

# Massachusetts

## College and Career Advising

### Professional Development Series

#### Participant Guide

#### Workshop 2 – Going Deep – All the Elements



Department of Elementary and Secondary Education  
Department of Higher Education  
Executive Office of Education  
Workforce Skills Cabinet  
    Executive Office of Education  
    Executive Office of Labor and Workforce Development  
    Executive Office of Housing and Economic Development  
Massachusetts School Counselors Association

PCG | *Education*



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## About the Workshop Series

The content for the **Massachusetts College and Career Advising Professional Development Series** was developed by Public Consulting Group (PCG) in collaboration with staff from the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts School Counselors Association (MASCA). 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.

## Today's Agenda

**Part 1:** Designing Your High-Quality College and Career Advising and MyCAP Program

**Part 2:** Designing Your Scope and Sequence of College and Career Advising Units and Lessons

**Part 3:** Examining the Quality of Your CCA/MyCAP Program

## Workshop 2 Learning Targets

**After completing this workshop, you will be able to:**

- Design a CCA program that is organized around units and a sequence of lessons that align to grade-level learning objectives and that address three CCA domains: 1) personal social; 2) career development education; and 3) academic, college and career planning.
- Engage in courageous conversations about bias and how implicit bias can impact equitable access to education services, expressions of positive behavior, and one's perception of student potential.
- Produce a plan for partnering with families and community organizations to ensure access to quality College and Career Advising services for all youth, including students with disabilities, ELL students, high-need youth populations, and underserved ethnic groups.

## Part 1: Designing Your High-Quality College and Career Advising and MyCAP Program

### Welcome back for Workshop 2!

In Workshop 1, we discussed the nature of College and Career Advising (CCA) and My Career and Academic Plan (MyCAP). You also began to analyze the current CCA and MyCAP strategies and activities you are currently using in your school. In preparation for Workshop 2, your team was asked to:

1. Map your current CCA program efforts and identify whether there are CCA program domains (e.g., personal/social; career development education; academic, college and career planning) that are not being addressed.
2. Identify the grade level learning objectives your district/school would like to focus on for designing your CCA program.
3. Explore your online college and career information system.
4. Optional: Participate in a webinar to review Workshop 1 and prepare for Workshop 2.

## Activity 1.1: Building Your CCA Program

In Workshop 1, we presented the College and Career Advising Framework. Within the Framework grade-specific units, lessons, and activities are offered for each of the three domains – Personal/Social; Career Development Education; and Academic, College and Career Planning.

Between Workshops, your team was asked to identify the learning objectives for each grade level for your CCA program.

### Directions

Each table should have two schools represented. For this activity we are asking that:

1. Each team take a few minutes to share their scope of objectives (total time for this step: 15 minutes).
2. After sharing, spend another 15 minutes asking each other questions about their objectives.
3. Take notes below on any new objectives you would like your school/district to consider.

### NOTES

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## Activity 1.2: Review Characteristics of High-Quality CCA Program

A quality CCA program is organized around “units” that consist of a sequence of CCA lessons. The goal of a high quality CCA Program is to address the three domains necessary for students to be college and career ready as described in Workshop 1. The three domains are:

- Personal/Social skills that focus on a wide range of social emotional learning skills including self-awareness, social awareness, self-management, relationship management, and responsible decision-making;
- Career Development Education that includes career awareness, career exploration, and immersion; and,
- Academic, College and Career Planning that includes creating a four-year course plan, identifying career goals and postsecondary pathways to pursue those goals.

Within each unit, a quality CCA program consists of lessons and activities that may be for implementation in small groups, in a classroom, and/or for using the online college and career information systems. Note that an exemplary model may incorporate activities that involve relevant community partners, including organizations that foster college access, and employers that support career development, and the workforce system that supports them.

### NOTES

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## Activity 1.3: Impacting Students

During this 40-minute session, participants will look individually and collectively on the impact that educators have on a student’s life through a personal lens. We will use a student’s personal reflection on his high school experience to frame our activity and discussion. This activity will be infused throughout the day.

