# MAYNARD PUBLIC SCHOOLS

*WE ARE A*
*CREATIVE & CURIOUS · KIND & EMPATHETIC · SAFE & HEALTHY · MAYNARD COMMUNITY*

## *Early College Project*
### *Phase I Project Progress Report*

**April 2, 2019**

*THE EDUCATION ALLIANCE*

**MAYNARD PUBLIC SCHOOLS**
*EARLY COLLEGE AND ACADEMIC/CAREER PATHWAYS PROJECT*

**PHASE I PROJECT REPORT**

**TABLE OF CONTENTS**

<u>Appendix</u>

MHS Preference Polling Survey Summary

Massachusetts School Guidance Model 2.0

Uxbridge Public Schools 6-12 School Guidance Model

Expanded Grant Matrix

Memorandum of Understanding with Boston Architectural College

# Phase I Project Report

March 13, 2109

Dr. Robert Gerardi
Superintendent of Schools
Maynard Public Schools
3-R Tiger Drive
Maynard MA 01754

## Re: MPS Early College Project Phase I Report

Dear Bob:

## Acknowledgements

Thank you for your gracious willingness to lead our Early College project initiative with the Maynard Public Schools.

Special thanks to Jennifer Gaudet, Assistant Superintendent, and Chuck Caragaines, MHS Principal, for their energies, collaboration, innovation, vision, and action planning to place MPS ahead of the statewide average when it comes to the several critical areas of academic pathway alignment, higher learning aspiration, admission, and actual college academic achievement.

We would also like to thank faculty, staff, students, alumni, parents, and civic leaders who we heard from in focus groups, field interviews, and informal conversations. They are key stakeholders and drivers in setting the direction and trajectory of MPS Early College growth and development.

This inclusive process provided our project team with a propitious window of opportunity to share our findings, observations, and recommended options, going forward strategies, and suggested next action steps.

## Executive Summary: The Bottom Line

The bottom line is that MPS can take considerable pride in its achievements in already attracting the investment of the University of Massachusetts, Emerson, and Boston Architectural College, and other schools introduced to the district by the Alliance over the past three months. Impressively, MPS has already, with the help from the Alliance, facilitated campus visits to UMass Amherst, Emerson College, and Boston Architectural College that will occur in April.

In furtherance of our engagement with the Maynard Public Schools, set forth below is a summary of our observations, findings, recommended going forward strategies and suggested next action steps – designed to level up the college bound aspiration, preparedness, admissions, actual college attainment of Maynard High School students. These observations, findings, and recommendations are predicated over a series of field interviews, focus group discussions and roundtable meetings with students, parents, alumni, faculty and staff, business and civic leaders, school committee, and other mission complementary schools, colleges, and universities.

Early on in the project, we recognized that Maynard High School already has local concurrent enrollment options and transfer articulations with Lasell College. With that said, administration has voiced that the programs have been underutilized by students and are looking for strategies to strengthen the pathways and improve student aspirations to enroll in college-level courses.

Maynard High School students do have a variety of advanced placement (AP) courses available – yet *relationship-based, cohort-based, complete degree programs* are not yet available to those students who are not adequately served by AP. Our collaboration together and assessment of student/family aspirations, matching higher education institutions, and workforce demands should help drive program development and specific department restructures (i.e. Guidance Department) to design the appropriate pathways that are the right fit for Maynard students.

According to available data from Massachusetts Department of Elementary and Secondary statistics, Maynard Public Schools have been below state average in the category of students attending Higher Education over the past 10 years of (78.9% to 81.1%). Deeper analysis shows Maynard's percentage of Higher Education attendees dropped to 78.6% between 2013 – 2017.

While MPS students categorized as having "unknown" or "other" plans after high school graduation averaged 0.6% between 2007-2012, that percentage rose to 4.2% between 2013-2017.

Four-year high school graduation rates also showed decline over the past 10 years of available data. Between 2006 – 2011, MPS graduated 88% of its senior class. The percentage dropped to 82.4% between 2012 – 2016, which was below the Massachusetts's state average of 86.8% over this period.

From information provided by the district, it is clear that the Maynard Public Schools are addressing student outcome changes and have implemented several improvement strategies, such as:

- o Refining school day curriculum and scope and sequence designed to prepare students for success beyond high school, not limited to college acceptance
- o Developing a K-12 comprehensive Guidance scope, sequence and curriculum maps
- o Developing Global Competency Pathway 9-12, including Seal of Bi-literacy
- o Developing Career Pathways, including:
  - K-8 Career Readiness experiences
  - Post secondary recommended pathways
- o Expanding Senior Project preparation through both academic and work-based learning experiences grades 9-12
- o Expanding from STEM into STEAM – infusing math, science, and technology with the fine, visual, and performing Arts

We are confident that the district's targeted focus areas for improvement will address student aspirations, student and educator skills, and ultimately, college and career placement for MPS students.

It should be noted that while Maynard may have seen a decline in students aspiring to attend Higher Education in recent years, 55 different colleges and universities from across the nation have accepted MHS graduating seniors so far from the Class of 2019. Administration expects this list to grow in the month of April as students inform the Guidance Office of their selections.

It has also been reported that many students usually have chosen small, private colleges in the New England region to attend over the years. Of the 55 different college and university acceptances, 22 are from institutions outside of the New England region and there are several, large research universities represented.

Some notable Higher Education acceptances, within the New England region and beyond, include: Bryant University, Harvard University, Hobert and Williams Smith College, Loyola University (Maryland), Northeastern University, University of Alabama, University of Massachusetts, University of Michigan, University of Tennessee, Marist College, Providence College, Purdue University, and Simmons University.

Maynard High School has not warehoused aggregate college application and admittance data over time, but efforts are now in place to do so. By administering the *Student Preference Polling Survey* on an annual basis to middle and high school students and analyzing trend response data, coupled with efforts to study college admittance trends – the Maynard Public Schools will be better positioned for long-term, fiscal and programmatic pathway development.

It is important to recognize that MPS faculty and staff are student-centered and dedicated to leveling up the college-bound aspiration and attainment rate of these students. Most if not all focus group participants voiced a value for providing their students with a variety of exposures and experiences that develop the "whole student" and prepares them for the societal and workforce challenges that awaits them after high school. Cognitive readiness versus human development overall factors are important to the staff and administration when considering what is best for the individual student.

We would like to include the district-wide administration team in the recognition of the strengths, challenges, and opportunities facing the district, as well as potential solutions to improve enrollment, aspiration, and revenue streams. We encourage the administration and faculty to continue to build the vision together for program growth and development to align to student interests and workforce needs, to attract higher education partners, and to collaborate with other schools for the purposes of effectuating economies of scale, efficiencies in operation, and non-duplication of programming.

Based on the collective feedback we have received from stakeholders in the school and community, from higher education institutions interested in partnering with MPS, and regional and state leaders involved in economic development, opportunities are emerging to address both MPS' need to expand Chapter 74 programs (vocational and technical) and your interest to build Early College dual enrollment programs. A combined focus in these areas will likely improve student aspiration rates, enrollment, school and district profiles, and revenues.

Architecture, Design, Manufacturing, Engineering, Business Studies, Computer Science, Veterinary and Animal Sciences, Fine, Visual, and Performing Arts, Medical and Health Care, and Nursing have all emerged as plausible programs of study for MPS students. Interested partners so far include UMASS Amherst, Mount Wachusett Community College, Emerson College, Boston Architectural College, and Clarkson University.

The Preference Polling Survey results from Maynard High School students, which you will find in the appendix of this report, provide additional and useful information to guide the district in program decision-making. What students *want* appears consistent with what focus group participants echoed as educational values in the community. Furthermore, these surveys will determine if common themes align with UMASS, BAC, and Emerson campus tour surveys in the several areas mentioned above as well as a desire to do more and lengthier college visits.

