts are automatically stored in the ePortfolio such as assessment results. For student produced work, PDF copies can be uploaded into the ePortfolio. Some systems even allow video and pictures to be uploaded as well.

DIRECTIONS
Looking at both the “Who Am I?” and online skills activities, what types of artifacts are being or could be generated?

NOTES
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### 2.4: Career Development Education

In addition to personal social skills, the CCA lessons should also align to the three Massachusetts career development education domains: career awareness, career exploration, and career immersion activities.

<table>
<thead>
<tr>
<th></th>
<th>To equip students with career awareness, educators need to become more knowledgeable about the world of work themselves. A starting point in this learning process for educators can be DESE’s Labor Market Information (LMI) Primer. This introduction to labor market ideas gives educators a good picture of the terminology of LMI, as well as the national classification systems and databases that are the primary sources of information about this world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Another resource in Massachusetts to familiarize yourself with is the LMI data for Massachusetts now captured in what are called Regional Blue Prints. There are seven regions around the state, and a thoughtful in-depth analysis of current and projected labor market needs are captured in these reports.</td>
</tr>
<tr>
<td>✓</td>
<td><strong>Connecting Activities</strong> (CA) is a MA Department of Elementary and Secondary Education (DESE) initiative that sustains a statewide infrastructure to support “college and career readiness” for all students. In existence since 1998, the CA line item in the state budget supports the work of the 16 local workforce development boards, enabling them to connect school districts with businesses for a wide range of career development education (CDE) experiences. A primary focus of these partnerships is the creation of structured work-based learning experiences.</td>
</tr>
<tr>
<td>✓</td>
<td>Connecting Activities funding provides the human capital to recruit and engage employers; prepare and place students in a range of career-related experiences, with a strong emphasis on brokered work-based learning opportunities; and structure work-based learning experiences for students through the use of the Massachusetts Work-Based Learning Plan. CA provides the intermediary services required to broker the range of CDE services needed by students, and it supports a cycle of continuous improvement with a data-driven, outcome-oriented approach to goal setting, and a commitment to positive student outcomes.</td>
</tr>
</tbody>
</table>
2.4A: Career Awareness

Career awareness involves helping youth learn how to connect their emerging skills and interests to a wide range of career opportunities. While online career information systems are critical to supporting this process, it is important to ensure that lessons focused on career awareness include activities and opportunities for career advisors to engage in caring and encouraging behavior. In addition, it is important to integrate opportunities for learning from professionals as part of the career awareness skills lesson.
Activity 2.4A1: Career Awareness: Making My Future Work Lesson: Old Jobs Die and New Ones are Born

This career awareness activity example is designed to help youth realize that the world of work is vastly different from years ago and, due to technology, the world of work will continue to change at a rapid pace.

In addition to comparing and contrasting the world of work from yesteryear and today, the activity also begins to help youth become aware of the relevance of their academic skills and the need to begin thinking about their educational pathway from high school into the world of work.

DIRECTIONS

1. Review the sample lesson in the handout provided and discuss ways that your team could modify it.

2. What are some example of encouraging statements college and career advisors could use during this activity?
Activity 2.4A2: Career Awareness: Using Career Information Systems to Organize Careers into Career Clusters

Let’s use MEFA Pathway for this activity. Building off Career Awareness in Activity 2.4A1, students would be encouraged to conduct a more in-depth search on a career they found interesting. For our purposes, we will continue exploring Computer Support Specialist.

**DIRECTIONS**

1. Log into MEFA Pathway and click on Discover Careers.

2. Next, click on “Search for Careers Your Own Way”

3. The next screen offers a range of search and sort options. MEFA Pathway has generated a list of Career Clusters that are specific to Massachusetts under the heading “Explore Careers by Categories.”

   - In addition to “Categories,” notice that you can also search for careers and occupations by education level, RIASEC interests, and values.

   For this exercise, type “Computer User Support Specialist” in the “Search” box in the upper left-hand corner.
Explore Careers and See What Catches Your Eye

Feel like browsing? Search eye-catching careers by keyword — like teaching or computer programming. Or by career category — like Law or Hospitality. Let's see what captures your interest!

Search For Careers By Keyword

Enter keyword, career name or major

SUBMIT
4. Now, let’s explore the results!

The first part of the results provides a nice overview of the nature of the career, the career cluster (category), areas of knowledge, education level, and most important to most students, the median wages. Note that other online systems provide entry level salary level as well as the hourly wage equivalent. The hourly wages seem more relevant to youth and they can compare it immediately to the minimum wages they are currently making or will soon be making when they enter the world of work. O*NET indicates that the hourly wage for this career is $23.74 (not bad).
5. The next section of the results offers an overview of the daily tasks, work activities, as well as a short list of careers that also match with the similar RIASEC type as Computer User Support Specialists.

<table>
<thead>
<tr>
<th>What they do:</th>
<th>Work Activities might include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily tasks</strong> <strong>might include:</strong></td>
<td><strong>Getting Information</strong> - Observing, receiving, and otherwise obtaining information from all relevant sources.</td>
</tr>
<tr>
<td>• Answer user inquiries regarding computer software or hardware operation to resolve problems.</td>
<td><strong>Monitoring Processes, Materials, or Surroundings</strong> - Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.</td>
</tr>
<tr>
<td>• Enter commands and observe system functioning to verify correct operations and detect errors.</td>
<td><strong>Identifying Objects, Actions, and Events</strong> - Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.</td>
</tr>
<tr>
<td>• Install and perform minor repairs to hardware, software, or peripheral equipment, following design or installation specifications.</td>
<td><strong>Inspecting Equipment, Structures, or Material</strong> - Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.</td>
</tr>
<tr>
<td>• Oversee the daily performance of computer systems.</td>
<td><strong>Processing Information</strong> - Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.</td>
</tr>
<tr>
<td>• Set up equipment for employee use, performing or ensuring proper installation of cables, operating systems, or appropriate software.</td>
<td><strong>Analyzing Data or Information</strong> - Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.</td>
</tr>
<tr>
<td>• Maintain records of daily data communication transactions, problems and remedial actions taken, or installation activities.</td>
<td><strong>Making Decisions and Solving Problems</strong> - Analyzing Information and evaluating results to choose the best solution and solve problems.</td>
</tr>
<tr>
<td>• Read technical manuals, confer with users, or conduct computer diagnostics to investigate and resolve problems or to provide technical assistance and support.</td>
<td><strong>Thinking Creatively</strong> - Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.</td>
</tr>
<tr>
<td>• Confer with staff, users, and management to establish requirements for new systems or modifications.</td>
<td><strong>Updating and Using Relevant Knowledge</strong> - Keeping up-to-date technically and applying new knowledge to your job.</td>
</tr>
<tr>
<td>• Develop training materials and procedures, or train users in the proper use of hardware or software.</td>
<td><strong>Scheduling Work and Activities</strong> - Scheduling events, programs, and activities, as well as the work of others.</td>
</tr>
<tr>
<td>• Refer major hardware or software problems or defective products to vendors or technicians for service.</td>
<td></td>
</tr>
</tbody>
</table>
6. The next section of the results describes a range of personal qualifications including preparation and knowledge.