### NOTES

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## Part 2: Designing Your Scope and Sequence of College and Career Advising Units and Lessons

### Overview

Starting with the resources provided, it is time to begin designing your CCA program. We are asking teams to select one grade level. Using the learning objectives you have already identified, the task is to develop a sequence of lessons that your team believes will reasonably help students reach those objectives.

A goal of this workshop is to generate a wide range of CCA program examples across all grade levels. These examples will then be accessible to your team to help you complete your CCA program for all grades.

Some considerations for identifying grade level CCA lessons:

1. Consider 9<sup>th</sup> grade lessons that encourage students to develop a clear understanding of their skills and interests (personal/social) and to become aware of the many ways in which these skills connect to careers (career awareness). A culminating activity is to have students create a four-year course plan that enables them to pursue one or more of these careers.
2. Consider 10<sup>th</sup> grade lessons that encourage students to establish tentative career and life goals with the emphasis on goals as plural. Rather than narrowing their interests, we want to encourage them to expand their sense of possibility and develop strong career exploration skills that include labor market analysis, work-based learning opportunities, and examination of myriad postsecondary pathways including certificate and licensing programs as well as two- and four-year college degree programs.
3. Consider 11<sup>th</sup> grade lessons that encourage students to create a plan that includes postsecondary pathways to either two or four-year colleges. Accessing early college courses and earning industry-recognized credentials or certificates can be an excellent way for many students to enter the world of work, or two- or four-year colleges or universities. Students should also begin gaining access to immersion activities so they can begin to more deeply learn about careers of interest.
4. Consider 12<sup>th</sup> grade lessons that encourage students to take action on their postsecondary plans by applying to two- and four-year colleges and universities, completing the FAFSA form, or accessing programs leading to industry-recognized credentials.

## Activity 2.1: Identifying Lessons that Connect to Learning Objectives

While the scope of learning objectives describes “what” skills and learning we want our students to achieve each year, now it is time to identify lessons that you believe will support youth in developing these skills.

For this activity, the goal is to identify a range of lessons that are believed to be related to each learning objective, keeping in mind the need to identify activities that will address equity concerns and improve both the academic and postsecondary success for underserved populations.

In Workshop 3, the focus will shift to implementation and that is when your team will need to make choices given time and other resource considerations.

### DIRECTIONS

The purpose of this activity is to spend time looking at curriculum and identifying a sequence of lessons for one grade level. As a team, select a grade level to focus on. Using your CCA Framework and the learning objectives you identified, add lessons and activities.

You may use resources that are available to help you create your lessons or use materials of your own. Resources to support your teams lesson design efforts include:

- [Skills to Pay the Bills](#)
- [Making My Future Work](#)
- [Promoting Quality Individualized Learning Plans throughout the Lifespan: A Revised and Updated ILP How to Guide 2.0](#)

You may also have curriculum available from your online college and career information system provider.

## Activity 2.2: MyCAP Artifacts

In Workshop 1, MyCAP was introduced as both a process and an instrument. The MyCAP instrument includes a student ePortfolio that stores the results of the various lessons. We often refer to these stored results as “artifacts.”

Some artifacts are uploaded into the ePortfolio directly or through a “save” feature within online career information systems. Often assessment results and results of career and education searches are recorded in a way that is reflected within the ePortfolio. Some systems allow for reflective responses to be recorded directly into the ePortfolio.

And, most systems allow you to add new folders to the ePortfolio in order to upload other artifacts such as a culminating project, written exercises, pictures, or video.

### **DIRECTIONS**

For this activity, go back through the lessons you identified.

1. Explore what MyCAP artifacts may be automatically produced by your online career information system.
2. As a team, brainstorm what additional written exercises or culminating activity could be uploaded into the MyCAP ePortfolio.

## Part 3: Examining the Quality of Your CCA/MyCAP Program

### Overview

Now that you have created one unit of your CCA program, Part 3 involves reviewing how well the lessons address the different domains we have discussed (Activity 3.1). After examining these domains, Activity 3.2 will examine whether and how you can ensure family engagement, employer and community connections, and relevance to supporting key populations such as youth with disabilities, ELL students, African American, Hispanic, and economically disadvantaged youth.