As the Alliance completes the 90-day mark of our partnership, we are so pleased to acknowledge the positive traction MPS has made in the identification of problems and solutions and the steps you have taken to work with higher education colleagues and with us to provide your students with new opportunities that would otherwise not be possible as a stand-alone district.

## Next Action Steps & Going Forward Strategies

What follows are Early College going forward strategies and next action steps for future development:

1. Creating an *early-start program* linkage that targets grade 7 for purposes of career exploration; grade 8 for purposes of campus visitation; grade 9 for assessment and placement; grades 10, 11 and 12 for purposes of dual enrollment. – i.e. 3 to 30 college credit recognition.

2. Implement the MA Model for School Guidance Version 2.0. This should include creating a customized *College Literacy and career exploration* information program for *students.*

3. Creating a *proactive financial aid informational campaign,* that reaches out to *parents* through both formal and informal channels including college career chat letters, college parent guidance counselor Q&A sessions - programs which differentiate college admissions facts from fictions.

4. *Updating college admissions requirements* based on contemporaneous conversations with college admission staff, which incorporates relevant information related to admission and graduation and prerequisite requirements from college websites.

5. MPS creates a tracking system for college and career pathways through the development of college admissions *reminders* for students and parents to complete the college and financial aid admissions application process.

6. MPS will develop grant proposals for dedicated *Early College staffing,* recognizing that the average caseload of guidance counselors often constrains capacity to adequately support early College program initiatives.

7. MPS will develop *strategic partnerships* with among and between elementary *school principals,* elementary middle and high school principals and college admission, and guidance staff.

8. MPS will conduct *post exit polling* of students for purposes of tracking college admissions, retention, and and graduation rates.

9. MPS Early College initiative will focus on *student fit* rather than student scratch when it comes to selection of college and university admissions targets.

10. MPS will continue to *involve* the members of the School Committee in the early college development process.

11. MPS will develop vocational and technical education programs that yield out of district tuition and travel savings – reinvesting these resources and creating local agricultural, technical, and vocational program choices in Maynard and within the region.

12. MPS will promote Early College *complete degree programs* for early college purposes rather than one-off courses limited to general education.

13. MPS will engage experience and advice of outside experts to independently validate, guide, and inform the early college process within the district, and identify new grant opportunities in connection to support the UPS Early College program made available for students at the elementary, middle school, and high school levels.

14. MPS will design tracking and correlation analytics of Early College participants to high school achievement.

As Phase I of your Early College Project comes to a close, we thank you for choosing The Education Alliance to partner in this endeavor. We welcome the opportunity to extend our partnership and work with you on future phases of the project if the interest is mutual.

Sincerely,

Kevin M. Carney
Partner/Senior Consultant
The Education Alliance

cc:   Dr. James E. Samels, President/CEO for The Education Alliance
      Jennifer Gaudet, MPS Assistant Superintendent
      Chuck Caragaines, MHS Principal

## MAYNARD PUBLIC SCHOOLS
## SCOPE OF SERVICES

### *EARLY COLLEGE AND ACADEMIC/CAREER PATHWAY PROJECT*

The Education Alliance (Alliance) shall provide, for the benefit of the Maynard Public Schools, the following education advisory, market research, data and analysis, and consulting services:

1.  Research, technical assistance, and support in the data collection, aggregation, analysis and assessment of the Maynard High School's Early College Model, including enrollment, demographic, and career preparation data related to Maynard High School students, faculty, staff, and the larger Maynard community. This phase involves conducting a 360-degree environmental scanning and market research process, which also includes focus group discussions, field interviews, and preference polling surveys.

2.  Research, identify and analyze School Guidance programs, academic and in demand career pathways, and Early College best practices and case studies including model curriculum and faculty development strategies for incorporation into the Maynard High School Guidance model, Early College, and education/career pathways needs assessment process.

3.  Research, technical assistance, and support for the academic and career programming in partnership with mission complementary school, college, and university partners.

4.  Develop and facilitate introductions to participating higher education institutional collaborators in connection with the Maynard High School Early College and Academic/Career Education project.

5.  Research, prepare, negotiate and facilitate an Early College and Academic/Career Education Program memorandum of understanding or other form of agreement, collaboration and affiliation.

6.  Research and preparation of a final Maynard Early College Report summarizing program and partner specific findings, recommended going forward strategies, and suggested next steps.

# Meeting Agendas and Project Progress Reports

October 29, 2018

Dr. Robert Gerardi
Superintendent of Schools
Maynard Public Schools
3-R Tiger Drive
Maynard MA 01754

Dear Bob:

Doc and I thoroughly enjoyed our meeting with you and Jennifer today and we are excited to begin the *Early College and Academic/Career Pathway Project.* So many great things are happening at the Maynard Public Schools under your leadership and we are confident that our work together will open more doors of opportunity for both students and staff in relation to program development, inter-district, secondary school partnerships, higher education partnerships, and industry sector connections.

Thank you for sharing some history on the culture of the Maynard school community. It was interesting to learn about the general sense of parent expectations to steer students towards small, private colleges. If this is a value for the community, we will certainly work to expose educators, students, and families to institutions that fit this category. More importantly, however, we will work to expose the district to potential public and private higher education partners that align to student interests and workforce demands.

You have some programs in place that we are excited to examine. Spanish Immersion, Computer Science, Engineering, and Television/Media Production are all programs with Early College pathway and industry sector internship potential. There are even more to consider given your geographic location. More on this when we next meet.

In an effort to process what our work will look like, Doc presented the future structure of taking middle school students off campus to visit work environments such as robotics labs and farms. He discussed assessment and placement of students into appropriate pathways in Grade 9 and Early College programming starting in Grade 10 – affording kids the opportunity to earn 3 – 30 college credits by the time they graduate high school.

I stressed that this project, which will draw focus to high school programs and transcript data, is a K-12 project with all educators throughout the district working together to build and improve the profile of the Maynard High School Graduate together. School guidance counselors will need to implement a comprehensive curriculum with a college and career readiness focus and this will serve as the centerpiece for the Early College and Academic/Career Pathway Project. Again, more on this the next time we meet.

Our next steps included a meeting with your leadership team members who will anchor the project. We look forward to meeting with you and Jennifer again along with the high school and middle school principals. We will set up four, focus group meeting schedules that will involve faculty, students in grades 9-11, civic leaders

and alumni, and parents. We will also discuss in greater depth your Early College partnering goals, criteria, and benchmarks as well as a needs assessment and resourcing plan.

To help frame our next discussion, I am forwarding you a data inventory request that we would like you to gather for our analysis. We fully understand that some of this information may not be readily available by the time of our next meeting, so bring what you can. A review of this request will help shape our thinking at the very least.

Doc and I thank both you and Jennifer again for a great first meeting today. We look forward to our next meeting at "Camp Samels" on Tuesday, November 6 at 4:30 p.m. with you and your secondary school principals.

Sincerely,


Kevin M. Carney
*Partner/Senior Consultant*
The Education Alliance


cc:     Dr. James E. Samels, President/CEO of The Education Alliance
        Mrs. Jennifer Gaudet, MPS Assistant Superintendent

**MAYNARD PUBLIC SCHOOLS**
*EARLY COLLEGE PROJECT*
*AGENDA*
**November 6, 2018**

1. MPS Project Scope and Orientation of MPS Staff

2. MPS Early College Partnering Goals, Criteria, Benchmarks and Milestones
   a. MPS Early College Data Collection
   b. MHS Early College Career Programs
   c. New MHS Early College Partner Prioritization

3. MHS College and University Aspirations, Attainment, and Graduation Rates

4. MHS Early College Needs Assessment and Resourcing Plan

5. MHS Vocational, Technical, and Agricultural Education Career Exploration, Licensure, Accreditation and Fiscal Impact

6. MHS College and University Campus Field Visits

7. MHS University of Massachusetts and Massachusetts State and Community College Partners

8. MHS Private, Independent Colleges and University Partners

9. MHS Career Exploration and Innovation Grant Partnerships

10. MPS Comprehensive School Guidance Model Priorities

11. MHS Faculty, Staff, and Student Focus Groups and Field Interviews

12. MPS and Alliance Going Forward Strategies and Next Steps

November 15, 2018

Dr. Robert Gerardi
Superintendent of Schools
Maynard Public Schools
3-R Tiger Drive
Maynard MA 01754

Dear Bob:

Doc and I thank you and your leadership team for meeting with us in Natick on November 6 to outline the first action steps of your Early College and Academic/Career Pathway Project. We accomplished several objectives for the first planning session and I believe that we are positioned well to put Phase I of the project into motion.