<table>
<thead>
<tr>
<th>Professional Qualifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong> required for this occupation:</td>
</tr>
<tr>
<td><strong>Education</strong> - Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.</td>
</tr>
<tr>
<td><strong>Experience</strong> - Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing.</td>
</tr>
<tr>
<td><strong>Job Training</strong> - Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.</td>
</tr>
<tr>
<td><strong>Knowledge</strong> required for this occupation:</td>
</tr>
<tr>
<td><strong>Customer and Personal Service</strong> - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</td>
</tr>
<tr>
<td><strong>Computers and Electronics</strong> - Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.</td>
</tr>
<tr>
<td><strong>Engineering and Technology</strong> - Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.</td>
</tr>
<tr>
<td><strong>English Language</strong> - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.</td>
</tr>
<tr>
<td><strong>Public Safety and Security</strong> - Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.</td>
</tr>
<tr>
<td><strong>Telecommunications</strong> - Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.</td>
</tr>
</tbody>
</table>
7. The last section of the results includes information on the career’s pattern of interests and work values.

![Image of Career Match to You]

8. Before moving to the next activity, let’s consider what artifacts could be added to the ePortfolio.

- Notice the “Save” button in the upper right-hand corner of the Career Search results page below. This is one quick way to save careers that student’s find interesting.
- What other written activities could you envision asking your students to complete as part of this exercise?
Computer User Support Specialists

Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

CAREER CATEGORY
Not Reported

AREAS OF KNOWLEDGE
Customer and Personal Service
Engineering and Technology
Public Safety and Security

Computers and Electronics
English Language
Telecommunications

REQUIRED EDUCATION LEVEL
Vocational Training or 2-year Degree

MEDIAN WAGES (2015)
Hourly Not Available
$52,430 annual

NOTES
Activity 2.4A3 Career Awareness: Culminating Reflections

Directions

- In reflecting on these Career Awareness Skill activities, how might you want to structure the final discussion?
  - What questions would you consider posing to the students?
  - What type of artifact (e.g., written exercise, poster, collage) could they produce during the discussion?
  - How can the artifact be uploaded into the ePortfolio?

NOTES

________________________________________________________________________
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2.4B: Career Exploration Skills

Career exploration helps youth begin to identify career and life goals. Identifying career and life goals is a key mechanism in positive youth development that results in proactive, self-directed student behavior. Career and life goals are plural because research indicates that maintaining three goals throughout the lifespan is associated with better quality of life outcomes. In addition to classroom discussions and use of an online career information system, career exploration should also incorporate one or more work-based learning experiences that help youth explore the world of work through direct interactions with employers and observing work settings.

Career exploration skills build from the student’s awareness of their Personal/Social skills and the Career Awareness skills they have developed. Career exploration goes deeper by helping youth learn how to compare and contrast different career opportunities with respect to students being able to demonstrate orally or in writing the following:

- The nature of each career
- Activities and skills that are most strongly associated with each career
- Transferable skills that are relevant to other careers within and outside the career cluster
- Labor market projections in their region including whether there is a high demand for the career and the entry level wages within their region or the Commonwealth

Note: We will be repeating this process in Activity 2.5B (Academic, College and Career Planning, p. 58) where the focus will be on being able to describe education, training, and postsecondary pathways.
Activity 2.4B1: Career Exploration: High Wage High Demand MA Occupations

DIRECTIONS

Here is a sample from the list of Massachusetts-specific high wage, high demand occupations that were identified by Workforce Development Boards in seven regions of the Commonwealth (https://www.mass.gov/service-details/view-your-regions-blueprint):

**Berkshire:** Health Care; Advanced Manufacturing; Hospitality/Tourism; Professional, Scientific and Business Services

**Cape and Islands:** Health Care and Social Assistance; Accommodation and Food Services; Construction; Education Services; and Retail Trade

**Central:** Health Care and Social Assistance; Manufacturing; Transportation, Warehousing and Logistics; Professional and Technology Services; Construction; Retail/Hospitality; Education

**Greater Boston:** Computer and Mathematical; Health Care

**Northeast:** Advanced Manufacturing; Professional and Technical Services; Health Care and Social Assistance

**Pioneer Valley:** Health Care and Social Assistance; Educational Services; Manufacturing

**Southeast:** Health Care and Social Assistance, Professional, Scientific and Technical Services, Finance and Insurance

Select two career areas your team would like to explore more deeply.

**Career 1:**

**Career 2:**

Activity 2.4B2: Using the Compare Feature in Online Career Information Systems

Many online career information systems offer a compare feature to evaluate two careers side by side along a wide range of topics. For this activity, we will be using the Compare Occupations feature within MassCIS.

**DIRECTIONS**

MassCIS allows you to compare two occupations at a time.

1. In the classroom/small group discussion in Activity 2.4B1, you identified two careers you want to compare.

2. Use the alphabetical list provided in MassCIS.
1. For demonstration purposes, let’s again select Computer User Support Specialist and an occupation from a completely different cluster – Nurse Practitioners. Once selected, click “Compare.”
2. For Career Exploration Skills, the aim is to help youth develop the “skills” needed to explore an expanded range of career possibilities.