### Activity 3.1: Analyzing your Program

#### DIRECTIONS

1. Based on your learning objectives for the identified grade level, use the checklist below to review the activities you plan to implement to ensure that at least one component in each domain is addressed.
2. Do the lessons address the gaps identified by the asset mapping you did in Workshop 1?

#### CCA Program Analysis Tool

Domain	Components	Check if Addressed in your CCA Program Activities
<b>Personal Social</b>	Self-Awareness Skills	
	Social Awareness Skills	
	Self-Management Skills	
	Relationship Management Skills	
	Responsible Decision-Making	
<b>Career Development Education</b>	Career Awareness	
	Career Exploration	
	Career Immersion	
<b>Academic, College and Career Planning</b>	Four-year Academic Plans	
	College Plans	
	Career Plans	

## Activity 3.2: Connecting with Families, Employers, Community Organizations, and Ensuring Equitable Access for all Student Populations

### DIRECTIONS

This reflective activity is designed to consider whether and how your CCA program is:

- Involving families
  - Engaging key stakeholders; and
  - Addressing the needs of underserved student demographic populations.
1. In the first column, identify where your CCA program acknowledges and invites participation with families and key stakeholders or specifically addresses full inclusion of underserved student demographic populations (e.g., students with disabilities, ELL students, and youth from lower income backgrounds).
  2. In the second column, identify modifications you will consider to better address any of these groups.

	Where Participation is Addressed	Modifications to Consider
Family engagement		
Employer engagement		
Community organizations		
Higher education partners		
Underserved student demographic populations		

### Activity 3.3: Next Steps - Preparing for Workshop 3

Workshop 3 will be devoted to implementation preparation. It is very important that your team has made some key decisions about how often and in what manner you plan to implement your CCA program. In order to prepare, please engage in the following team activities:

1. Review your college and career online system to identify and learn about the organizing and reporting features that are available. These will be helpful in monitoring CCA program implementation.
2. It is important that your team work with your school administration to determine:
  - a. How will your CCA program be implemented? Will you use advisory periods, subject course areas, or ...?
  - b. How many classroom periods throughout the academic year will be made available for CCA lessons?
  - c. What is your plan for rolling out the CCA program? Will you start with one grade level and then add grade levels in subsequent years? Do you want to go smaller with a pilot of selected students or is your team ready to go to scale with more grade level involvement?
3. (optional but encouraged) Participate in the Post-Workshop 2 Support Webinar on Wednesday, February 27, 2019 from 2:30-3:30 pm. The purpose of the webinar is to help teams prepare for Workshop 3.

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## Session Evaluation

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

<http://sgiz.mobi/s3/MA-CCA-Professional-Development-Workshop-2-Evaluation>

## Appendix

- Model CCA/MyCAP Framework
- Blank CCA/MyCAP Framework
- Regional Google Classroom Information

# College and Career Advising & MyCAP – 9th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.	MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions</li> </ul>	<ul style="list-style-type: none"> <li>Introductory activity where students identify their skills</li> <li>"Possible Selves" unit [to explore hopes, dreams, strengths, weaknesses, etc.]</li> <li>Introductory lesson orienting students to online platform</li> <li>Students complete online surveys</li> <li>Students write reflections about their results</li> </ul>	<ul style="list-style-type: none"> <li>Skills journal entry</li> <li>Possible Selves artifact</li> <li>Document extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge and understanding of career clusters.</li> <li>Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of career clusters</li> <li>Using online platform, have students analyze career clusters in relation to survey results</li> <li>Create an activity where students apply cluster analysis to self-identified interests, values, and skills</li> <li>Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest</li> <li>Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term "employability skills"</li> <li>Have students complete culminating project (TBD by educator)</li> </ul>	<ul style="list-style-type: none"> <li>Save careers of interest</li> <li>Upload final project</li> <li>Document work and/or community service</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will understand graduation requirements, MassCore requirements, AP options, and early college options.</li> <li>Students will create a four-year course-taking plan connected to identified career interests</li> <li>Students will understand any available high school pathways and the variety of postsecondary options.</li> <li>Students will be able to write a personal postsecondary goal and career goal</li> </ul>	<ul style="list-style-type: none"> <li>District-developed freshman seminar</li> <li>District developed course planning activity</li> <li>Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary]</li> <li>Online college search activity</li> <li>Have students prepare for, participate in and reflect about a college fair and/or a college tour</li> <li>Introduce any career pathway or early college options at your school</li> </ul>	<ul style="list-style-type: none"> <li>Complete four-year plan [using online platform, if possible]</li> <li>Complete goal statements [using online platform]</li> <li>Save college search results with journal entry</li> <li>Journal reflections about college fair and/or tour</li> </ul>