Environmental scanning is set for November 16 with focus group interviews scheduled for students, faculty, parents, alumni, and civic leaders. Doc and I will collect and summarize their feedback to address emerging themes for you to consider for school and district improvement. Focus group feedback will also highlight perceived strengths and opportunities that we will reflect in the formal reports back to you.

I have already provided you with copies of the focus group questions in advance of the interviews on November 16. Following these interviews, I will ask you to facilitate our Student Preference Polling Survey for all students in grades 9-12 to help us learn if there are connections between what the larger population says in relation to focus group responses. The enclosed survey can be formatted into whatever tool you use to gather student feedback, so I am providing you with our questions now, in draft form, to give your technical assistance team with time to format and deliver.

Please keep in mind that the programs of choice that are included in the survey have been gathered from your feedback and the testimonies that The Education Alliance has gathered from multiple clients over the years. Once we gather the input form your focus groups on Friday, we may alter the survey again to ensure the common themes from the Maynard school community are included. At this point, we will triangulate the focus groups and field interviews with the polling surveys and pertinent demographic, enrollment, transcript, and career demand data for purposes of prioritization of degree programs and partner colleges and universities of choice.

Following the surveys and focus group interviews, we will coordinate campus tours with potential college and university partners for students to gain an up close and personal experience to learn about potential offerings and opportunities. We will also introduce you to potential Early College partners that meet your students' interests.

Your return of the Document and Data Inventory Request is very important for us to help guide you in academic and career pathway alignment and Early College planning and coordination. We look forward to this information at your earliest convenience.

There is no doubt that the Maynard Public Schools is working to continuously improve student aspirations, student achievement, and timely completion of both high school graduation and college graduation. We are confident that our joint effort as partners will lead to a greater Return of Investment, Return on Learning, and Return on Scholarships for both students and faculty.

Following our survey work, our next steps include:
- meeting with the full administration team to introduce and explain the initiative;
- meeting with the school guidance department to explain their roles and responsibilities;
- arranging college and university campus tours;
- meeting with other district leaders and Higher Education officials involved with or are interested in establishing Early College partnerships in Boston on December 13;
- examining potential MPS/Town of Maynard partnerships;
- establishing a grant matrix that complements MPS efforts;
- determining if districts wish to partner to address common programmatic needs;
- facilitate Higher Education partners

We are excited about our partnership with the Maynard Public Schools and the work ahead of us. At the conclusion of our focus group meetings on Friday, we will determine our next meeting dates and agenda topics. Until then, best regards.


Sincerely,


Kevin M. Carney
*Partner/Senior Consultant*
The Education Alliance


cc:     Dr. James E. Samels, President/CEO of The Education Alliance
        Mrs. Jennifer Gaudet, MPS Assistant Superintendent

# MAYNARD PUBLIC SCHOOLS
*EARLY COLLEGE & ACADEMIC/CAREER PATHWAY PROJECT*
*DISTRICT ADMINISTRATION & LEADERSHIP TEAM MEETING*
December 6, 2018
Maynard High School Principal's Conference – 1:00 p.m.

## *AGENDA*

13. MPS Project Scope and Orientation of MPS Administration

14. Why is this important?
    d. To ensure that all systems are in place for college and/or career readiness
    e. To align academic pathways to present and forecasted in-demand workforce needs
    f. To improve timely completion of high school and college completion
    g. To improve student, school, and district profiles and marketability
    h. To build and expand college and university partners and potential industry sector partners

15. Focus Group Feedback
    a. Students
    b. Faculty
    c. Civic Leaders and Parents

16. Target improvement needs for the Maynard Public Schools

17. MPS Comprehensive School Guidance Model Priorities

18. MPS Early College Partnering Goals, Criteria, Benchmarks and Milestones
    i. MPS Early College Data Collection
    j. MHS Early College Career Programs
    k. New MHS Early College Partner Prioritization

19. MHS Vocational, Technical, and Agricultural Education Career Exploration, Licensure, Accreditation and Fiscal Impact

20. MPS and Alliance Going Forward Strategies and Next Steps

December 6, 2018

Dr. Robert Gerardi
Superintendent of Schools
Maynard Public Schools
3-R Tiger Drive
Maynard MA 01754

Dear Bob:

Thank you for introducing me to several of your educators and administrators today. As districts across the Commonwealth prepare for new Education Reform initiatives or Higher Education expectations, we always feel that it is always best to address issues that are, or will be, perceived as controversial matters in advance of anticipated changes and we welcome these discussions and debates.

I have provided some news articles in recent years about online learning that I hope your guidance counselors, administrators, and department leaders will review and consider sharing with staff.

I have also attached a poster that is mounted throughout each of the Nashville Public Schools' high schools. Nashville has experienced its significant challenges over the years, but over the past several, they have targeting key elements for improvement and student preparedness for continuing education. Notice #3 of their high school profile recommendation.

I referenced Natick today as on of the districts in Massachusetts that is moving towards making "completion of an online course" a graduate profile recommendation. I want to clarify that it is not a graduation "requirement" at this time, and I do not want to imply that it is a requirement. Our focus is on recommendations.

In Natick, taking an online course is part of their Independence Skills Initiative that will be part of their consideration for their future graduate profile. Like many districts across Massachusetts, signs are pointing in the direction in this district to re-examine what high school programming looks like 5-10 years out.

I have also attached a link to the Burlington Public Schools' requirements for online coursework. This may be a good place to start your brainstorming.

I will continue to examine districts that are considering online course exposure. For now, these are a few news articles and clips that highlight the movement.

Please feel free to forward this email to the educators who I met with with today.

Sincerely,

Kevin Carney
*Partner/Senior Consultant*
The Education Alliance

https://www.usnews.com/education/blogs/high-school-notes/2012/10/24/states-districts-require-online-ed-for-high-school-graduation

https://www.usnews.com/education/blogs/college-admissions-playbook/2014/01/27/5-must-have-tech-skills-for-college-students

https://www.usnews.com/higher-education/online-education/articles/2018-01-11/study-more-students-are-enrolling-in-online-courses

https://medium.com/globalonlineacademy/why-do-we-ask-students-to-complete-certain-requirements-before-they-graduate-81db477a641c

https://www.youtube.com/watch?v=YlxIIvJ4Is4

https://sites.google.com/a/bpsk12.org/bhs-library/digital-literacy

cc:     Dr. James E. Samels, President/CEO – The Education Alliance
        Mrs. Jennifer Gaudet, MPS Assistant Superintendent

January 18, 2018

Dr. Robert Gerardi
Superintendent of Schools
Maynard Public Schools
3-R Tiger Drive
Maynard MA 01754

Dear Bob:

As we prepare for our upcoming meeting on January 22, I want to summarize our correspondence since our last meeting we had on December 6. This is for the purposes of processing and gauging comprehension more than anything else and to determine any adjustments that may be necessary to stay on pace with the objectives of the project. The attached agenda outlines where we need to focus our attention for next step strategies.