Notice that the Compare subheadings on the left side of the Compare results page offer a wide range of topics. For this activity, the key topics we want to explore include:

1. Overview
2. Task List
3. **Common Work Activities**
4. Physical Demands
5. **Skills and Abilities**
6. Knowledge
7. **Wages**
8. Employment and Outlook
9. Interests and Values

Note: the **bolded** topics are suggested as the most critical topics to address.
Career Exploration: As students begin to identify their interests, they can learn more about specific career options through career exploration activities.

Many schools and programs offer:

- Career exploration workshops or classes
- Opportunities for students to do “job shadows” in areas of interest
- Opportunities for informational interviews with local professionals
- Career-related research projects
- A variety of other classroom and community projects that support career exploration

In quality CDE, career exploration is complemented by a process of reflection, supported by influential adults such as guidance counselors, advisors, classroom teachers, workplace supervisors, parents, etc.

Additional Career Exploration Activities to Consider

<table>
<thead>
<tr>
<th>Career Exploration Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotations</td>
</tr>
<tr>
<td>Youth are exposed to different work settings within an organization in order to expand their knowledge about different occupations within a given pathway or career cluster.</td>
</tr>
</tbody>
</table>

| Mentoring                                             |
| Youth receive access to an adult “mentor” who provides guidance and encouragement on career-related, interdisciplinary projects. |

| Project Based Learning                                |
| Offers youth an opportunity to engage in an extensive, sustained inquiry regarding a problem that is solved and includes a “public product” that showcases the work completed. |

| Service Learning                                      |
| Youth participate in an unpaid project that supports the public good and their local community. |

| Civic Engagement                                      |
| Youth work in collaboration with adults to define a community problem, design a strategy to address the problem, and implement the strategy. |

| Work Simulations                                      |
| Youth gaining access, in a school or organization, to the equipment, engage in On the Job Training, or engage in actual work tasks associated with real-world careers. |
Activity 2.4B3: Culminating Classroom/Small Group Reflection

**Directions**

In reflecting on these Career Exploration activities, how might you want to structure the final culminating discussion?

- What questions would you consider posing to the students?
- What type of artifact (e.g., written exercise, poster, collage) could they produce during the discussion?
- How can the artifact be uploaded into the ePortfolio?
2.4C: Career Immersion

Career immersion refers to paid work-based learning experiences. These experiences can vary as summer employment, apprenticeships, internships, or coops. However, we can create MyCAP activities that help them:

- Learn what legal steps they need to go through to be able to work
- Identify the types of immersion experiences that align with their emerging career and life goals
- Learn how to use online resources to identify immersion opportunities

### Immersion Activities

| Paid Apprenticeships, Co-ops, and Internships | Immersion activities are paid work experiences related to a career pathway or other employment setting. |
Activity 2.4C1: Career Immersion: Classroom/Small Group Discussion

**Directions**

1. Drawing from Activity 2.4A1 (p. 34) Career Awareness: *Making My Future Work* Lesson: Old Jobs Die and New Ones are Born, this discussion could open with the career advisor sharing what types of immersive – paid work – experiences they had in high school. Around the world, youth access to paid work has declined. This could be reflected in comparing what types of jobs were available to high school age youth a generation ago compared to the present.

2. Our aim in this discussion is to explore how immersion experiences can support one’s career and workforce development. What kinds of discussion questions might generate further exploration of the relevance of immersive experiences?

3. Additionally, this section should guide educators/participants in thinking about how to offer immersion at their school, especially if they are not near community placement settings.
Activity 2.4C2: Career Immersion: Using Massachusetts Resources to Develop Work-Based Learning Opportunities

**DIRECTIONS**

1. Massachusetts has a significant initiative known as Connecting Activities (CA), led by the MA Department of Elementary and Secondary Education (DESE) that has created a statewide infrastructure for student career readiness. It has supported career exploration programs at many high schools for thousands of students each year. In existence since 1998, the CA line item in the state budget enables DESE to offer funding the state’s 16 local workforce development boards (now being renamed as MassHire Workforce Boards) to partner with local school districts. The boards connect high schools with employers for a wide range of career development education (CDE) experiences for students.

2. Connecting Activities as a system assists high schools to develop their College and Career Advising efforts. It offers resources for recruiting and engaging employers; preparing and placing students in a range of career-related experiences, with a strong emphasis on brokered work-based learning opportunities; and offering technical assistance and professional development to high school staff involved in this work.

3. Connecting Activities has developed a wealth of resources for career development education and Work-Based Learning activities. These resources can be found at the Connecting Activities website, and are free and available to anyone interested: [http://www.massconnecting.org/default.asp?entity_id=1](http://www.massconnecting.org/default.asp?entity_id=1)

4. Close to half of the state’s high schools are current partners to this initiative, as reflected in the map and listing displayed at the site. These high schools are actively involved with their partnering workforce boards to offer career development activities to students. To see a map of all high school partners, as well as members (a lighter touch participation for a high school), click here: [http://www.massconnecting.org/default.asp?entity_id=50](http://www.massconnecting.org/default.asp?entity_id=50)

5. Where these partnerships are in place, the schools and their workforce board are sharing resources to offer students a range of services, determined locally based on local needs. Typically, the workforce board interfaces with a liaison from the high school, often a member of the school’s counseling staff, to organize student services. Sometimes the partnership focuses on a small number of students, in other cases, Connecting Activities may be offering activities for entire grades.

6. High schools that are not current partners can still use all the resources available at the [massconnecting.org](http://massconnecting.org) website. They may also reach out to their MassHire board to determine whether they can become a partner, to gain the support of this system.
7. Of particular value is the tool developed over many years by the CA network to ensure the quality of internships and other immersive worksite placement experiences called the **Massachusetts Work-Based Learning Plan**. A powerful tool in active use with thousands of students in internships, coops and other youth employment initiatives, this tool offers a mechanism for structuring internships and assessing skill development, especially “employability” skills. Its use is required in all new Innovation Pathways that implement internship programs.
**Activity 2.4C3: Career Immersion: Culminating Reflections**

Career Immersion activities are designed to help youth learn how to access resources and learn how to find future paid work-based learning opportunities that align to specific careers.

