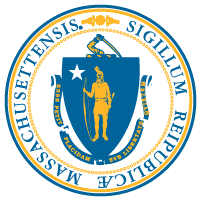
**Massachusetts Department of Elementary and Secondary Education**

**Massachusetts Executive Office of Education**



**Innovation Career Pathways Designation - Part A Application**

**May 2023**

***For applicants seeking designation in Spring 2024 for school year 2024-2025 enrollment***

# **Innovation Career Pathways Applicant Criteria**

Applicants for designation must have structured partnerships between a K-12 partner (specifically a Massachusetts school district or charter school), a local [MassHire Workforce Board](https://www.mass.gov/about-masshire), and an employer in the chosen industry sector. If an applicant is seeking designation for multiple pathways and industry sectors, an employer must be specified for each industry sector. Higher Education partners are welcome but not required; note, higher education partners do not satisfy the employer partner requirement. The [Innovation Career Pathways Criteria](https://www.doe.mass.edu/ccte/innovation-pathways/criteria.docx) is the basis for the designation and the accompanying application process. Please review this document for further information.

In the “Part A” stage, a simple letter of agreement to partner is required, and must be co-signed by district leadership and the MassHire board. At the “Part B” stage of the application process, a more formal agreement between the applicant partners, including the employer(s), will be required. The rationale is that a leading goal for Innovation Career Pathways, or ICP, is that the workforce and employer partners are active participants in the ongoing planning and implementation efforts that are required.

# **2023-2024 ICP Designation Process**

The submission of a Part A application is required for program designation (approval). For the 2023-24 cycle, Part A is due by October 26, 2023. Applicants who are successful at Part A will be invited to submit Part B applications. Throughout the designation process, DESE, in partnership with the Center for Collaborative Education (CCE), will offer technical support and professional development as applicants embark on their program design process and prepare materials for submission. Part B submissions will be reviewed in February 2024; all Part B applicants must participate in a 60-minute interview with DESE staff. Areas of focus will be informed by the applicant’s written submission. Designations will be conferred by the DESE Commissioner by the end of March 2024.

Designations are issued as five-year performance contracts, with annual reporting obligations, participation in technical assistance, and a review/check-in after the first three years.

**Questions?**  
If you are seeking additional information on the ICP designation process, please email [jennifer.a.gwatkin@mass.gov](mailto:jennifer.a.gwatkin@mass.gov).

# **Innovation Career Pathways Part A Application**

Below you will find the information required for Massachusetts Innovation Career Pathways Part A Application, which is due by 5:00 pm on **Thursday, October 26**. This form is offered for working convenience; however, all applications must be submitted electronically via **Alchemer.** *The link to the Alchemer application will be posted by June 1, 2023 on the* [*DESE Innovation Career Pathways webpage*](https://www.doe.mass.edu/ccte/innovation-pathways/default.html) *within the designation timeline.*