It will be helpful to learn from your perspective the administration and staff's current understanding and value for the initiative, newly emerged opportunities from what we have learned, potential obstructions, and lastly, what we are missing as we prepare to move forward. In other words, what data have you found difficult to track? Are there key stakeholders not initially included in the project orientation that you need to include?

Secondly, you should begin to think about communication strategies for the importance of the project. This is includes justifications for student, school, and district achievement while also valuing the need to improve these profiles and district marketability. DESE's determination of Maynard in need of turnaround efforts coupled with NEASC recommendations justifies yours efforts align Framework requirements and academic/career pathways with what students want – while also addressing workforce demands. The timing of this project is appropriate.

The district has acknowledged the need for better record keeping and measureable trend data of college applications, college acceptances, college enrollments, cohort size analysis of college admittance, college attainment gaps, etc. Every district needs to start somewhere in this effort, so the Student Preference Polling survey that I provided to you is a tool that can be used annually to gather trend data and influence long-term program planning.

There have been several conversations about the roles and responsibilities of the Guidance Department and the concerns over priorities and workloads. While we await caseload break down across the district and FTE headcount, it does not seem that Maynard is understaffed in this area by what has been reported.

There is no doubt that your staff, and possibly some administrators, feel that you are understaffed in the Guidance areas. Let's not lose sight of our brainstorm to use potential Chapter 74 funding to create a counselor position that is focused on middle-high school transitioning, college outreach and touring, internships, etc.

This "delivery", if you will, could acknowledge an issue that staff has been venting about while giving you flexibility to reallocate resources and staff to other areas of your determined need. It could be a win-win.

With that said, attention and oversight of the Guidance Department is needed to make clear job responsibilities. Here are just a few observations in review of the Guidance Counselor job descriptions and School Adjustment Counselor - Social Worker job description.

First, the obvious. The district has already defined them as different jobs, but over time, the district made a decision to blend them into one position based on the feedback that I received. With your grant pursuits to add job specific Counselor jobs to address mental health, substance abuse, etc. and college/career issues - you have the opportunity to delineate the job functions for each educator/support position.

Yes, Guidance Counselors provide counseling in the areas of social and emotional learning - but it is tied into the academic focus of a school. Adjustment Counselor and Social Work are more therapeutic, clinical positions. That is why there are different licenses for these positions.

Secondly, these job descriptions were last revised between March and May of 1994 - 25 years ago. With revisions to the statewide performance expectations of these jobs (defined/outlined by standard), our project certainly opens the door for you to:

(1) Address the desire to update the descriptions with your labor-management team of administrators and union. All three have language that states: "assumes responsibility for own professional growth and development and keeps current with professional literature" and "performs any additional reasonable duties as directed by the Principal." Clearly, the MA state frameworks are the driving force and the MA School Guidance Model complement the standards. That's all you need to update the language - but for any reason it gets held up - you are basing performance on the evaluation rubric and goals that are agreed upon. I have already given you goal examples to use to better align the focus.

(2) Revisit the 2017 MA Guidance Model Version 2.0 with Guidance Staff, prioritize the standards of focus for the next two years, establish SMART goals for these targeted areas, and incorporate the vision and steps of the Early College & Academic/Career Pathway Project through this process.

(3) With the delineation of job responsibilities, the School Guidance Office can now place a stronger focus on the record keeping, data analysis, and the *programmatic guidance* that it should be providing to the administration, staff, and school community.

In relation to the guidance goals that I have provided to you and the principals to consider, it is a 1.5-year effort. Keep in mind the construction of the comprehensive, instructional model takes that amount of time to build it right.

What should expedite some time/work for the counselors is that we have already provided a program that to you that is identified by DESE as "a model for practical implementation." It is not perfect and still needs revisions like any program - but at least you have something tangible to tinker with and make your own in Maynard.

The sample goals provide the accountability for counselors to make the changes, but it also provides accountability for the principals to supervise the work and expectations appropriately. I have not written the goals in full. These are just ideas and, again, you should have them own action steps and outcomes. I provided a few so they can see the difference between actions and outcomes - but the connections as well.

I hope this summary serves as a common understanding for us and a frame for our next steps discussion on Tuesday, January 22.

Enjoy the long weekend.

Best,

Kevin M. Carney
Senior Partner
The Education Alliance


cc:     Dr. James E. Samels, President/CEO – The Education Alliance
        Mrs. Jennifer Gaudet, MPS Assistant Superintendent

**MAYNARD PUBLIC SCHOOLS**
*EARLY COLLEGE PROJECT*

**January 22, 2019**
**5:30 – 7:00 p.m.**
**155 Worcester Road**
**Framingham, MA 01701**

**AGENDA**

1. MPS Early College *Aspirations* and *Preparedness*
2. MPS Early College *Assets* and *Opportunities*
3. MPS Faculty and Staff Early College *Orientation* and *Engagement*
4. MPS Early College *Gaps*
5. MPS Early College *Business and Industry Partnerships*
6. MPS Early College courses unmet need for courses leading to degrees
7. MPS Student Preference Polling
8. MPS Enrollment Funnel Data
   a. Conversion Yield
   b. College Admission
   c. Transcript Data
9. MPS Curriculum Development and Alignment
10. MPS Early College Faculty Development
11. Early College Career Pathways
12. Campus Visits
   a. UMASS
   b. BAC
   c. Exit Polling from Campus Visits
13. MPS Early College Student Field Interviews
14. MPS early College Guidance System Development
15. MPS Early College alignment with the DESE performance criteria and grant eligibility
16. MPS Early College Priorities
   a. Programs
   b. Careers
   c. Partners
17. Going Forward Strategies & Next Steps

January 29, 2018

Mrs. Jennifer Gaudet
Assistant Superintendent of Schools
Maynard Public Schools
3-R Tiger Drive
Maynard MA 01754

Dear Jen:

## Acknowledgements

It was good to see you on January 22$^{nd}$. Thank you for joining Dr. Samels, Arlene Leiberman, and me to discuss next steps for Maynard's Early College Project. Special thanks to MHS senior staff for their cooperation and assistance on the MPS Early College Project.

## Executive Summary

Thanks to Arlene Lieberman for assisting us in the coordination of student field trips to UMASS Amherst, UMASS Stockbridge, Boston Architectural College, Boston University, and Northeastern University. These trips will take place in April and May. For now we await the available dates for student campus visits during the Spring 2019 semester.

Please have the high school process the campus visit permission slips for your own record keeping. Naturally, the parents of Maynard Public Schools will be responsible for the transportation and lunch for campus visits. Once the dates are confirmed, you may make the necessary arrangements directly with Arlene.

Upon request, Arlene will provide you with exit surveys for students to fill out following the campus tours. This feedback will serve as useful comparative data against the information MPS will collect through the Student Preference Polling Survey, which can be administered to all students at MHS. This type of data collection over time should assist you in future curriculum planning to address potential unmet course needs for pathway development and credit recognition into complete degree programs.

The Education Alliance can guide and inform MPS to access, correlate, and analyze student transcript request data, college guidance admissions data, and importantly, conversion-yield. More on data collection when we next visit with you.

We have now analyzed work expectations of the Guidance Department, job descriptions, delineation of crucial tasks, and revised standards and expected outcomes as they relate to college and career readiness and social and emotional learning. Several staff shared concerns about data collection and synthesis (to drive informed decision-making for program development) — read as insufficient staff support and lack of time. These are typical concerns that we hear from many school districts and colleges and there are positive ways to address these issues. More on staff concerns when we next meet. With 1.5 Guidance Counselors at the high school and 1.5 secretaries scheduled to the building to serve the building administration, staff, parents and residents, we should take a closer look at the professional and support staff in these areas as we continue to evaluate prioritization as it relates to this project.