**DIRECTIONS**

- In reflecting on these Career Immersion Skill activities, how might you structure the final culminating discussion?
  - What questions would you consider posing to the students?
  - What type of artifact (e.g., written exercise, poster, collage) could they produce during the discussion?
  - How can the artifact be uploaded into the ePortfolio?
2.5: Academic, College and Career Planning

Academic, college and career planning involves students developing and regularly reviewing a:

- Four year sequence of high school courses,
- Postsecondary education and/or workforce training plan, and/or
- Career pathway that leads to an industry recognized credential or certification or the competencies needed to pursue high wage, high demand entry level occupations.

By high school, it is important that students:

- Understand graduation requirements, MassCore requirements, AP options, and early college options.
- Create a four-year course-taking plan connected to identified career interests.
- Understand the variety of postsecondary options.
- Be able to write a personal postsecondary goal and workforce goal.
Activity 2.5A: Academic, College and Career Planning: Classroom/Small Group Discussion

As an opening discussion, designated educators can facilitate a discussion about what students have learned about the careers they have explored. The key question includes what students have learned about the “skills” and “abilities/competencies” they will need if they decide to pursue one of the careers they have explored. Recall that Activity 2.4B2 (p. 46) involved comparing two occupations and “Skills and Abilities” was one of the areas students were asked to explore.

The discussion can now turn to finding out what the students know about the education requirements and postsecondary pathways needed to enter these occupations.

Remember that it is important that the educator self-disclose their own experience in trying to figure out their academic, college and career plans.

**Directions**

1. Brainstorm two to three questions that the educator could use to facilitate this initial conversation.

2. What are some self-disclosure questions about their own academic, college and career planning that might help educators prepare for this discussion?

3. What are some other ideas for activities or videos that your team might consider using during this activity?
**Activity 2.5B: Academic, College and Career Planning: Academic Planning**

**MassCore** is a state recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. The recommended program of studies includes:

<table>
<thead>
<tr>
<th>How Many?</th>
<th>Which Subjects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>English</td>
</tr>
<tr>
<td>4 years</td>
<td>Math</td>
</tr>
<tr>
<td>3 years</td>
<td>Lab-based Science</td>
</tr>
<tr>
<td>3 years</td>
<td>History/Social Science</td>
</tr>
<tr>
<td>2 years</td>
<td>The same foreign language</td>
</tr>
<tr>
<td>1 year</td>
<td>The Arts</td>
</tr>
<tr>
<td>5 additional core courses</td>
<td>Career and Technical Education, or any other subject areas</td>
</tr>
<tr>
<td>As required by state law</td>
<td>Physical Education (M.G.L. c. 71, s. 3)</td>
</tr>
<tr>
<td>Additional learning opportunities including</td>
<td>• AP classes</td>
</tr>
<tr>
<td></td>
<td>• Dual enrollment/early college</td>
</tr>
<tr>
<td></td>
<td>• Senior project/capstone coursework</td>
</tr>
<tr>
<td></td>
<td>• Online courses for high school or college credit</td>
</tr>
<tr>
<td></td>
<td>• Service- or work-based learning</td>
</tr>
</tbody>
</table>

The following activity is a repeat of 2.4B2: Using the Compare Feature in Online Career Information Systems. We are using MassCIS to demonstrate how we can enable youth to plan their academic courses to align with their career interests while engaging in a rigorous course of study and meet the entrance requirements of colleges.

**Directions**

1. Going back to the Compare Occupations feature in MassCIS, click first in Helpful High School Courses.

2. Encourage your students to click on the “college preparatory courses” link to find a graphic that describes the course needed to enter a college within the Commonwealth.
Helpful High School Courses

**Computer User Support Specialists**

In high school, take classes that prepare you for college. A [college preparatory curriculum](#) may be different from your state’s [graduation requirements](#).

You should also consider taking some advanced courses in high school. This includes Advanced Placement (AP) and international Baccalaureate (IB) courses if they are available in your school. If you do well in these courses, you may receive college credit for them. Advanced courses can also strengthen your college application.

Helpful electives to take in high school that prepare you for this occupation include:

- Computer Applications
- Computer Programming
- Computer Science

The courses listed above are meant to help you create your high school plan. If you have not already done so, talk to a school counselor or parent about the courses you are considering taking.

You should also check with a teacher or counselor to see if work-based learning opportunities are available in your school and community. These might include field trips, job shadowing, internships, and actual work experience. The goal of these activities is to help you connect your school experiences with real-life work.

Join some groups, try some hobbies, or volunteer with an organization that interests you. By participating in activities you can have fun, make new friends, and learn about yourself. Maybe one of them will help direct you to a future career. Here are [examples of activities and groups](#) that may be available in your high school or community.

**Nurse Practitioners**

In high school, take classes that prepare you for college. A [college preparatory curriculum](#) may be different from your state’s [graduation requirements](#).

You should also consider taking some advanced courses in high school. This includes Advanced Placement (AP) and international Baccalaureate (IB) courses if they are available in your school. If you do well in these courses, you may receive college credit for them. Advanced courses can also strengthen your college application.

Helpful electives to take in high school that prepare you for this occupation include:

- Anatomy and Physiology
- Computer Applications
- Health Education
- Introduction to Health Care
- Nursing
- Safety and First Aid

The courses listed above are meant to help you create your high school plan. If you have not already done so, talk to a school counselor or parent about the courses you are considering taking.

You should also check with a teacher or counselor to see if work-based learning opportunities are available in your school and community. These might include field trips, job shadowing, internships, and actual work experience. The goal of these activities is to help you connect your school experiences with real-life work.