### I. Applicant and Partner Information

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| **The lead applicant for an Innovation Career Pathway must be a Massachusetts public high school. The relevant regional MassHire Workforce Board is a required partner. There must also be at least one additional partner; that partner may be either one employer or a group of employers. The applicant must identify an employer partner/group of employers for each proposed pathway.** | | | | | | | | |
| **Lead Applicant District:**  *(Name of District)* |  | | | | | | | |
| **Lead Applicant High School(s):**  *(Name of High School(s))* |  | | | | | | | |
| **Lead applicant contact:** |  |  | |  | | |  | |
| *Name* | *Title* | | *Phone* | | | *Email* | |
| **Local MassHire Board Name:** |  | | | | | | | |
| **MassHire Board contact:** |  |  | |  | | |  | |
| *Name* | *Title* | | *Phone* | | | *Email* | |
| **Employer Partner(s) Name(s):**  (*If seeking designation of multiple pathways, specify an employer or group of employers for each chosen industry sector.)* |  | | | | | | | |
| **Employer contact:**  *(Add employer contact information as necessary, for each pathway for which applicant seeks designation. Add rows as necessary.)* |  | |  | | |  | |  |
| *Name* | | *Title* | | | *Phone* | | *Email* |
| **Please indicate the number of Innovation Career Pathways (industry sectors) for which you are seeking designation in school year 2023-24.** |  | | | | | | | |
| **Indicate the Priority industry sector(s) your proposed new pathway(s) will target:**  *(For information on your regional blueprint, see* [*https://www.mass.gov/service-details/view-your-regions-blueprint*](https://www.mass.gov/service-details/view-your-regions-blueprint)  *and the list and descriptions of* [*eligible ICP industry sectors*](https://www.doe.mass.edu/ccte/innovation-pathways/) *on the DESE ICP webpage.)* | Please check all Priority industry sectors that apply:  Manufacturing  Information  Environmental and Life Sciences  Health Care and Social Assistance  Business and Finance  Clean Energy\*  \* New in 2023-2024. Available for a pilot cohort only. Interested schools should have been in touch with ICP leadership ahead of submitting Part A if pursuing Clean Energy Pathway. | | | | | | | |
| **How many students do you propose to enroll in the proposed pathway(s) in Fall 2024?** *(If you are seeking designation for multiple pathways, please indicate student enrollment for each industry sector-specific pathway.)* |  | | | | | | | |
| **Designated programs are expected to enroll students no later than beginning of 10th grade, so that participating students receive at least 3 years of pathway services as enrolled students, allowing for some exceptions permitted for 11th graders with appropriate experience. Indicate here whether you will enroll students in 9th or in 10th grade.** | 9th  10th | | | | | | | |
| **If the district is currently receiving Perkins funding, are you applying for designation of a pre-existing Perkins program?** | Yes | | | | No | | | |
| [**My Career and Academic Plan (MyCAP)**](https://www.doe.mass.edu/ccte/ccr/mycap/default.html) **is a required component for Innovation Career Pathways programs. An applicant is expected to register for and send a team to participate in DESE’s MyCAP training, concurrently with its participation in the ICP designation process, if applicant has not yet participated in the training. The training will equip the applicant to fulfill expectations for high-quality college and career advising and MyCAP development embedded in the pathway. *Note that there is a planning grant opportunity for IP applicants; if the applicant has not yet participated in MyCAP training and receives planning dollars, funding received from that source will be allocated to cover costs associated with participation in the training.*** | Please check the following box to confirm agreement:  Yes, the Applicant high school will register and participate in the College and Career Readiness Workshop Series in 2023-2024. \*\*For more information, contact Lisa Harney, [lisa.m.harney@mass.gov](mailto:lisa.m.harney@mass.gov).\*\*  The applicant high school has already completed MyCAP training, effective \_\_\_\_\_\_\_\_\_\_\_\_\_.  *(Note month, year.)* | | | | | | | |
| **The Designing for Equity Workshop will be held in early Fall 2023 (date T.B.D.) An applicant is expected to register for and participate in this workshop.[[1]](#footnote-2)** | Please check the following box to confirm agreement:  Yes, the Applicant high school will register and participate in the Designing for Equity workshop in Fall 2023. | | | | | | | |
| **The Departments will award designation to all applicants who fulfill essential elements of Innovation Career Pathway program design and provide sufficient evidence that the program has enrolled students as defined by the Designation Criteria, or that the applicant has developed all necessary infrastructure to begin enrolling students upon designation. Note that this is not a competitive process as there is no cap on the number of designations. Any available funding will be awarded in accordance with the requirements articulated within a separate application.** | Please check the box to confirm agreement: | | | | | | | |
| **Please provide the names and titles of individuals involved in the completion of this application.** |  | | | | | | | |

### II. Pathway Choice and Rationale

1. Please describe your rationale for the chosen sector(s), the potential and vision for the proposed Innovation Career Pathway(s) for your students including how it relates to other pathway options in your school (such as [Ch. 74](https://www.doe.mass.edu/ccte/cvte/default.html), [Early College](https://www.doe.mass.edu/ccte/early-college/default.html), and [Career Connections Programs](https://www.doe.mass.edu/ccte/cvte/perkins-v/n74/)). **Field limited to 500 words.**

