

Enhanced Student Support Guiding Principle 3

October 13, 2026



Welcome

to the 3rd Planning
Phase Professional
Learning session



Please let us know who's
here today.

Add your name and Early
College program in the
chat

Agenda

- Opening and Session Outcomes
- Updates and questions from last session
- Principle 3: Enhanced Student Support
- Checking In:
 - How are plans developing?
 - What support do you need?
- Discussion/Q & A
- Next Steps and Closing



FY27 Early College Theme

Session Outcomes

This session, along with the follow-up workshops, support the development of your EC Design Plan.

By the end of the session, you will be able to:

1. Design a comprehensive plan for academic support that is coordinated between partners and integrated into the school schedule.
2. Plan out differentiated and tiered academic supports aligned with the needs of your student population
3. Create an academic advising policy and plan that allows students to participate in predictable, coordinated robust advising throughout the program and their transition to college
4. Design a comprehensive plan for non-academic supports for EC students that is coordinated between partners and integrated into the school day.
5. Create a schedule for non-academic supports that include college advising and planning, financial aid planning and that compliments the connection to career (G.P.4).



We want to hear from you

These sessions are designed to frontload a lot of critical information, and not to workshop specific areas.

Support Workshops will dive into specific areas to unpack details for your Design Plan.

As a result, these agendas are very full. But we want to be sure they meet your program needs. We invite you to



- **Share your voice and unique perspective**
- **Ask questions and clarify as needed**
- **Don't hesitate to ask for support**

What questions do you have from our previous session?

GP.3 Enhanced Student Supports



Guiding Principles to Success!

Whole-Student Program Design

Early College should be accessible and holistic, not a boutique program.

- Design programs around the lived experiences and needs of the target student population.
- Provide whole-student support that addresses academic, developmental, and external barriers.
- Support students in building academic proficiency and confidence as they navigate college-level coursework.
- Anticipate and address barriers to participation and course completion, both inside and outside the classroom.





What are Enhanced Supports?

Designated Early College programs incorporate intentional and enhanced wraparound academic and nonacademic support plans to promote academic and career success while supporting students well-being.

They do this by:

- **Building on and adapting the supports already available** at the high school to create a holistic program that considers the lived experience of the EC population and is aligned to each student's evolving MyCAP plan.
- **Promoting the development of academic proficiency and reducing barriers** faced by students in accessing and succeeding in postsecondary education.
- **Providing advising as an integral component** of the Early College program that is carefully coordinated between partners.
- **Providing structured support for the college application process**, including applying for state and federal financial assistance.

Academic Supports



My Career & Academic Plan, A Critical Student Support



MyCAP Process

- Student-driven (interests, skills, etc.) whole school involved
- Implemented in varied settings: classrooms, seminars, workshops, etc. with teachers and school counselors
- Every student should have at least one adult mentor encouraging them
- Connect academic learning with future plans
- Scope of grade-level learning objectives and sequence of MyCAP lessons



MyCap Platform

- The MyCAP platform documents the learning, planning, goals, objectives, reflections and achievements
- The instrument may act as an ePortfolio capturing artifacts of growth and learning
- The free state recommended platform is MEFA Pathway - Programs may use MassCIS, Naviance, Scoir or others

ACADEMIC SUPPORT PLAN



The Design Plan description includes

- Identification of anticipated academic challenges and the supports designed to meet those challenges
- Explanation of shared responsibility for academic supports by partners
- Information on how and when students can access these supports during the school day
- May upload sample student-facing documents on available academic supports

Support Plan Key Features

Population-Specific



The Academic Supports are clearly designed for the target population, as well as for the broader high school population to maximize accessibility.

Intentional & Planned



Supports should be mapped out and scheduled for students, particularly early in the program. Simply making supports available does not ensure EC students with need will access them.

Gradual Release



While supports should always be available, gradually decreasing time or increasing independent access is appropriate if students have been supported to access them previously.

ADVISING PLAN



This plan includes

- key components of advising plan by grade level
- Information on how the advising plan fits into the overall plan for MyCAP
- Explanation of how advising is shared and coordinated between partners
- Sample Advising Schedule

Academic Support & Advising Plan Reviewer Criteria

To be assessed as READY in this area, reviewers will look for plans that meet the following criteria:

Academic Support Plan

- Clearly lists academic areas of challenge to be addressed, planned academic supports, as well as associated support provider(s), mode, and timing.
- Embeds supports during the school day.
- Includes tailored supports for MLs and SWDs.

Advising Plan

- Describes in detail how/when EC students will receive academic advising by grade level
- Describes how advising aligns with MyCAP plan and is coordinated across partners.
- Schedule and calendar of advising activities, online tools, and coordination across partners are specified.