Join some groups, try some hobbies, or volunteer with an organization that interests you. By participating in activities you can have fun, make new friends, and learn about yourself. Maybe one of them will help direct you to a future career. Here are [examples of activities and groups](#) that may be available in your high school or community.
3. Not all youth may be considering a four-year college as their postsecondary plan. Career information systems are an important resource for helping youth evaluate different postsecondary pathways. By clicking on the Preparation link, youth receive a general overview of the pathways one can use to pursue the career.

**Preparation**

<table>
<thead>
<tr>
<th>Computer User Support Specialists</th>
<th>Nurse Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>To work as a computer user support specialist, you typically need to:</td>
<td>To work as a nurse practitioner, you typically need to:</td>
</tr>
<tr>
<td>• have a high school diploma or equivalent; and</td>
<td>• have a high school diploma or equivalent;</td>
</tr>
<tr>
<td>• complete formal training.</td>
<td>• have a bachelor's degree in nursing;</td>
</tr>
<tr>
<td><strong>Education after high school</strong></td>
<td>• graduate from a nurse practitioner degree program;</td>
</tr>
<tr>
<td>Many computer user support specialists learn their skills through formal training programs. Some employers require at least an associate degree and a few prefer a bachelor's degree. Vocational schools, community colleges, and colleges offer training. Common areas of study are computer science or information technology.</td>
<td>• be licensed as a registered nurse; and</td>
</tr>
<tr>
<td><strong>Work experience</strong></td>
<td>• be certified as a nurse practitioner.</td>
</tr>
<tr>
<td>You can get experience through part-time or summer jobs in the computer industry. Another approach is to gain experience through your hobbies, such as building computer systems or learning software programs. A common way to demonstrate your level of experience to employers is to get certified in an area of computing. Many employers look for candidates with one to two years or related experience.</td>
<td><strong>Education after high school</strong></td>
</tr>
<tr>
<td><strong>On-the-job training</strong></td>
<td>Most nurse practitioners begin by earning a bachelor's degree in nursing. Then they spend another few years earning a graduate degree. Some graduate programs for nurse practitioners take one to two years to complete. You learn diagnostic and general health assessment skills. You can also focus in a particular area.</td>
</tr>
<tr>
<td>New specialists start by dealing directly with customers or in-house users. They often receive on-the-job training. The length of training varies by employer.</td>
<td><strong>Work Experience</strong></td>
</tr>
<tr>
<td>Because of rapid changes in technology, support specialists often attend training sessions to update their skills. Employers, software and hardware vendors, colleges and universities, and private training firms offer continuing education courses.</td>
<td>Working as a registered nurse or a licensed practical nurse provides good experience for this occupation. Volunteering at a clinic or hospital is also helpful.</td>
</tr>
<tr>
<td><strong>Military training</strong></td>
<td><strong>On-the-job training</strong></td>
</tr>
<tr>
<td>Some branches of the military offer training in nursing specialties to people who are already licensed as a registered nurse. Training lasts 14 to 27 weeks, depending on your specialty. Additional training occurs on the job.</td>
<td>A significant part of studying to become a nurse practitioner is spending time in clinical settings. During this period you work with patients directly.</td>
</tr>
</tbody>
</table>
4. The Education feature in MassCIS provides a wide range of information that support students in developing academic, college and career planning skills.

**Overview**

Computer support specialist programs prepare people to provide technical assistance and support to computer users.

Computer support specialist programs include topics such as:

- Information systems
- Networking
- Operating systems
- Computer hardware and software
- Help desk concepts
- Customer service principles

**Schools**

Many career and technical schools offer computer support specialist certificate programs. Most community colleges offer computer support specialist certificate and associate degree programs. A certificate program usually takes a year of full-time study, an associate degree program usually takes two years of full-time study.

Very few colleges and universities offer bachelor's degree programs in computer support. A bachelor's degree usually takes about four years of full-time study.
5. By clicking on “occupations” within the Education feature, students are able to learn about related career opportunities, many of which will need a four-year degree.

- One interesting note is that the slide below now includes “Computer User Support Specialist” as an occupation that is directly related to Computer Support Specialist.
6. The last feature to showcase in Education is the link to local postsecondary education opportunities to pursue a two-year certification to become a Computer Support Specialist.

**Computer Support Specialist**

**Massachusetts Schools**

The state links below will display a list schools that offer the program of study you are currently exploring.

- **Greater Boston**
  - Centro Latino, Inc. - Certificate
  - Lincoln Technical Institute / Somerville - Certificate, Diploma
- **Lowell Institute School at Northeastern University** - Bachelor's
  - Program Descriptions
- **Mujeres Unidas** - Certificate
  - Program Descriptions
- **Network Technology Academy Institute - Waltham** - Certificate
  - Program Descriptions
- **Network Technology Academy Institute - Somerville** - Certificate
  - Program Descriptions

- **Northeast Massachusetts**
- **Southeast Massachusetts**
Activity 2.5C: Academic, College and Career Planning: College Planning

Deciding on which college to attend is often a confusing and comprehensive undertaking. Most online platforms include multiple tools and resources to assist students and their families in identifying colleges offering degrees in fields of interest, comparing costs of colleges, searching for potential scholarship materials, and even locating colleges in areas of the country that students may be interested in going to.

A key component of the decision-making involves financial planning. Engaging in the activities mentioned above and available in the online platform is a first step to preparing for college. Another important step is to apply for federal and state financial student aid, such as Pell Grant grants, Work Study, and educational loans, which requires students to complete the Free Application for Federal Student Aid (FAFSA®) form.

The Massachusetts Departments of Elementary and Secondary Education and the Department of Higher Education, in partnership with the Massachusetts Executive Office of Education, have developed a tool that allows schools and districts to monitor the status of student submission. Two new FAFSA reports are now available for districts and high schools in EDWIN Analytics: FAFSA Completion Report Summary and FAFSA Completion Report Detail. These tools will allow counselors and other educators the ability to follow their students FAFSA completion in real time. Access to Edwin is determined on the school and district level by a directory administrator.

DIRECTIONS

1. Divide your team in two. Two members should have access to Edwin. Find the two FAFSA reports and explore the data for your students. The other two members should explore the college search option in your online platform.