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1. Your local [MassHire Workforce Board](https://www.mass.gov/topics/masshire) is a required partner in Innovation Career Pathways. Describe the role your local MassHire and/or employer partners have played in your choice of sector(s) and in the planning process to date, including actions to align with your Region’s Workforce Skills Cabinet Blueprint strategies, priority and critical industry sectors, occupations, and pathways.[[2]](#footnote-3) **Field limited to 500 words.**

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### III. Adherence to Guiding Principles

The following pages describe the Guiding Principles that are the framework of the Innovation Career Pathways Part A Application. This information is excerpted from the [Innovation Career Pathway Criteria](https://www.doe.mass.edu/ccte/innovation-pathways/criteria.docx). Please review the description of each of the Guiding Principles and respond to questions that correspond to the criteria. **Each field limited to 500 words.**

**Guiding Principle One: Equitable Access**

*Designated programs should prioritize students with high needs, especially English Learners (ELs), Students with Disabilities (SWDs) and low income students, and/or underrepresented in higher education enrollment and completion and/or high demand industry sectors. To facilitate this, programs should be structured to eliminate barriers to student participation. Design might therefore include, but not be limited to, open enrollment without regard to prior academic performance, student supports to promote success, scalability, multiple entry points for students, tuition-free participation in dual enrollment courses, and student supports to prepare students for entry into the program.*

| **Part A Criteria to demonstrate Equitable Access:**   1. *Program is designed and funded such that it is offered free for all student participants.* 2. *Enrollment in program is open to all students in the secondary school, without respect to prior academic performance.[[3]](#footnote-4)* 3. *Should student applications exceed program capacity, participation should be determined by a lottery among applicants.* 4. *The program will present a plan for outreach and recruitment of students with recommended additional strategies to address challenges for students who are traditionally under-represented (low-income students, students of color, English Learners, Students with Disabilities and potential first-generation college-goers). A plan for outreach to parents, community stakeholders and industry in the region should also be included.* 5. *Program design aims to reflect admissions and placement policy that ensures that at-risk and other underrepresented students are fully able to participate.* |
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**Applicant Questions**

1. **Who will your program serve?** Provide a summary of your school's student characteristics and explain how your program will prioritize students with high needs, especially English learners, Students with Disabilities, low income students, and/or underrepresented in the industry sector. **Field limited to 500 words.**

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1. Describe the **outreach** and **recruitment** strategies you will employ to proactivelyengage students who are traditionally underrepresented in higher education or in the selected industry, including students of color, low income students, English Learners, Students with Disabilities, and students who may otherwise not yet have a perception that they are a college-going student and have access to postsecondary opportunities. **Field limited to 500 words.**

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1. How will your school collaborate with the local middle-school(s), middle school students, and families to build awareness of Innovation Career Pathways? **Field limited to 500 words.**

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1. How will your school confirm and document student commitment to participating in the Innovation Career Pathway(s)? **Field limited to 500 words.**

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**Equitable Access Assurances.** Please check the corresponding boxes to confirm agreement.

| * The program is designed and funded such that it will be offered free for all student participants—including tuition, fees, and other related expenses. |  |
| --- | --- |
| * Should student applications exceed program capacity, participation should be determined by a lottery among applicants, or by another method intended to ensure equitable access to the program. |  |
| * Initial enrollment in an Innovation Career Pathway should be made without regard to past academic performance.\* |  |
| * A written application will be required for student participation in the proposed program(s), and confirmation of program admission will be issued to each student. Program administration agrees to save completed applications for program admission. |  |
| * In rare instances, a student may seek admission into the program in grade 11. In admitting the student, the program affirms that the student will be able to receive all the services expected for the pathway, including experiences the student obtained in earlier grades (e.g., MyCAP). Any exception will be documented by the school. |  |

\* This aspect of program design is subject to and may account for appropriate processes to address suitability for special populations of students, such as those with an Individualized Education Plan (IEP). Programs may also be designed to require students to meet reasonable benchmarks of participation, engagement, and performance to continue participation.