As MPS continues to analyze and revise job descriptions or plan for a redesigned Guidance model, we recommend that senior administrators build a strong understanding of the Guidance Department's roles and responsibilities for the sake of prioritization, evaluation, and direction. You must first get on the same page as an administration team for prioritization before expanding the discussion to the Guidance Department's staff.

This preliminary step is important for establishing common values. For example, how does data collection and synthesis of information factor into program development and program improvements? Where does this work rank on the priority list of daily/weekly/monthly tasks? It is essential for the administration team to get on the same page and same *team* before communicating expectations to staff throughout the district.

Next, it is important for MPS leadership to communicate Early College goals to the MHS team and gather suggestions from administrators in how to make these objectives shared goals for the purposes of district synergy. From there, senior administrators should meet with the Guidance Department to present the purposes of the Early College & Academic Pathway Project for the sake of improving student aspirations and opportunities and communicate the roles and responsibilities of the department to strengthen the likelihood of goal attainment.

*Going Forward Strategies and Next Action Steps*

What follows are Early College going forward strategies and next action steps for future planning and development for the MPS leadership team and Guidance Department:

2.  Creating an *early-start program* linkage that targets grade 7 for purposes of career exploration; grade 8 for purposes of campus visitation; grade 9 for assessment and placement; grades 10, 11 and 12 for purposes of dual enrollment. – i.e. 3 to 30 college credit recognition.

3.  Implement the MA Model for School Guidance Version 2.0. This should include creating a customized *College Literacy and career exploration* information program for *students*.

4.  Creating a *proactive financial aid informational campaign*, that reaches out to *parents* through both formal and informal channels including college career chat letters, college parent guidance counselor Q&A sessions - programs which differentiate college admissions facts from fictions.

15. *Updating college admissions requirements* based on contemporaneous conversations with college admission staff, which incorporates relevant information related to admission and graduation and prerequisite requirements from college websites.

16. MPS creates a tracking system for college and career pathways through the development of college admissions *reminders* for students and parents to complete the college and financial aid admissions application process.

17. MPS will develop grant proposals for dedicated *Early College staffing*, recognizing that the average caseload of guidance counselors often constrains capacity to adequately support early College program initiatives.

18. MPS will develop *strategic partnerships* with among and between elementary *school principals*, elementary middle and high school principals and college admission, and guidance staff.

19. MPS will conduct *post exit polling* of students for purposes of tracking college admissions, retention, and and graduation rates.

20. MPS Early College initiative will focus on *student fit* rather than student scratch when it comes to selection of college and university admissions targets.

21. MPS will continue to *involve* the members of the School Committee in the early college development process.

22. MPS will develop vocational and technical education programs that yield out of district tuition and travel savings – reinvesting these resources and creating local agricultural, technical, and vocational program choices in Maynard and within the region.

23. MPS will promote Early College *complete degree programs* for early college purposes rather than one-off courses limited to general education.

24. MPS will engage experience and advice of outside experts to independently validate, guide, and inform the early college process within the district, and identify new grant opportunities in connection to support the MPS Early College program made available for students at the elementary, middle school, and high school levels.

25. MPS will design tracking and correlation analytics of Early College participants to high school achievement.

I hope this helps, Jen. I look forward to our next meeting. I will follow with a call by the end of this week or early next week.

Best,

Kevin M. Carney
*Partner/Senior Consultant*
The Education Alliance

Cc:    Dr. Bob Gerardi, Superintendent of Schools
        Dr. James E. Samels, President/CEO of The Education Alliance

# Focus Group Summary

Dr. Robert Gerardi
Superintendent of Schools
Maynard Public Schools
3-R Tiger Drive
Maynard MA 01754

Re: *Maynard High School Focus Group Summaries*

Dear Bob:

## Acknowledgments

This letter follows and will confirm the mutual understandings and discussion outcomes from our several focus group sessions on November 16th at Maynard High School.

We thank you, Jennifer, and Chuck kindly for your gracious hospitality and willingness to organize and convene our focus groups. These groups provide key qualitative information and data drivers in the Early College needs assessment process and academic/career planning.

The Maynard Public Schools can take considerable pride in the poise and maturity of its student focus group participants reflecting grades 9 - 12.

We also had an opportunity to learn more about the students from faculty and staff, civic leaders, parents, and alumni, particularly with respect to the academic preparedness of Maynard High School graduates.

## Student Focus Group

Our meetings began with students in grades 9-12 from a representative mix of age, gender, demographic, and academic profiles. Most of the students indicated that they had college-bound intentions and the majority had already given thought to the region where they may like to live and study. With that said, most acknowledged that they had not yet considered the best fit in terms of the right college or university for application and admission. One student did state that he was not sure that college was the best option for him given his concerns about paying for college and going into debt.

While students expressed uncertainty about where they wanted to attend college, they were poised and had given serious thought to their college major including neuroscience, biology, nursing and health professions, news media, communications, photography, business, and engineering.

We considered the areas of strength of Maynard High School through the lens of the students. It should be noted that students indicated that their most remarkable and formidable experience at Maynard is their relationships with the faculty who engage them – as they are perceived as a student-centered group of professionals. The size of the school community fosters strong social relationships with peers and they expressed this fabric as a strength of the school and a contributing factor to their love of sports at Maynard.

The preponderance of students plan to work their way through college with tuition assistance from their family. While students were cost sensitive, they expressed confidence in being able to work their way through college with their parents help. Most students said that they would work full time through college.

The students were eager to learn more about Early College and how that might promote their college preparedness and distribute their academic workload so as to promote the likeliness of academic success and timely degree completion.

Students were unanimous in in their desire to tour college and university campuses.

**Faculty and Staff Focus Group**

Maynard High School faculty and staff represented several academic and administrative departments including science, world languages, history, special education, the Library and Senior Project Coordinator, The Principal, and Assistant Superintendent and Superintendent.

Educators assessed that they had two groups of students in which they served. One group of students come in prepared with a plan and a vision for what they want to do and where they want to go. The other group of students have not yet certain about their academic and career path.

Teachers and administrators collectively stated that some 10th grade students are ready for college-level work now while the majority of college-bound students are ready for freshman year of college upon high school graduation. The Principal stated that most students are "cognitively ready" – acknowledging the human development factors that contribute to college and career readiness.

All teachers and administrators spoke about structures at Maynard High School to provide students with more exposures and planning opportunities. The staff spoke highly about the Senior Project independent study that inspires students to research academic areas and careers of their choice. These projects are strengthened by the Introduction to Senior Project that students take as an elective in the 9th grade and the Junior Project for all English students in the 11th grade to research colleges.

The educators were most engaged during this segment of the focus group and expressed the desire and willingness to design specific projects in specific grades to create a systematic approach to elevating student exposures and aspirations.

The Superintendent stated that it is organic in the community to put actions into place for the Early College Project. "A club (co-curricular) turned into a Chapter 74 academic program for us. We work to find the niche for every student."

In summary of what they educators feel students need more, The Assistant Superintendent captured executive functioning, soft skill development, and explicit career exploration as areas where the district can address.

## Civic Leaders, Parent, and Alumni Focus Group

Our meeting with business and civic leaders, including alumni, highlighted considerable pride in the education in the context of career preparedness. They reflected a diversity of experience including familiarity with the Arts and Music, business commerce, government, Higher Education, and industry in general. Representation included business owners, School Committee, Selectmen, Chamber of Commerce, Maynard Music Association, parents, and alumni.

Focus group participants found Maynard High School to be student-centered, and distinctively, they expressed that a small school family experience is rooted in the culture where students are helped to reach their true potential. Customer relations, quality services, and a commitment to core values based on civic engagement, personal commitment, and reliability need to be the cornerstones of a strong school district and they report that Maynard High School is on the right track.