2. Share your findings among your team members—something you learned, a challenge in looking at the respective data sources, or how to combine the information.
Activity 2.5D: Academic, College and Career Planning: Culminating Activity

In reflecting on the various planning activities, how might you structure the final culminating discussion?

- What questions would you consider posing to the students?
- What type of artifact (e.g., written exercise, poster, collage) could they produce during the discussion?
- How can the artifact be uploaded into the ePortfolio?
Part 3: Exploring Your District/School’s Career Information System

In the time remaining before lunch, we have a Scavenger Hunt that will help orient you to some of the resources you are likely to find in your district system.

DIRECTIONS

1. Each of you should have a login to your district/school career information system.

2. After you log in, conduct an occupational search on your “dream” occupation—something you are not doing now and may not even be possible.

3. Then, try and answer the following questions:
   • Is your dream occupation in high demand?
   • What is the median salary and/or hourly wage you can expect to receive?
   • What courses should you be taking in high school to begin preparing for this career?
   • What are two Massachusetts training programs or postsecondary higher education institutions that will enable you to pursue your dream occupation?
   • Which career cluster does your dream occupation reside?
   • What is the RIASEC profile associated with your dream occupation and how closely does it match what you believe is your actual RIASEC code?
Part 4: Using Data to Inform Your CCA/MyCAP Program

The ESE collects and reports data about students during and after their high school careers. One powerful resource for you to use is The District Analysis and Review Tool (DART) for Success After High School. Other information is available through Edwin including Early Warning Indicator System (EWIS) reports, and several other reports.

Activity 4.1: Using DART Data to Assess Current Results

The purpose of this activity is to explore DESE sponsored data systems that can help your school identify and track student outcomes and school performance. This general overview is designed to introduce your district/school to the data tools that is available, including DART data, Edwin Analytics, and EWIS.

Directions

• One data resource is the District Analysis and Review Tool that allows you to look at your district/school performance data.
• You can look at the file titled “DART Detail: Success After High School (18MB)” and click on the MS Excel logo on the left of title. This downloads an interactive Excel file.
• Below is state data from DART that was used as part the MA DESE 6-Year Plan report.
• What are your team’s thoughts about the data?

<table>
<thead>
<tr>
<th>High School Graduation Rate</th>
<th>6-Year College Completion Rates for 2008 High School Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>84.7% Latinx</td>
</tr>
<tr>
<td>2013</td>
<td>85% English Language Learners</td>
</tr>
<tr>
<td>2014</td>
<td>86.1% Students with Disabilities</td>
</tr>
<tr>
<td>2015</td>
<td>87.3% Low Income</td>
</tr>
<tr>
<td>Total</td>
<td>36% African American</td>
</tr>
<tr>
<td></td>
<td>18% Total</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>12% Total</td>
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<td>13% Total</td>
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<td>15% Total</td>
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<td>18% Total</td>
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<td></td>
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<tr>
<td></td>
<td>36% Total</td>
</tr>
</tbody>
</table>
Activity 4.2: Mapping Current CCA Program Efforts

The purpose of this activity is for school teams to identify which CCA program domains your district is already addressing and identify gaps that could be addressed in Workshop 2.

**DIRECTIONS**

- Your district/school is likely engaged in many of the activities that can be considered under the heading of college and career advising and MyCAP.
- Working with your team, complete the mapping activity that lists the CCA/MyCAP domains and competencies along with examples of CCA/MyCAP.
- Ask a member of your team to report out your results.

<table>
<thead>
<tr>
<th>District/School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed by (list all team members):</td>
<td></td>
</tr>
</tbody>
</table>

College and Career Readiness and MyCAP: Mapping Current Activities and Programs

This tool contains three parts:

**Part I. Complete the table to map your existing activities, strategies, and programming to support college and career readiness.**

This mapping is to be done for each grade level (9-12). Please identify activities/lessons that are currently used to address any of the domains listed in the first column of the mapping tool. Please remember, some activities may not be implemented by the counselor but may happen in a classroom with a teacher (general education or special education). Also, some activities may address more than one domain.

**Part II: Answer the questions in this section to lead discussion and analysis of the strengths and gaps.**

**Part III: Document your biggest take-aways and prepare action steps for improvement.**

**Part I: Map Your Existing Program and Activities**

- When identifying activities/strategies please put in parentheses who implements the activities/strategies if other than school counselor.
<table>
<thead>
<tr>
<th>College &amp; Career Advising Program Domains</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Social Skills</td>
<td>Ex.: “Who Am I?” (Advisory)</td>
<td></td>
<td></td>
<td>Essay for college application</td>
</tr>
<tr>
<td>Career Awareness</td>
<td>Interest Survey – MyCAP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Exploration</td>
<td>Use online tool to explore two careers of interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Immersion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td></td>
<td></td>
<td></td>
<td>Meet with students for credit review to ensure on-time graduation</td>
</tr>
<tr>
<td>College and Career Planning</td>
<td>Introduction to MyCAP (advisory)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part II. Assess Current Strengths and Gaps

- Do we have programming that addresses all topics in the recommended scope and sequence?
- Are all college and career readiness domains being adequately addressed? If not, where are the gaps?
- Do we have activities and strategies that are developed in a coherent sequence?
- Do we have outside partners to assist with implementation of activities especially for career development education?

Part III. What Are the Big Take-Aways to Prepare for Developing Next Steps?

- What is the biggest strength in our district/community/region?
- What is our biggest challenge in our district/community/region?
Part 5: Conclusion and Follow-Up Implementation Activities

Activity 5.1: Next Steps – Preparing for Workshop 2

The purpose of this activity is to review what you learned today, explore the post-workshop activities, and prepare for Workshop 2.

Directions

- Working with your district/school team, use the chart paper to identify the key points you learned from today’s workshop.
- Identify someone to report out your results.

Preparing for Workshop 2


2. Use the model CCA and MyCAP scope and sequence found in the Appendix (p. 75) to help you identify which learning objectives (column titled: “What a Student Should Know, Understand and Be Able to Do in...”) your district would like to consider at each grade level.