# College and Career Advising & MyCAP – 10th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 10 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state’s Connecting Activities intermediary system.	MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will understand the concept of “growth mindset” and its importance relative to future planning</li> </ul>	<ul style="list-style-type: none"> <li>“Growth mindset” lessons, activities, and final product</li> </ul>	<ul style="list-style-type: none"> <li>Upload “Growth Mindset” final product</li> <li>Update extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Students will develop skills to locate, evaluate and interpret career information</li> <li>Students will understand how to access and understand labor market information</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to navigate your online platform to conduct career research [ensure understanding of vocabulary]</li> <li>Introductory lesson on Labor Market Information</li> <li>Have students conduct research into one career of interest including labor market information (LMI) and educational requirements</li> <li>Have students prepare for, participate in, and reflect about a Work Based Learning experience at the exploration level (if possible with employer participants)</li> <li>Introduce students to resume feature on your online platform</li> </ul>	<ul style="list-style-type: none"> <li>Save a minimum of 3 careers with journal entries about what they learned from exploring them online.</li> <li>Upload research product [LMI and Ed requirements]</li> <li>Reflection on WBL experience</li> <li>Update volunteer, work and/or community service</li> <li>Preliminary work on resume</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of high school course and/or program performance in relation to their personal academic and career aspirations</li> <li>Students will develop skills to research postsecondary options</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to research career options using online platform and other resources</li> <li>Teach students how to navigate the online platform to conduct college research aligned with personal interests</li> <li>Have students create a personal “career pathway” poster</li> </ul>	<ul style="list-style-type: none"> <li>Upload a picture of their “Career Pathway” poster</li> <li>Save a minimum of 3 postsecondary options with journal entries about their impressions of each</li> <li>Update the 4-year course-taking plan and reflection regarding any updates</li> <li>Update goal statements</li> </ul>

# College and Career Advising & MyCAP – 11th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand and Be Able to Do in 11 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state’s Connecting Activities intermediary system.	MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of perseverance to achieve long and short-term goals</li> <li>Students will understand the importance of resilience in facing academic or work-related challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance and resilience lessons, activities, and personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>Journal entry or upload/link personal reflections on perseverance and resilience</li> <li>Update extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Students will complete a resume</li> <li>Students will understand the differences between entry level, intermediate level, and advanced job opportunities within an industry sector of personal interest</li> <li>Students will understand the difference between occupations and industries, and will know where to find data about them at national and state level</li> <li>Students will identify labor market trends in Massachusetts</li> </ul>	<ul style="list-style-type: none"> <li>Update/complete a resume on online platform; peer editing; final product suitable for employers, teacher recommendations, scholarships, etc.</li> <li>Use online platform resources to teach concepts associated with “career ladders”; have students research and create a possible personal career ladder within an industry sector or occupational cluster of personal interest</li> <li>Teach students about labor market trends; have students research LMI trends in an industry sector or occupational cluster of personal interest</li> <li>Immersive work-based learning experience or capstone project that demonstrates learning</li> </ul>	<ul style="list-style-type: none"> <li>Save or upload/link to a resume.</li> <li>Upload/link to career ladder project [photo?]</li> <li>Journal entry about labor market trends in a personally selected industry sector</li> <li>Update volunteer, internship, community service or paid work experiences</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will understand the concepts of reach, safety, and fit regarding post-secondary options and identify personal examples of each</li> <li>Students will understand Mass Transfer and other opportunities available at MA public colleges and universities</li> <li>Students will identify connections between LMI and programs available at MA public colleges and universities</li> <li>Students will be able to recognize financial aid vocabulary and know what options are available to pay for different post-secondary choices</li> </ul>	<ul style="list-style-type: none"> <li>Teach “reach, safety, fit” concepts and have students conduct research to identify one personal example of each</li> <li>Using Mass Transfer website, teach students about opportunities available at MA public colleges and universities; teach students how to connect labor market information to offerings at MA public institutions</li> <li>Offer introductory Financial Aid lesson</li> <li>Have students complete a culminating project [TBD by educator]</li> </ul>	<ul style="list-style-type: none"> <li>Journal entry identifying reach, safety, and fit options [at least one of each]</li> <li>Upload or link to culminating project</li> <li>Update the 4-year course-taking plan and reflection regarding any updates</li> <li>Update goal statements</li> </ul>