Participants were open to support the creation of Early College programs at Maynard High School. They voiced especially strong support for providing students with skill development in the several areas of interpersonal and professional communications, including writing and rhetoric. One participant assists companies in working with interns to get them job ready. Much of the focus she expressed is addressing interpersonal skills, leadership skills, emotional intelligence, and time management. All of the participants expressed these areas as a focus need for the students.

At the outset, we explained our focus on Early College. That is providing dual and concurrent enrollment opportunities or concurrent enrollment and transfer articulation opportunities for Maynard High students. We further shared the scope of our project and task sequence that includes focus group field interviews, preference polling, and enrollment analytics for purposes of scoping out the proposed Early College initiative. This includes consideration for in-class coursework, online video streaming, social media, and multipoint broadcasts connecting a mobile network.

We distinguished between advanced placement courses, testing out, and dual and concurrent enrollment. This distinction is important when it comes to planning out college and career pathways for high school students.

· We also spoke about the class field trips to college and university campuses for students to gain hands-on experience to the opportunities ahead of them. This exposure will also be a contributor to learning about post secondary learning expectations and the commitment it takes to expand admission opportunities, strengthen academic and career planning, and as a result, student aspirations. Participants expressed the value of student first-hand observations to higher education offerings and potential career interests.

In summary, civic leaders, parents, and alumni are very interested in learning how Maynard High School can evolve its program offerings and strengthen its partnerships with higher education institutions and industry sectors that are in high demand. With that said, they expressed with conviction that "The Arts" are a strength for the community and they wish to preserve the well roundedness of students within the school structures in Maynard.

## Going Forward Strategies and Next Action Steps

1. The Alliance will prepare a summary and analysis of the focus group transcripts for purposes of guiding and informing Going Forward Strategies and Next Steps.
2. The Maynard Public Schools will provide The Alliance with job descriptions for the positions of guidance counselor, adjustment counselor, social worker, and school psychologist.
3. The Maynard Public Schools will provide the Alliance with any existing school guidance curriculum as well as student-to-guidance counselor ratios for grades 6-12.
4. The Alliance will meet with the district administration, lead teachers and team leaders, and guidance counselors to introduce the Early College and Academic/Career Pathway Project.
5. The Alliance will prepare preliminary Early College Program and partner SurveyMonkey instruments for future deployment by Maynard High School.
6. Maynard High School will provide to The Alliance the Documents and Data Inventory Request.
7. Maynard High School will update its exit polling and other guidance and career data and also provide The Alliance with a college-bound profile that summarizes the most recent class transcript requests, applications, admissions, enrollment and academic and career success outcomes data. Importantly, it would be helpful to get a sense of the administration's intuition and advice on likely academic strengths of the high school, matching faculty talent, student preparedness and partner preferences.
8. The Alliance will arrange campus tours of selected colleges and universities. Toward this end, the Superintendent will review and execute the proposed MOUs with the institutions, thereby clearing the way for the campus tour.
9. The Alliance will facilitate the scheduling of the campus tours with the understanding that the high school will provide transportation, supervision and lunch.
10. Maynard High School will conduct Student Preference Polling Surveys.
11. The next project team meeting will be determined in the first full week of December.

Bob, Doc and I both thank you, Jennifer, and Chuck for coordinating these focus groups. We believe that we have a strong sense of your district's strengths, challenges, and opportunities ahead. For your convenience, I am providing you with additional copies of the Scope of Services, the Documents and Data Request Form, and the Students Preference Polling Survey for you to share and utilize. Other documents will follow, but these are the areas of focus for now.

We look forward to our next meeting that you and I will coordinate in the upcoming days. Until then, be well.

Sincerely,

Kevin M. Carney
Partner/Senior Consultant
The Education Alliance

cc:    Dr. James E. Samels, President/CEO of The Education Alliance
       Mrs. Jennifer Gaudet, Assistant Superintendent of Schools
       Mr. Chuck Caragianes, Maynard High School Principal

# MAYNARD PUBLIC SCHOOLS
## PARENT, ALUMNI, & CIVIC LEADER FOCUS GROUP GUIDE

1. Introduction: Tell us about your connection to Maynard? Are you a Maynard High grad?

2. What are your children's grade level and academic & career interests?

3. Is your child (was your child) academically prepared to successfully complete Early College courses and degree programs?

4. What are your son or daughter's higher education and career preparation goals after he or she graduates from Maynard High School?

5. Do you feel that Maynard High School has adequately prepared your son or daughter for his her or higher education and career preparation goals? Why or why not?

6. Did/does your child participate in Advanced Placement tests and AP courses?

7. If higher education is your child's goal, what colleges and universities is he/she considering?
   - Wants to study full-time or part-time?
   - Would he or she consider a blended format (traditional classroom and online)?
   - Would he or she consider dual enrollment while attending Maynard High School?

8. If direct entry to career employment is/was your child's goal, how can/could college or university courses or programs help or have helped?

9. Does your child have any hobbies or special interests outside the Maynard High classroom?

10. Will your family need help paying for college? (i.e., scholarships, grants, work, etc.)
    Will you be applying for financial aid? Does your son or daughter plan to live at home or away on campus?

11. What do you consider to be Maynard High School greatest strengths and competitive advantages for students and alumni?

12. Do you have any suggestions for improving Maynard High School?

13. How would you describe Maynard High School's image and reputation? What strategies would you suggest Maynard High School pursue to enhance its image and reputation in the business community?

14. Are you familiar with Maynard High's graduates, interns, faculty and staff?

15. What do you consider to be Maynard High School graduates areas for investment, improvement and development?

16. How do Maynard High School graduates measure up against graduates of other high schools in terms of academic and career preparation for jobs in their chosen field?

17. Please identify which career or academic programs Maynard High School should consider offering in the near future?

18. What do you consider to be Maynard High School students and graduates greatest institutional strengths and competitive advantages?

19. How could Maynard Public Schools better market its education and training programs?

20. What new programs should Maynard Public Schools consider offering to better serve your child's education and training needs?

21. How do you envision Maynard Public Schools in the future and what do the schools need to do to get there?

22. Questions & Answers

**MAYNARD PUBLIC SCHOOLS**
**EARLY COLLEGE & ACADEMIC/CAREER PATHWAY PROJECT**
*STUDENT FOCUS GROUP GUIDE*

1. Do you aspire to college? If so, where do you plan to apply? What are your priority college choices?

2. Which Maynard High programs and courses were the most engaging and stimulating?

3. If direct entry to career employment is your goal, how can college courses or programs help your vocational goals?

4. What will your preferred college or career major be?
5. Do you want to study full-time or part-time?
6. If you are currently working or expect to be working part-time or full-time which days of the week and times of day work best for your schedule?

7. Would you consider a blended format (traditional classroom and online)?
8. Would you consider dual enrollment while attending Maynard High School?
9. Will you need help paying for college (i.e. scholarships, grants, family, work, etc.) and will you be applying for financial aid?

10. How far are you willing to commute to college?

# MAYNARD PUBLIC SCHOOLS
## *FACULTY & STAFF FOCUS GROUP GUIDE*

1. Do you believe Early College opportunities will benefit your students? How so?

2. What percentage of your students are interested and prepared for college level course work?

3. Please share your college-level teaching, professional development, and career goals?

4. What degrees, certificates, coursework and/or skills training would best serve Maynard High School students now and in the future?

5. How would you describe Maynard High School's academic and career image and reputation?

6. What do you consider to be Maynard High School's distinctive academic and vocational strengths?

7. What areas of improvement for Maynard High School would you identify?

8. How do Maynard High School graduates measure up against graduates of other high school programs?

9. Please identify emergent job growth potential.

10. Please identify which new academic and vocational programs Maynard High School should consider offering in the near future?

11. Which Early College degree programs do you think students would be interested in?

12. Please identify specific career skills and competencies most useful to Maynard High School students in the future?

13. Should Maynard High offer distance learning (online, video, social media)? Where and when? Please specify preference(s) and reasons. What times and days are best for Early College?

