Guided Academic Programs of Study Connected to Careers SUPPORT WORKSHOP

September 29, 2026

Welcome

to the 2nd Planning Phase Professional Learning session

Please let us know who's here today.

Add your name and Early College program in the chat

Agenda

1. Opening and Session Outcomes
2. Industry Engagement Plan - GP 4
3. Breakout Session Previews - GP 2
    a. *Strategic Course Sequencing/Scope & Sequence*
    b. *Scheduling for Early College*
    c. *Course Enrollment Policies & Multiple Measures*
4. Breakout Groups
5. Share Out and Discussion
6. Closing and Next Steps
7. Optional Q&A

Consider splitting your team where doable to attend all breakout sessions.

EARLY STARTS.
Endless Possibilities.
COLLEGE READY. CAREER READY. LIFE READY.

FY27 Early College Theme



Session Outcomes

A follow up to the Guided Academic Programs training - supports development of your EC Design Plan.

By the end of the session, you will:

1. Have pressing questions answered for this stage of the Planning Phase.

2. Have a clear understanding of key design features for GP 2 & 4:
    a. Industry Engagement Plan
    b. Strategic Course Sequencing
    c. Scheduling for Early College
    d. Course Enrollment Policies & Multiple Measures

3. Be prepared to develop the Guided Programs of Study components of the Design Plan with your team.

This session is for YOU.

To ensure you get what you need out of this session, we invite you to



- Share your voice and unique perspective.
- Ask questions and follow up questions as needed.
- Test your ideas by sharing examples and getting feedback.
- Reach out to your coach for 1:1 support.

Planning Phase Learning Hub

Planning Phase Learning Hub

Massachusetts FY27 Early College Designation: Planning Phase



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COLLEGE READY. CAREER READY. LIFE READY.

MASSACHUSETTS
Department of
Higher Education

Design Plan Milestones & Artifacts

Principle	Milestones	Products/Deliverables
Equitable Access	Determine your vision, population served, and enrollment plans.	• Needs Assessment • Enrollment & Scale Plan • Outreach and Recruitment Plan • Enrollment Policy • Student Application/Commitment Form
Guided Academic Programs	Develop strategic course sequences and the schedules and structures to support them.	• **Scope & Sequence of Guided Academic Program** of Study and Rationale • Plan to Prepare for College Course Taking • College Course Descriptions • **Schedules** • Transfer Plan and Crosswalks • **Course Enrollment Policy** • College Application and/or Course Enrollment Forms • Academic Policies
Connection to Career	Refine guided programs of study to intentionally integrate career-connected learning.	• Industry Engagement Plan • MYCAP & Career Development Activities

INDUSTRY ENGAGEMENT PLAN



Industry Engagement Plan



Employer Engagement: Build partnerships with area employers

Career Connections: Link employers to students' academic pathways and career exploration

Work-Based Learning: Provide access to internships and career experiences

Community Partnerships: Leverage existing employer and community relationships to expand career opportunities

Your Industry Engagement Plan should describe how you will use regional workforce data to engage industry partners, which partners you may engage and how you might connect them to Early College.

Career Development

Aligned to MyCAP

1 Grade Level Plan
Career activities mapped by grade

2 Career Awareness
Explore careers and pathways aligned with student interests

3 Career Exploration
Explore careers through real-world experiences

4 Career Immersion
Gain hands-on workplace experience.



5 Labor Market Alignment
Focus on high-demand careers and skills.

6 Academic Pathways
Connect coursework to career opportunities

7 College Partnership
Provide career resources and connections

8 Program Integration
Embed career development throughout Early College

Career development should progress from ***awareness → exploration → immersion***, while connecting students' academic pathways and college coursework to real career opportunities.

Breakout Group Previews

Breakout groups will focus on 3 key areas in response to your survey feedback.

Main Room: Lily

- **Scope and Sequence:** Analyze key features of effective sequencing and scaffolding, including course scope and sequences and curriculum alignment. Unpack key requirements and reviewer criteria for Initial Designation.

Breakout #1: Kristin Almquist, BPE

- **EC Schedules:** Discuss key features of effective EC schedules and the requirements and reviewer criteria for Initial Designation. Identify strategies and effective practice for scheduling. Review samples.

Breakout #2: Aaron Altman

- **Course Enrollment Policies:** Discuss key features of effective course enrollment policies and how multiple measures should be used. Review related requirements and reviewer criteria for Initial Designation. Identify strategies and effective practice for scheduling. Review samples.

Breakout Groups



STRATEGIC SEQUENCING

Scope and Sequence of Courses & Curriculum Alignment



Sequence coursework and other scaffolds to form a staircase of complexity so students can reach new heights.



Scope and Sequence Key Features

Using the template provided, upload the full scope and sequence of college courses in the guided academic program of study.