**Guiding Principle Two: Guided Academic Pathways**

*Designated programs should be structured around clear and detailed student academic pathways from secondary to a range of post-secondary educational opportunities (e.g., college, apprenticeships, vocational certificates, military, training) with regard to coursework, sequencing, and experiences beyond the classroom. Innovation Career Pathway Programs should offer students substantive exposure to career opportunities in the pathway’s defining industry sector as well as other fields, allowing students to make an informed decision about which career to pursue.  Students should also be exposed to the academic rigor of postsecondary education through participation in college level courses.  Further, programs should offer experiences intended to acculturate students to the post-secondary experience.*

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| **Part A Criteria to demonstrate Guided Academic Pathways:**  *An Innovation Career Pathway Program must be aligned with career opportunities in a broad industry sector with high employer demand. It should provide students the opportunity to make progress toward obtaining an industry-recognized credential, or college credits toward a Certificate, Associates, or Baccalaureate degree.[[4]](#footnote-5)  The program must be a clearly articulated, thoughtfully designed, and fully integrated pathway for students, including:*   * 1. *Career and postsecondary education exploration, grounded in employability skills and labor market information.*   2. *Program design reflects an integration of course taking, career exploration and work-based learning aligned to a broad industry sector identified by two digit NAICS Codes.*   3. *The pathway, starting no later than 10th grade, is designed to prepare students for college-level courses to be taken in grade 12, if not sooner, and students must complete MassCore by graduation.*   4. *College and career exploration and course taking is linked with the broader college going experience, such that where feasible, students participate in activities on the campus of a postsecondary partner institution.*   5. *Program is designed so that at the conclusion of high school, students will have a clear understanding of the postsecondary pathways and courses of study available to them, and how those courses of study will help facilitate their career aspirations.*   6. *Students will also be fully familiar with, and prepared to pursue, their next steps in postsecondary education (application, admission, enrollment, financial aid, scholarship resources, self-pay), as documented in their college and career plan.*   7. *An Innovation Career Pathways program must be rigorous, satisfy MassCore, and include in its scope and sequence of courses a minimum of 2 high school courses related to the industry sector category, and separately, 2 college level courses.[[5]](#footnote-6)*       1. *A minimum of 2 of the 4 courses must be technical courses related to the pathway’s industry sector concentration.*      2. *A minimum of 2 of the 4 courses must be college-level courses that provide the student an opportunity to gain college credit. Methods to gain college credit may include articulation agreement, college dual enrollment, or challenge exam (AP, CLEP, PLTW, etc.), and may align to apprenticeship standards. Applicants are strongly encouraged, but not required, to fulfill the college level course requirement with core academic subjects, to better prepare students for postsecondary success*      3. *To the extent possible, these courses should fall under the* [*MassTransfer Gen Ed Foundation*](http://www.mass.edu/masstransfer/gened/coursesearch.asp) *and align with established “*[*A2B Mapped” Degree Pathways*](http://www.mass.edu/masstransfer/a2b/home.asp)*.* |

**Applicant Questions**

1. Which of the following pre-selected industry sectors characterize your pathway(s) *(see the* [*list of ICP industry sectors*](https://www.doe.mass.edu/ccte/innovation-pathways/) *for more information):* 
   * Manufacturing
   * Information
   * Environmental and Life Sciences
   * Health Care and Social Assistance
   * Business and Finance
   * Clean Energy – *Must be pre-approved/have discussed participating in pilot before pursuing Part A for Clean Energy*