   Note: the task is only to identify which learning objectives your district would like to address at each grade level. You will be sent a link to a fillable form for your team to record your learning objectives.

Exploring the MyCAP Features Supported in Your Online College and Career Information System

<table>
<thead>
<tr>
<th>Features</th>
<th>Description</th>
<th>Where is it in your system?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Assessments provide measures of personal attributes, traits, interests, and other factors that help students develop their MyCAP academic and postsecondary plans.</td>
<td></td>
</tr>
<tr>
<td>Features</td>
<td>Description</td>
<td>Where is it in your system?</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Search and Sorting</td>
<td>Individuals need methods to find career opportunities, postsecondary, and work-based learning (connecting activities) in systematic ways. Searching/sorting processes should inform the user what the search/sort does and include a description of the logic and limitations of the process.</td>
<td></td>
</tr>
<tr>
<td>Career Planning and Management</td>
<td>Career planning and management includes processes for discovering, reflecting on, and documenting career and educational/training plans, developing resumes, finding jobs, and providing evidence of work accomplishments and products.</td>
<td></td>
</tr>
<tr>
<td>ePortfolio</td>
<td>ePortfolios are repositories of selected career information including occupational descriptions, career plans, career assessments, resumes or other depictions of education, training, and work experience, and other artifacts of learning and work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Components</th>
<th>Description</th>
<th>Where is it in your system?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Information</td>
<td>Occupational information includes the basic characteristics of work being performed by individuals who hold jobs having similar duties, levels of responsibility, skills, knowledge, entry requirements, and physical demands.</td>
<td></td>
</tr>
<tr>
<td>Content Components</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Industry Information</td>
<td>Industry information includes characteristics of the labor market and economic conditions affecting employers who produce similar products or provide similar services.</td>
<td></td>
</tr>
<tr>
<td>Education and Training Information</td>
<td>Education/training information includes postsecondary educational programs and the schools or other providers offering them, including public and private colleges, universities, career schools, technical schools, and trade associations.</td>
<td></td>
</tr>
<tr>
<td>Financial Aid Information</td>
<td>Financial aid includes information about sources of college student financial aid, procedures for applying for aid, and the criteria for awarding such aid. Financial aid awards include grants, scholarships, loans, and employment. Currency is of the utmost importance in presenting financial aid information.</td>
<td></td>
</tr>
<tr>
<td>Job Search Information</td>
<td>Job search information includes information about what employers seek in prospective employees, job vacancy listings, techniques for obtaining employment, and methods of document preparation, experience, and references.</td>
<td></td>
</tr>
</tbody>
</table>
Session Evaluation

Your feedback is very important to us! Please take a moment to complete an online session evaluation located here:

Appendix

- College and Career Advising and MyCAP – 9th Grade
- College and Career Advising and MyCAP – 10th Grade
- College and Career Advising and MyCAP – 11th Grade
- College and Career Advising and MyCAP – 12th Grade
# College and Career Advising & MyCAP – 9th Grade

<table>
<thead>
<tr>
<th>Domain</th>
<th>CCA PROGRAM</th>
<th>Implementation Strategies and Activities</th>
<th>MyCAP Process and Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What a Student Should Know, Understand, and Be Able to Do in 9th Grade</td>
<td>NOTE: 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.</td>
<td>NOTE: 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.</td>
</tr>
</tbody>
</table>
| Personal Social                 | ● Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions | ● Introductory activity where students identify their skills  
● “Possible Selves” unit [to explore hopes, dreams, strengths, weaknesses, etc.]  
● Introductory lesson orienting students to online platform  
● Students complete online surveys  
● Students write reflections about their results | ● Skills journal entry  
● Possible Selves artifact  
● Document extracurricular activities |
| Career Development Education    | ● Students will demonstrate knowledge and understanding of career clusters  
● Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests | ● Introduce the concept of career clusters  
● Using online platform, have students analyze career clusters in relation to survey results  
● Create an activity where students apply cluster analysis to self-identified interests, values, and skills  
● Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest  
● Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term “employability skills”  
● Have students complete culminating project (TBD by educator) | ● Save careers of interest  
● Upload final project  
● Document work and/or community service |
| Academic College and Career Planning | ● Students will understand graduation requirements, MassCore requirements, AP options, and early college options.  
● Students will create a four-year course-taking plan connected to identified career interests  
● Students will understand any available high school pathways and the variety of postsecondary options.  
● Students will be able to write a personal postsecondary goal and career goal | ● District-developed freshman seminar  
● District developed course planning activity  
● Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary]  
● Online college search activity  
● Have students prepare for, participate in, and reflect about a college fair and/or a college tour  
● Introduce any career pathway or early college options at your school | ● Complete four-year plan [using online platform, if possible]  
● Complete goal statements [using online platform]  
● Save college search results with journal entry  
● Journal reflections about college fair and/or tour |
# Massachusetts CCA Professional Development Series