For each course include

- **MassCore and MassTransfer alignment.**
  https://www.mass.edu/masstransfer/
- **The modality and location of each course.**
  In-person at the high school, hybrid on college campus, etc.
- **The course instructor(s).**
  Whether it will be taught by a high school instructor, college instructor, or both.

Course Scope & Sequence Development Tips



Consider Broad Pathways

- **What pathways are offered** at the HS and IHE?
- **Which have the greatest industry demand** and most relevance to students and community?
- **What degrees and IHE entrance requirements** exist for these pathways?



Identify Foundational Courses

- **Which courses meet requirements** for MassCore alignment, gen. ed. credits, transferrability and gateway course completion?
- **Which courses align** to a variety of pathways and careers?



Determine sequencing & scaffolding

- **Which courses are most accessible** and low stakes? What will onboard students and ramp up to the rigors of Eng 101 for example?
- **How can courses build in complexity** over time for student success?



Identify additional offerings

- **Consider career-connected courses** if on A2B transfer maps or widely transferrable to public 4-year IHEs.
- **Identify career experiences** to include.
- **Consider potential additional scaffolds** to prepare students.



Sample Scope & Sequence for Analysis

Review one of the sample scope and sequences and consider the following questions:

What strengths does this scope and sequence have?

What potential challenges or trade offs do you notice?

What questions does this raise?

Sample Scope & Sequence
Complete Template

Scope & Sequence Wall-to-Wall
Courses Only

Course Scope & Sequence Template Sample

Scope and Sequence for ABC HS/XYZ CC Early College Program							
Grade	**Course**	**Location**	**Faculty**	**Modality**	**MassCore/ Graduation**	**MassTransfer**	**Notes**
10	Fall Semester						
	FYE	ABC HS	ABC HS Instructor	In Person	1 unit elective	1 credit at XYZ CC	Required first EC course. May be waived for students entering the program later with evidence of skills.
	English 10	ABC HS	ABC HS instructor	In Person	0.5 unit English	N/A	Not a college course but aligned with dev. English (EN099). Required before enrollment in English 101 at XYZCC
	Spring Semester						
	COM 101	ABC HS	XYZ College Instructor	In person	1 unit elective	3 credits	FYE is prerequisite but may be waived. Course scaffolds to the skills in ENG 101.
	English 10 (continued)	ABC HS	XYZ College Instructor	Virtual	.5 unit English	N/A	Required before enrollment in English 101 at XYZ CC.
11	Fall Semester						
	ENG 101	ABC HS	ABC HS & XYZ College Instructor	In Person	1 unit English	3 credits	Sophmore. Eng is a prerequisite to enrolling in this course. XYZ Instructor leads. ABS HS teacher supports.
	Spring Semester						
	ENG 102	XYZ CC	ABC HS & XYZ College Instructor	In Person	1 unit English	3 credits	Students travel to XYZ campus in the afternoons and alternate Eng and Psy with XYZ CC Instructor and support from ABC HS staff.
	PSY 101	XYZ CC	XYZ College Instructor	In Person	I unit HSS	3 credits	

Curriculum Alignment: Another Key Scaffold

Another key scaffolding strategy, curriculum alignment works in conjunction with course sequencing: A well-sequenced pathway only helps if the courses in it are aligned, and aligned courses only help if students take them in the right order.

Strategy	Definition	Focus	Example
Curriculum Alignment	The process of ensuring high school and college courses align vertically in skills, content, expectations, and learning outcomes.	The specific knowledge and skills in each course scaffolded intentionally from high school to college coursework.	High school English instruction builds the research, writing, and analytical skills students will need in College English.
Course Sequencing	The intentional ordering of courses so students develop foundational knowledge and skills before moving into more advanced or college-level coursework.	When students take specific courses and the pathway from one course to the next.	Grade 9 English → FYE → Grade 10 English → College English.

Curriculum alignment scaffolds the learning within courses; sequencing arranges course order.

Scope & Sequence Reviewer Criteria



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

- EC program(s) of study **are clearly defined, including any preparatory courses and college coursework.**
- Programs(s) of study **include an entry point, full course sequence leading to 12+ transferable credits, and completion of English Composition 1 and a college-level mathematics course.**
- All courses are aligned to **local graduation requirements, MassCore, MassTransfer, and relevant A2B Pathways,** with confirmed transferability.

EARLY COLLEGE SCHEDULING



Schedule Expectations



Design Plan asks programs to

- **Upload sample student schedules for each grade level, as well as for students receiving language and learning supports and those in CTE programs if applicable.**

Schedules should

- Integrate high school and EC courses, clearly depicting how and when college coursework will be completed
- **Show how the minimum of twelve college credits will be offered to EC students during the secondary school day.**
- Include support blocks available for Early College students
- **Indicate any transportation time that needs to be integrated into the schedule.**

Scheduling Tips

IHE Alignment

Align with IHE course timing where possible or create windows of time that can flex to college schedule. *E.g., use 75 and/or 50 minute courses; leverage a semester approach for at least some courses; create double or extended blocks; build support time into longer high school blocks.*

Integrated Support

Schedule EC support blocks opposite EC courses to provide general support to all students. *E.g. support blocks on T/Th for a M/W/F course*

Ensure targeted support time 9-12 for students with disabilities or language learners. *Pair support blocks with optional electives so no students miss requirements or EC opportunities.*

Gradual Release

Create schedules that progress over time to an increasingly authentic college experience by increasing college coursework and campus time.