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1. **Innovation Career Pathways must demonstrate a coherent course structure, reflecting intentionality of desired student experiences and outcomes.** Using the text boxes below,describe the courses that the school plans to offer in the pathway, at each grade level, to constitute a rigorous course of study. If the school is applying for multiple pathways, provide a description for each proposed Innovation Career Pathway. The course of study must reflect completion of MassCore; alignment with career opportunities in the selected industry sector(s); access to college courses; and alignment with graduation requirements, including **4 courses** as described below:
   * + 1. A minimum of 2 of the 4 courses must be **technical courses** related to the pathway’s industry sector concentration. Note: In order to ensure coherence, and to offer students in the cohort a shared experience in the program, the pathway may not include more than 4 options of technical courses. *In the event these are courses offered by an institution of higher education, to the extent possible, these courses should fall under the MassTransfer Gen Ed Foundation and align with established “A2B Mapped” Degree Pathways.*
       2. A minimum of 2 of the 4 must be **advanced courses**. These may include AP courses, IP courses, articulation agreement, college dual enrollment.   
          *In the event these are courses offered by an IHE, to the extent possible, these courses should fall under the MassTransfer Gen Ed Foundation and align with established “A2B Mapped” Degree Pathways. Submission should include local course numbers. Describe when and where college coursework will be completed. Note that in the final designation application, the college-level courses and process and requirements for students to be awarded college credits must be documented in the application, specifying postsecondary partners when dual enrollment is being offered.*

In the boxes below, identify the program-specific courses (two advanced, two technical) and in what grade(s) they will be offered to students to fulfill the requirements of the Innovation Career Pathway.

Grade 9 Course Offerings (if starting the program in 9th grade):

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Grade 10 Course Offerings:

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Grade 11 Course Offerings:

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Grade 12 Course Offerings:

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1. Offer a short description of what the school currently uses to provide **individualized college and career planning** for all students, and also note how these activities are incorporated in students’ schedules. This will be the starting point for the school’s My Career and Academic Plan (MyCAP), formerly referred to as Individualized Learning Plans implementation. The expectation for MyCAP is that activities will start in grade 9. Note that an applicant is required to involve students in MyCAP even if enrollment in the pathway will take place in 10th grade. More information on MyCAP, including the Implementation Guide, is found on the DESE website: <http://www.doe.mass.edu/ccte/ccr/mycap/>.

In your description, be sure to specify which on-line platform will be used to manage student plans, including:

* MEFA Pathways *(formerly known as Your Plan for the Future)*
* Naviance
* XELLO
* MassHireCIS
* Other – Provide name of platform

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1. Confirm that all students in the ICP(s) will develop a plan for postsecondary education and/or training that will be captured in their **MyCAP**, and that the school will offer supports to ensure that students matriculate in the postsecondary setting described in their plan.

| Yes | No |
| --- | --- |

E. Confirm that the high school will develop a system for tracking implementation of MyCAP.

| Yes | No |
| --- | --- |

**Guiding Principle Three: Enhanced Student Support**

*Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.*

| **Part A Criteria to demonstrate Enhanced Student Support:**   1. *The program identifies potential academic and nonacademic challenges for all potential student participants.* 2. *Plans for supports for academic, nonacademic, and career-related courses and activities are included. These plans should incorporate evidence-based strategies and consider the supports offered by programs such as Connecting Activities and post-secondary partners.* 3. *An outline of potential academic supports, such as tutoring, peer mentoring, or career coaching is provided.* 4. *An appropriate contact for student support is named in the application. Full contact information for this individual is provided, along with a description of the role. If the role requires staff to be hired, a proposed job description is included.* 5. *Appropriate safety procedures for students related to off school site industry or post-secondary activities are addressed.* |
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**Applicant Questions**

1. Identify the **academic** **and** **nonacademic** **challenges** that may arise for students in the proposed pathway(s). *List any data mechanisms that are currently, or will be, used for measuring, tracking, and/or evaluating these challenges. Indicate when the mechanism will be deployed during the student experience.* **Field limited to 500 words.**