## Participant Guide: Workshop 1 – Seeing the Big Picture

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>CCA PROGRAM</th>
<th>MyCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain</strong></td>
<td><strong>What a Student Should Know, Understand, and Be Able to Do in 10th Grade</strong></td>
<td><strong>Implementation Strategies and Activities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets &amp; Behaviors.</td>
<td><strong>NOTE:</strong> 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.</td>
</tr>
<tr>
<td>Personal Social</td>
<td>● Students will understand the concept of “growth mindset” and its importance relative to future planning</td>
<td>● “Growth mindset” lessons, activities, and final product</td>
</tr>
<tr>
<td></td>
<td>● Upload “Growth Mindset” final product</td>
<td>● Update extracurricular activities</td>
</tr>
<tr>
<td>Career Development Education</td>
<td>● Students will develop skills to locate, evaluate and interpret career information</td>
<td>● Save a minimum of 3 careers with journal entries about what they learned from exploring them online.</td>
</tr>
<tr>
<td></td>
<td>● Students will understand how to access and understand labor market information</td>
<td>● Upload research product [LMI and Ed requirements]</td>
</tr>
<tr>
<td></td>
<td>● Teach students how to navigate your online platform to conduct career research [ensure understanding of vocabulary]</td>
<td>● Reflection on WBL experience</td>
</tr>
<tr>
<td></td>
<td>● Introductory lesson on Labor Market Information</td>
<td>● Update volunteer, work and/or community service</td>
</tr>
<tr>
<td></td>
<td>● Have students conduct research into one career of interest including labor market information (LMI) and educational requirements</td>
<td>● Preliminary work on resume</td>
</tr>
<tr>
<td></td>
<td>● Have students prepare for, participate in, and reflect about a Work Based Learning experience at the exploration level (if possible with employer participants)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Introduce students to resume feature on your online platform</td>
<td></td>
</tr>
<tr>
<td>Academic College and Career Planning</td>
<td>● Students will understand the importance of high school course and/or program performance in relation to their personal academic and career aspirations</td>
<td>● Upload a picture of their “Career Pathway” poster</td>
</tr>
<tr>
<td></td>
<td>● Students will develop skills to research postsecondary options</td>
<td>● Save a minimum of 3 postsecondary options with journal entries about their impressions of each</td>
</tr>
<tr>
<td></td>
<td>● Teach students how to research career options using online platform and other resources</td>
<td>● Update the 4-year course-taking plan and reflection regarding any updates</td>
</tr>
<tr>
<td></td>
<td>● Teach students how to navigate the online platform to conduct college research aligned with personal interests</td>
<td>● Update goal statements</td>
</tr>
<tr>
<td></td>
<td>● Have students create a personal “career pathway” poster</td>
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<tr>
<td></td>
<td>● Save a minimum of 3 postsecondary options with journal entries about their impressions of each</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Update the 4-year course-taking plan and reflection regarding any updates</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: 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.*
# College and Career Advising & MyCAP – 11th Grade

<table>
<thead>
<tr>
<th>Domain</th>
<th>CCA PROGRAM</th>
<th>MyCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What a Student Should Know, Understand and Be Able to Do in 11th Grade</strong></td>
<td>Implementation Strategies and Activities</td>
<td>MyCAP Process and Documentation</td>
</tr>
<tr>
<td><strong>NOTE:</strong> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets &amp; Behaviors.</td>
<td><strong>NOTE:</strong> 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.</td>
<td><strong>NOTE:</strong> 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.</td>
</tr>
<tr>
<td><strong>Personal Social</strong></td>
<td>● Students will understand the importance of perseverance to achieve long and short-term goals</td>
<td>● Perseverance and resilience lessons, activities, and personal reflections</td>
</tr>
<tr>
<td></td>
<td>● Students will understand the importance of resilience in facing academic or work-related challenges.</td>
<td>● Journal entry or upload/link personal reflections on perseverance and resilience</td>
</tr>
<tr>
<td></td>
<td>● Perseverance and resilience lessons, activities, and personal reflections</td>
<td>● Update extracurricular activities</td>
</tr>
<tr>
<td><strong>Career Development Education</strong></td>
<td>● Students will complete a resume</td>
<td>● Save or upload/link to a resume.</td>
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<td>● Students will understand the differences between entry level, intermediate level, and advanced job opportunities within an industry sector of personal interest</td>
<td>● Upload/link to career ladder project [photo?]</td>
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<td>● Students will understand the difference between occupations and industries, and will know where to find data about them at national and state level</td>
<td>● Journal entry about labor market trends in a personally selected industry sector</td>
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<td>● Students will identify labor market trends in Massachusetts</td>
<td>● Update volunteer, internship, community service or paid work experiences</td>
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<tr>
<td><strong>Academic College and Career Planning</strong></td>
<td>● Students will understand the concepts of reach, safety, and fit regarding post-secondary options and identify personal examples of each</td>
<td>● Journal entry identifying reach, safety, and fit options [at least one of each]</td>
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<td>● Students will understand Mass Transfer and other opportunities available at MA public colleges and universities</td>
<td>● Upload or link to culminating project</td>
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<td>● Students will identify connections between LMI and programs available at MA public colleges and universities</td>
<td>● Update the 4-year course-taking plan and reflection regarding any updates</td>
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<td>● Students will be able to recognize financial aid vocabulary and know what options are available to pay for different post-secondary choices</td>
<td>● Update goal statements</td>
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<td>● Teach “reach, safety, fit” concepts and have students conduct research to identify one personal example of each</td>
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</tbody>
</table>
## College and Career Advising & MyCAP – 12th Grade

<table>
<thead>
<tr>
<th>CCA PROGRAM</th>
<th>Implementation Strategies and Activities</th>
<th>MyCAP Process and Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain</strong></td>
<td><strong>What a Student Should Know, Understand and Be Able to Do in 12th Grade</strong>&lt;br&gt;NOTE: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets &amp; Behaviors.</td>
<td><strong>MyCAP Process and Documentation</strong>&lt;br&gt;NOTE: 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.</td>
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</table>
| **Personal Social** | ● Students will demonstrate personal responsibility  
● Students will demonstrate the ability to communicate and listen effectively in academic and work-related settings.  
● Students will demonstrate self-advocacy skills | ● Journal entry summarizing credit review  
● Upload/link to college essay and/or cover letter  
● Upload/link to letters of recommendation  
● Update extracurricular activities, awards, honors, etc. |
| **Career Development** | ● Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required post-secondary education | ● In connection with immersive experience, completion of MA Work-Based Learning Plan  
● Upload reflection on work experience including identification of key employability skills  
● Upload supervisor’s evaluation and letters of reference |
| **Academic College and Career Planning** | ● Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options  
● Students will complete the application process for their postsecondary choice[s]  
● Students will demonstrate an understanding of FASFA, have access to it, and complete it with other financial aid applications related to their individual post-secondary goals  
● Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it. | By Sept 15:  
● Journal entry with preliminary post-secondary plan [lists] and rationale  
● Upload/link to their personalized senior timeline  
Ongoing:  
● 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.  
● Update their senior timeline monthly  
By one week prior to graduation:  
● Journal entry describing their post-secondary plan and their financial plan/budget to support it  
● Update resume  
● Complete senior survey |

| NOTE: | 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. |  |

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References