Gradually decrease scheduled support blocks as students gain knowledge and skills.

If needed, include a rationale with your schedule for timing that's dramatically different from a typical HS day.

Two hours of work time are expected for each college class and can be part of the high school day.

Sample Schedules for Analysis

Review one of the sample schedules and consider the following questions for analysis:

What strengths does this schedule have?

What gaps, potential challenges or trade offs does this schedule create?

What features of this schedule are applicable to your setting?

Sample #1: 6 Period Day

Sample #2: 7 Period Day

Schedule Reviewer Criteria



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

- Example schedules show when college courses occur during the school day by grade level and illustrate a clear pathway for students to earn 12+ credits, while incorporating **time for students supports and transportation to/from the college, as needed.**

COURSE ENROLLMENT POLICIES & MULTIPLE MEASURES





Course Enrollment Policy

Written Enrollment Policy: Clearly define how Early College students are placed into college-level courses.

College Readiness: Use a broad definition of readiness that recognizes multiple ways students can demonstrate preparedness.

Multiple (Alternative) Measures:

- Use multiple forms of evidence, not a single assessment, to determine student readiness for courses with prerequisites.
- Avoid Single Measures: Do not determine readiness solely through GPA, Accuplacer, or another single measure.
- Consider GPA, prior coursework, writing samples, statements of interest, assessments, and other evidence.
- Ensure they don’t add extra burden to students and are integrated into their school day.

Multiple Measures - Examples

Each of these measures is always considered in tandem with one or more others.

Goal: Expand equitable access to college-level coursework while appropriately assessing student readiness to inform necessary supports.



- Student statement of interest
- Writing samples
- Habits of work
- Prior coursework/academic performance
- GPA/grades
- Teacher/counselor/mentor recommendations
- Portfolios/student work
- Placement results + other evidence



What to Include for Multiple (Alternative) Measures

To ensure your academic policies around use of multiple measures are complete, be sure to

Name what the measures are: List them and explain where needed.

Describe how the measures are used:

- Are the measures considered individually, holistically or in some other way?
- Is a rubric used to consider the measures holistically?
- Which ones or what portion are the minimum requirements?

Explain what happens if/when the minimum measure(s) or multiple measures are not met:

- How do the results impact course access?
- What supports are available to students to prepare them to meet them at a future date to access the college course?



Model Course Enrollment Policies

Review the sample course enrollment policy and consider the following questions for analysis:

What strengths does this policy have?

What potential challenges or trade offs does it create?

Does it clarify what is measured, how it's measured and what happens if measures are not met?

Model Course Enrollment Policy

Academic Policies Review Criteria



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

- Course Descriptions and clear, comprehensive, and aligned academic policies, including for grading, add/drop, withdrawal, and failure, are in place, clearly communicated, and include information on early prevention strategies to mitigate withdrawals and failures.
- **Course placement for EC students uses multiple alternative measures to support access while maintaining rigor.**
- Credit transfer information is comprehensive and includes strategies to maximize students' opportunities for transfer and keep students on a path to a degree (e.g., student advising).

SHARE OUT & NEXT STEPS



Sharing and Discussion

Share key ideas from each group

- Strategic Sequencing
- Scheduling
- Course Enrollment Policies & Multiple Measures



Design Plan Milestones & Artifacts

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Professional Learning & Support Dates

Item	Date
Professional Learning (PL) Session #1: Partnering for Equitable Access (GP 1&5)	Aug 18, 2026
Workshop – coaching support for session #1	Sep 1, 2026
PL Session #2: Scaffolded Pathways for Success - Guiding Principles 2 & 4	Sep 15, 2026
Workshop – coaching support for session #2	Sep 29, 2026
PL Session #3: Supporting Every Student (GP 3)	**Oct 13, 2026**
Workshop – coaching support for session #3	**Oct 27, 2026**
PL Session #4: Evaluation and Systems for Results (GP 5)	Nov 10, 2026
Workshop – coaching support for session #4	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**

Design Plan DESE Office Hours

Schedule time with DESE for personalized support as you develop your design plan.



Schedule Office Hours with the QR code:

Office Hours Schedule:
All sessions can be schdudled on Thursdays between 9:00 a.m.–12:00 p.m. for 30 minutes.

- **August 27, 2026**
- **September 10, 2026**
- **September 24, 2026**
- **October 8, 2026**
- **October 22, 2026**
- **November 19, 2026**
- **December 10, 2026**
- **December 17, 2026**


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merci
thank
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baie dankie
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molte grazie
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