14. How could local or regional higher learning organizations take advantage of customized, industry-specific professional development programs delivered at Maynard High School?

15. How could Maynard High School better market its education and training programs?

## Maynard Public Schools Guidance Services

The centerpiece for academic and career pathway development and implementation is a comprehensive, instructional School Guidance Model that prepares students for Higher Education and workforce readiness.

It is important to address challenges early in the planning process of academic/career pathway and Early College program development, and MPS worked swiftly with the Education Alliance to address underlying concerns.

There were several conversations about the roles and responsibilities of the Guidance Department and the concerns over priorities and workloads. The Maynard Public Schools have three positions delineated by title for counseling services. They include: Guidance Counselor, School Psychologist, and Adjustment Counselor-Social Worker.

The tables below show the Full Time Equivalent (FTE) staffing for grade level assignments in the Maynard Public Schools for School Year 2018-2019.

| Guidance Counselors | Grade Level | Enrollment | FTE |
|---|---|---|---|
| | PreK-3 | 491 | 0.5 |
| | 4-8 | 484 | 2.0 |
| | 9-12 | 375 | 1.5 |

| Adjust. Counselor/ Social Workers | Grade Level | Enrollment | FTE |
|---|---|---|---|
| | PreK-3 | 491 | 1.0 |
| | 4-8 | 484 | 1.0 |
| | 9-12 | 375 | 1.0 |

| School Psychologists | Grade Level | Enrollment | FTE |
|---|---|---|---|
| | PreK-3 | 491 | .5 |
| | 4-8 | 484 | 1.0 |
| | 9-12 | 375 | 1.0 |

Some members of the staff and administrators reported concerns that MPS are understaffed in Guidance Counselors and there is an increasing demand on staff in managing social/emotional issues among students. The Guidance staff did expressed familiarity with and value for the Massachusetts Model for School Guidance, but stated that the demands of individual students have stalled consideration for implementing the new program model.

The Education Alliance is not in a position to judge staff assignments for counseling services due the various needs of students, especially given that a number of students who receive specialized services for disability accommodations under the law.

However, it should be noted that Adjustment Counselors/Social Workers and School Psychologists are typically assigned counseling caseloads based on behavioral or mental health needs and they are assigned to students who

qualify for specialized counseling services. Guidance Counselors are typically assigned to the full student body, grade levels, or their assignments are divided alphabetically by counselors depending on the size of the school.

Below is a brief review of the Massachusetts Model for School Guidance services.

In 2006, MA Model 1.0 was drafted to provide a framework for counselors to adopt a proactive, programmatic approach to their work, rather than a pupil services, reactive, crisis-based model that was the norm.

The plan was for every district to embrace Model 1.0 and ALL students would participate in a standards-based, School Counseling program focusing on the academic/technical, workplace readiness, and personal/social competencies. The concentrated focus in these three areas would contribute to increased academic achievement.

For districts that have implemented the changes and found success have developed and implemented a Guidance instructional curriculum and even built in guidance courses or seminars into the master schedules for credit. Successful districts in this effort have reported counselors seeing the importance of data and becoming more data literate. Principals, as a result, have transformed the way counselors work.

In 2017, MA Model 2.0 was launched and it was designed to move from curriculum integration to ensuring the measurement of student outcomes is built into the program. The framework now includes strategies to help districts accomplish the following:
- Increase career development education activities for students K-12
- Decrease discipline referrals
- Increase attendance rates
- Increase MassCore completion rates
- Increase 4 and 5 year graduation rates
- Increase enrollment and persistence in post-secondary education
- Decrease the need for remediation in post-secondary educational settings

The Education Alliance has provided the Maynard Public Schools with a complete copy of the MA Model 2.0 report, which provides detailed information regarding the mission, vision, goals, and objectives of school counseling programs. It provides guidance for measuring student outcomes, counselor evaluation, and evaluation tools to guide program modification. Lastly, it provides several tools to address use of data, time management, curriculum maps and lesson plans, and tools to report results.

The Education Alliance recommends that the Maynard Public Schools review these materials and assess the district's alignment to the recommendations endorsed by the Massachusetts Department of Elementary and Secondary Education, the American School Counselors' Association (ASCA) and Massachusetts's School Counselors' Association MASCA), and aligns to the MA Career Development Education benchmarks.
If the Maynard Public Schools intends to transition to the MA School Guidance Model 2.0, the Education Alliance recommends starting with a review of the job descriptions to make responsibilities more clear.

Based on the information provided to the Education Alliance, MPS defined the Guidance Counselor and Adjustment Counselor-Social Worker positions as different jobs several years ago, but the district hired dually certified counselors over time and, naturally, this has led to blurring of the roles.

With the district's current grant pursuit efforts to add job specific Counselor positions to address mental health and substance abuse issues in addition to the plans to expand Chapter 74 programs to build career pathways, MPS has an opportunity to delineate the job functions for each educator/support position.

It should be noted that Guidance Counselors do provide counseling services in the areas of social and emotional learning - but this service should be primarily tied into the instructional delivery of a school. Adjustment Counselors and Social Workers assume more therapeutic, clinical roles and carry different licenses for these positions and job functions.

In review of the MPS job descriptions for these identified positions, they were last updated between March and May of 1994. With fairly recent revisions to the statewide performance expectations of these jobs (defined/outlined by standard under the state regulations), the Education Alliance recommends the following:

(1) Update the job descriptions with the negotiating agents of the labor-management team. The job descriptions for Guidance Counselor and Adjustment Counselor –Social Worker have language that states: "assumes responsibility for own professional growth and development and keeps current with professional literature" and "performs any additional reasonable duties as directed by the Principal." The MA state frameworks are the driving force and the MA School Guidance Model complements the standards.

(2) Revisit the 2017 MA Guidance Model Version 2.0 with Guidance Counselors, prioritize the standards of focus for the next two years, establish SMART goals for these targeted areas, and incorporate the vision and steps of the Early College & Academic/Career Pathway Project through this process.

(3) With the delineation of job responsibilities, the School Guidance Office can now place a stronger focus on the record keeping, data analysis, school-wide instruction, and serve as influential strategic planners for Program of Studies development that the Guidance Office should be providing to the students and families, staff, administration, and school community.

What should expedite some time and work for the counselors is that the Education Alliance has already provided the Uxbridge Public Schools' Guidance Model that has been identified by DESE as "a model for practical implementation." It should serve as a useful tool to either adopt or guide the programming to best serve the needs of Maynard Public School students.

# MAYNARD PUBLIC SCHOOLS
## *PROOF OF CONCEPT*

All new academic and career programs, services, or other new initiatives having a direct or indirect impact on the Maynard Public Schools shall be processed through a proof of concept test for purposes of ensuring the timely, academically successful, and profitable launch of all new initiatives.

1.      Describe MPS' new program initiative(s) in 100 words or less.

2.      Identify the specific means and methods in 150 words or less for implementing and marketing the new initiative on a timely, successful, and profitable basis.

3.      Detail the pros and cons, potential risks, and lost opportunities.

4.      Identify projected economic costs and benefits by program, service, or other independently verifiable measurements.

5.      Identify other programs, facilities/equipment and services the institution will give up in consideration of the new program or service proposed.

6.      Describe the programmatic, facility/equipment and service impact of the proposed initiative; and describe in detail plans and projected cost for program development, planning implementation, evaluation, logistics, and launch.