# College and Career Advising & MyCAP – 12th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand and Be Able to Do in 12 <sup>th</sup> Grade	Implementation Strategies and Activities	MyCAP Process and Documentation
	<p><b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets &amp; Behaviors.</p>	<p><b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state’s Connecting Activities intermediary system.</p>	<p><b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.</p>
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>Students will demonstrate personal responsibility</li> <li>Students will demonstrate the ability to communicate and listen effectively in academic and work-related settings.</li> <li>Students will demonstrate self-advocacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Have students conduct a credit review and identify exactly what they need to do to be eligible to graduate on time</li> <li>Have students write and present a personal statement [make connections to college essay, cover letters]</li> <li>Have other students use a rubric to provide feedback after presentations</li> <li>Teach students the process for requesting transcripts, letters of recommendation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Journal entry summarizing credit review</li> <li>Upload/link to college essay and/or cover letter</li> <li>Upload/link to letters of recommendation</li> <li>Update extracurricular activities, awards, honors, etc.</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required post-secondary education</li> </ul>	<ul style="list-style-type: none"> <li>Immersive work-based learning experience or capstone project that demonstrates learning</li> <li>Revisit career interests based on more recent experiences and document any changes.</li> </ul>	<ul style="list-style-type: none"> <li>In connection with immersive experience, completion of MA Work-Based Learning Plan</li> <li>Upload reflection on work experience including identification of key employability skills</li> <li>Upload supervisor’s evaluation and letters of reference</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options</li> <li>Students will complete the application process for their postsecondary choice[s]</li> <li>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</li> <li>Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it.</li> </ul>	<ul style="list-style-type: none"> <li>Have students create a list of safety, reach and fit schools, OR a list of possible employers, OR a different postsecondary option with a rationale for whatever their choices are.</li> <li>Have students complete a senior post-secondary timeline</li> <li>Provide a variety of workshops for students to be taught the specific information relative to their post-secondary choice[s] [e.g., <i>Common App, FASFA, military, job corps, community college, scholarships, understanding financial aid packages</i>]</li> <li>Provide structured time [with adult supports available] for students to work on materials required for their postsecondary applications and financial planning</li> <li>Have students identify their final post-secondary plan and provide feedback on the supports they have received to help them develop the plan</li> </ul>	<p>By Sept 15:</p> <ul style="list-style-type: none"> <li>Journal entry with preliminary post-secondary plan [lists] and rationale</li> <li>Upload/link to their personalized senior timeline</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Update their senior timeline monthly</li> </ul> <p>By one week prior to graduation:</p> <ul style="list-style-type: none"> <li>Journal entry describing their post-secondary plan and their financial plan/budget to support it</li> <li>Update resume</li> <li>Complete senior survey</li> </ul>

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

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state’s Connecting Activities intermediary system.	MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social			
Career Development Education			
Academic College and Career Planning			

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

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state’s Connecting Activities intermediary system.	MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social			
Career Development Education			
Academic College and Career Planning			

## College and Career Advising & MyCAP – 11th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state’s Connecting Activities intermediary system.	MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social			
Career Development Education			
Academic College and Career Planning			

## College and Career Advising & MyCAP – 12th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state’s Connecting Activities intermediary system.	MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social			
Career Development Education			
Academic College and Career Planning			