Non-Academic Supports



NON-ACADEMIC SUPPORT PLAN



Non-Academic Support Plans include

- Identification of anticipated non-academic challenges and the supports designed to meet those challenges.
- Explanation of shared responsibility for non-academic supports by partners.
- Information on how and when students can access these supports during the school day.
- May upload sample documents that are student facing on available non- academic supports.

Consider the specific supports needed for EC that may not be included in traditional high school supports, to manage college stress, support first generation students.



College Preparation and Application Process:

Supporting students' transition to post-secondary success.

In addition to supporting student well-being, there is a robust plan to support them through the college preparation and application process.

- College advising and Planning
- Financial Aid and Planning
- Connections to Careers (see GP4)

Non-Academic Supports Reviewer Criteria



To be assessed as READY in this area, reviewers will look for:

Non-Academic Support Plan

- Clearly lists non-academic areas of challenge to be addressed, planned non-academic supports, as well as associated support provider(s), mode, and timing.
- Embeds supports during the school day.

Demonstrating College Preparation

- Describes how the EC program will address how students will be informed of and complete the FAFSA or MAFSa and how they will be encouraged to complete a financial aid application and at least one college application or waiver form by high school graduation.

Checking In

Progress on Design Plans



Feedback and Progress **SURVEY**



- » **Please share your feedback and progress on your Design Plan to help us refine the process and supports for you and future cohorts working towards Initial Designation.**
- » **Access the survey through the QR code or link:**

Checking in on Progress & Needs



Questions for Discussion

Progress

- Have you and your partners established regular working meetings?
- Are you getting the support you need from the coaching sessions?
- Have you begun the Design Plan survey?
- Which Guiding Principles have you made progress on? Where are you stuck or challenged most?

Resources and Support

- Do you have the materials you need to guide your planning?
- Are the trainings and supports giving you the info and resources you need?
- What other resources and/or support would be helpful?

Next Steps

Program Action Steps & Key Dates



High School of Commerce, Springfield Public Schools

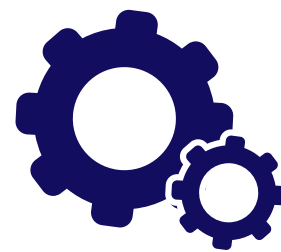
Team Action Steps Before Next Session



Following our work today, teams should



Gather as a team to review questions and actions needed to develop the Design Plan components for Guided Academic Programs.



Attend the Coaching Support Workshop on to ask questions, review models and dig into the details on the areas you need.



Participate in additional coaching or Office Hours as is helpful with DESE's OEC, P2C or other supports you have identified.

Check-in: Design Plan Milestones & Artifacts

Principle	Milestones	Products/Deliverables
3. Enhanced Student Supports	Map out the intentional supports for the full range of learners. to succeed.	• Academic and non-academic support template • Academic advising plan • Student academic and non-academic support materials • Plan for FAFSA/MASFA/Demonstrating college preparation
4. Connection to Career	Refine guided programs of study to intentionally integrate career-connected learning.	• MYCAP & Career Development Activities • Industry Engagement Plan
5. Effective Partnerships	Define goals and metrics for program evaluation; finalize partnership plan.	• Leadership Plan • Partnership MOU • Budget/Funding Plan • Staffing Plan & Relevant Job Descriptions • Collective Bargaining/Labor Discussions/Agreements • Program Evaluation Description • Annual Goals and Benchmarks Template

Professional Learning & Support Dates

Item	Date
Professional Learning (PL) Session #1: Partnering for Equitable Access (GP 1&5)	Aug 18, 2026
<i>Workshop – coaching support for session #1</i>	Sep 1, 2026
PL Session #2: Scaffolded Pathways for Success - Guiding Principles 2 & 4	Sep 15, 2026
<i>Workshop – coaching support for session #2</i>	Sep 29, 2026
PL Session #3: Supporting Every Student (GP 3)	Oct 13, 2026
<i>Workshop – coaching support for session #3</i>	Oct 27, 2026
PL Session #4: Evaluation and Systems for Results (GP 5)	Nov 10, 2026
<i>Workshop – coaching support for session #4</i>	Nov 17, 2026
Webinar: Are you Ready to Submit	Dec 1, 2026
Program Design Plans Due	Jan 8, 2027
Program Design Plan Approvals	March 2027 (June

Thank You!

The text "Thank You!" is written in a white, elegant cursive script. It is centered on a dark blue rectangular background. The text is flanked by stylized blue brushstrokes that resemble leaves or petals. Below the text, there are two long, sweeping blue brushstrokes that mirror the shape of the letters. The entire composition is enclosed within a double border: a thin dark blue line and a wider medium blue line.