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1. Describe how the challenges you have specified will be addressed, specific to students in the proposed program; include an outline of **potential** **supports,** naming those that exist and those that need to be developed. *Supports must address counseling, advising, and tutoring needs both at the high school and postsecondary levels. Reliance on existing supports may not be sufficient for the needs of students in these programs, and applicants are encouraged to plan for deeper supports for IP students.* **Field limited to 500 words.**

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**Guiding Principle Four: Connection to Career**

*Designated programs should expose students to a variety of career opportunities including greater depth in careers relevant to their selected pathway, for example, by providing opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.*

| **Part A Criteria to demonstrate Connection to Career**   1. *The Innovation Career Pathway must be developed based on one of the five earlier-indicated industry sectors.* 2. *A range of well-designed career development education activities, by grade level, are included in the pathway, including exploration, awareness, and immersion, as defined by the Department of Elementary and Secondary Education (ESE).* 3. *Aligned career and college counseling is a required part of the Pathway Program, including the guided use of MyCAP beginning in 9th grade.* 4. *Program uses an online tool (i.e., MEFA Pathways, formerly known as Your Plan for the Future, Naviance, XELLO, MassHireCIS) for college and career counseling that aligns to the necessary elements of individual learning plans (as defined by ESE).* 5. *Innovation Career Pathway Programs must create an opportunity for student to complete 100 hours of a career immersion experience in either an internship or capstone class, offering structured work readiness activities and work-based learning experiences. This experience must be captured with a SIMS course code, so that it is a part of a student’s transcript and is available for state data monitoring. To ensure the quality of the internship program or capstone, review Components of a High-Quality Career Immersion Experience for details.* 6. *An appropriate staff person for implementing the above immersive experience is named in the application. Full contact information for this individual is provided, along with a description of the role. If the role requires staff to be hired, a proposed job description is included.* |
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**Applicant Questions**

1. The proposed pathway(s) must feature career development education, including deeper exposure to many types of occupations and career progression opportunities relevant to their selected pathway sector, and offer information about the progression of these over the four years of high school. Provide **examples** by grade of career awareness, exploration and/or immersion activities that will be included in the program.

|  |  |
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| **Grade** | **Activity** |
| 9th |  |
| 10th |  |
| 11th |  |
| 12th |  |

1. Is this proposed program using internship placement support through Connecting Activities and/or Youthworks? *(select all that apply)*:

| Connecting Activities | YouthWorks |
| --- | --- |

1. State which immersion experience you are electing for your program. *(Select all that apply; if seeking designation for multiple pathways, describe the experiences chosen for each in D (below)). Applicants are expected to offer the same immersive experience to all students in a pathway, rather than a choice between them. Internships are preferred as they give the students a better exposure to adults working in the industry.*

| Internship | Capstone |
| --- | --- |

1. Describe your plan for enabling students to complete a minimum of **100 hours** of a [high-quality career immersion experience](https://www.doe.mass.edu/ccte/innovation-pathways/default.html) in either an internship or capstone class by graduation.
   * Address how the experience will be integrated into the participating students’ school schedules.
   * Detail the supports the school will put in place to remove barriers to participation for all students, including English Learners, Students with Disabilities, and students who may work or participate in extracurricular activities.
   * Offer preliminary thoughts about the kinds of experiences the students will have in their experience and what students will learn.
   * \*\*Note that for an internship, 100 hours must be outside the classroom with a supervising adult.\*\*

Please complete the corresponding answer field(s) you are electing for your pathway(s). If you are proposing multiple pathways, be sure to clearly address the approach for each pathway in your response. Add rows as necessary.

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| **Pathway (Sector Name)** | **Internship/Capstone** | **Approach** |
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1. Identify any **relevant credentials** that students may earn or prepare to attain. These can be industry recognized credentials or postsecondary education credentials. Please specify which are available via (a) local postsecondary partner(s), where relevant.

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1. Who is/will be the staff member responsible for implementing internships/capstones for the program? Provide contact information for this individual, along with a description of the role. If the role requires staff to be hired, include a brief job description.

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**Guiding Principle Five: Effective Partnerships**

*Designated programs should be a partnership between one public secondary school and/or district, a MassHire board and at least one employer from the relevant industry that guides program development and implementation. The MassHire board and employer should continue as active partners to support the program once implemented.*

| **Part A Criteria to demonstrate Effective Partnerships**   1. *For Innovation Career Pathways, the required partners are involved from the outset in the design and implementation of the pathway;* 2. *Applicant should describe plans for ongoing meetings with required partners, and should additionally begin to identify other employers that will support internships or capstones.* 3. *Where there is a requirement for local bargaining relating to any aspect of the pathway, local requirements must be followed. The proposal outlines plans to have discussions concerning collective bargaining agreements, at both the K-12 and higher education level, as needed.* 4. *Each partner has identified personnel empowered with the authority to enter into memoranda of understanding discussions.* |
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**Applicant Questions**

1. Who is/will be the staff member responsible for the **oversight of the program’s partnerships** with MassHire, employer(s), and institutions of higher education (if the school is planning to offer dual enrollment courses to fulfill requirements for the program)?

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1. Describe your engagement with the partnering MassHire Workforce Development Board to date (specify meeting dates, participants, topics of discussion) and how theywillsupportconnections between education and career in support of the proposed program(s), e.g., addressing career awareness and exploration, the college or other postsecondary setting search, and the development of a postsecondary plan. **Field limited to 500 words.**

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1. Offer preliminary thoughts on how the partnering **employer(s) will support** connections betwen education and career in support of the proposed program(s), e.g., in addressing career awareness and exploration, the college or other postsecondary setting search, and the development of a postsecondary plan. **Field limited to 500 words.**

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1. Describe your plan for how the issue of **local** **collective** **bargaining/labor relations**, where relevant, has been or will be addressed, e.g. where dual enrollment is used to satisfy college-level course offerings. **Field limited to 500 words.**

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1. Identify **additional employers, if known at this point,** that will support internships or capstones.

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1. Identify **key costs** associated with the program for partners, including—but not limited to—per credit student support, costs of student placement in immersion experiences, and student transportation. *The partners must have a realistic plan to sustainably support a high-quality program across all partners, and have identified a necessary funding structure to achieve that goal. Note that a budget will be required as an element of the final application.*

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1. Submit a **letter of intent to partner** identifying leadership empowered to make decisions and outlining how the institutions will be fully integrated partners in the program. *This letter must be co-signed by the K12 superintendent and the head of the MassHire Board.*

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| **Upload as an attachment in Alchemer.** |

1. DESE offers supports for Innovation Career Pathways applicants, including an active community of practice. A myriad of resources can be found on [www.maicp.org](http://www.maicp.org). We recommend that you bookmark the site for ease of reference. [↑](#footnote-ref-2)
2. For more information on the Regional Workforce Skills Planning Initiative, including your region’s blueprint, see <https://www.mass.gov/regional-workforce-skills-planning-initiative>.   
    [↑](#footnote-ref-3)
3. This aspect of program design is subject to and may account for appropriate processes to address suitability for special populations of students, such as those with an Individualized Education Plan (IEP). Programs may also be designed to require students to meet reasonable benchmarks of participation, engagement, and performance to continue participation. [↑](#footnote-ref-4)
4. The Department of Higher Education, in collaboration with the three segments of public higher education, has developed “A2B Mapped” degrees in specific disciplines and meta-majors that seek to make create a seamless transition from two-year to four-year institutions. These pathways guarantee the transfer of general education and foundational courses, and a minimum of 60-credits to be applied towards the baccalaureate degree. To the extent possible, high school Innovation Career Pathway programs and course offerings should be aligned with the “A2B” mapped degrees, and these types of course offerings should be carefully examined as an essential aspect of any Innovation Career Pathway design process. [↑](#footnote-ref-5)
5. “Double-dipping” is not permissible. For example, if the two technical courses are offered at a community college, we still expect two other advanced courses (ideally, those are AP or dual-enrollment courses that are in the academic area, e.g. English or Mathematics). [↑](#footnote-ref-6)