7.      How will the proposed program impact the other current academic programs directly or indirectly?

# MAYNARD PUBLIC SCHOOLS
## *ACADEMIC PROGRAM REVIEW PARAMETERS*

*Student & Faculty Preparedness*
- Student Early College Aspiration & Readiness
- Distinctive Career Program Strengths
- Faculty Credentials and Experience
- Faculty Teaching Interests

*Marketability*
- Viability of Existing Programs
- Projected Employer Market Demand
- Projected Future Enrollment Demand
- Projected Gainful Employment &
Compensation Ranges

*Measures of Program Viability*
- Current Enrollment Levels
- Current Resource Allocation Needs
- Program Direct Cost and Overhead
- Net Contribution to Other Programs
- Fixed & Variable Program Costs
- Cost Avoidance, Expense Reduction, & Improved Profitability Opportunities
- Estimated Net Revenues
- Projected Return on Investment

*Program Sustainability*
- Long Range Industry Economic Outlook
- Future Enrollment Growth
- Future Jobs Demand
- Program Distinctiveness
- Clear Marketing Message
- Net Revenue

*Barriers to Entry & Market Competition*
- Program Start-up Costs of Licensure & Accreditation
- Lead-in Time Required to Bring Programs to Market
- Implementation & Marketing Challenges
- Academic Licensure and Accreditation Requirements
- Other Necessary Specialty Regulatory Approvals
- Uniqueness of Program Niche
- Market Competition & Saturation

*Outcomes Assessment*
- Evidence of teaching effectiveness
- Evidence of assessment of student learning/success
- Trends in student alumni evaluations of courses and programs
- Faculty contributions to discipline and profession through scholarly, creative and professional activities
- What does the program contribute to local community?
- What are the program's strategic options for the future?

*New Program Proposal Guidelines*
- Executive Summary
- Program Focus Statement
- Brief history of program
- Summary of findings, recommendations, and actions resulting from previous program review (if applicable)
- Brief description of program(s)
- Assessment plan for student learning and curricular effectiveness (Append Assessment Plans & Reports)
- Program/Course Enrollment and Degrees Granted
- Contributions of program and faculty to liberal studies, interdisciplinary programs, and distance learning (as appropriate)
- Summary of Faculty Engagement (faculty workload patterns; teaching effectiveness of program faculty; faculty engagement in advising; research, creative and professional activity of program faculty; sponsored research; college, professional and community service activities)
- Summary of community, state and regional engagement indicators
- Resources & Facilities Needs
- Future Plans (what is the strategic plan within existing resources as well as plans that would require additional resources)

# MAYNARD PUBLIC SCHOOLS
## EARLY COLLEGE PROJECT
### STUDENT PREFERENCE POLLING SURVEY

1. Would you consider enrolling in Early College courses in high school? (circle one):
   a. Very Interested
   b. Interested
   c. Possibly Interested
   d. No Interest

2. Which colleges and universities would be of most interest to you upon graduation from high school?

3. How important is student financial aid for you and your family? (circle one):
   a. Very Important
   b. Important
   c. Somewhat Important
   d. Not Important

4. Which career fields would be of most interest to you (circle program area of choice):
   *This is not an exhaustive list of options.*
   a. Animal Science
   b. Architecture
   c. Business Studies
   d. Computer Science
   e. Construction
   f. Design
   g. Engineering
   h. Environmental Sciences
   i. Fine, Visual, and Performing Arts
   j. Foreign Language and International Studies
   k. Landscape Design
   l. Law and Justice
   m. Liberal Arts
   n. Medical and Health Care Professions
   o. Nursing
   p. TV/Media Productions
   q. Other (specify) _____

5. Which instructional delivery options do you prefer? (circle one)
   a. Classroom/Labs
   b. Online
   c. Social Media Videos
   d. Hybrid (Classroom/Online/Social Media)

6. Please indicate the level of importance for each of the following in selecting your institution [1=Low; 5=High]
   a. __ Accessibility of faculty
   b. __ Quality of teaching
   c. __ Class size
   d. __ Ease in scheduling required courses
   e. __ Opportunities for cross-registration
   f. __ Writing and research support
   g. __ Online/off campus learning
   h. __ Adequacy of library collection

|       |                              |       |                                      |
|-------|------------------------------|-------|--------------------------------------|
| i.    | __ Helpfulness of staff support | p.  | __ Extracurricular/cultural activities |
| j.    | __ Academic advising         | q.    | __ Sports/exercise facilities        |
| k.    | __ Career/vocational counseling | r. | __ Health and wellness programs      |
| l.    | __ Placement services        | s.    | __ Food service                      |
| m.    | __ Financial aid             | t.    | __ Upkeep of campus                  |
| n.    | __ Housing                   | u.    | __ Campus security                   |
| o.    | __ Child care                |       |                                      |

7.    What are your educational aspirations? (circle one)
    a.  High School
    b.  Post-Secondary Diploma or Certificate
    c.  Associate's Degree
    d.  Bachelor's Degree
    e.  Master's Degree
    f.  Doctorate
    g.  Other _____

8.    How can colleges and universities best market its programs to high schools? (circle one)
    a.  Campus Tours
    b.  College Fairs
    c.  Online
    d.  Social Media/Virtual Tours
    e.  View Books


Please complete and submit your responses no later than _____ (date)

*Thank you for your participation!*

## MUSIC & PERFORMING ARTS GRANT OPPORTUNITIES
### MASS CULTURAL COUNCIL

All grants listed below can be accessed at this website:
http://www.massculturalcouncil.org/programs/programs.asp


**Artist Fellowships**
Fellowships to artists in recognition of exceptional work.

**Big Yellow School Bus**
Provides grants to help schools meet the costs of providing educational field trips to non-profit cultural institutions and events across the Commonwealth.

**Cultural Facilities Fund**
An initiative of the Commonwealth of Massachusetts, the goal of the Fund is to increase investments from both the public sector and the private sector to support the sound planning and development of cultural facilities in Massachusetts.

**Cultural Investment Portfolio**
A fresh approach to unrestricted funding for nonprofit arts, humanities, and interpretive science organizations. Not a traditional grant program, but a partnership that will better position the cultural sector as vital components of Massachusetts' economy and the quality of life of our citizens.

**Festivals Program**
A pilot program designed to provide funding to help festival programmers meet the needs of producing, promoting, and developing audiences.

**Local Cultural Council Program**
Local Cultural Councils serving every city and town in Massachusetts offer grants to projects benefiting their community.

**New England States Touring Program (NEST)**
A cooperative program between the New England Foundation for the Arts (NEFA) and the state arts agencies of New England that provides support to nonprofits for performances, readings, and related community activities by artists that have met the eligibility criteria for the NEST Program.

**SerHacer**
A new initiative focused on supporting the growing number of intensive, ensemble based music programs that use music as a vehicle for social change.

**STARS Residencies**
Grants to schools for residencies of 3 days or more with teaching artists, scientists, scholars, or cultural organizations.

# STEM/STEAM GRANT OPPORTUNITIES

**Maynard Education Foundation**
https://www.maynardeducation.org

Grant pursuits for local initiatives should always start with your local providers. MEF has already awards STEM grants for Maynard elementary schools – and with its rich history and value for Music and the Arts, MPS should apply for a STEAM grant that infuses both STEM and arts education.

**Lily, Sarah, and Grace Foundation: Art Infused Education**
http://lilysarahgrace.org/grants

Grants are awarded for projects that infuse the arts into inquiry-based learning content in any subject. It is a fairly young organization (2012), and the grants may be smaller, but this outfit may be on the front end of moving STEM into STEAM.

**STEAM Universe: The Way Forward for Education**
https://steamuniverse.com/pages/topic-pages/grants.aspx

STEAM Universe serves as a warehouse for all upcoming STEAM and STEM grant opportunities, which are posted weekly.

**American Honda Foundation**
http://www.grantsoffice.com/GrantDetails.aspx?gid=1734

This organization is heavily focused on STEM/STEAM and awards an average of 27 grants per year averaging $45,000.

**General Motors Foundation**
http://grantsoffice.com/GrantDetails.aspx?gid=8180

The foundation supports programs designed to encourage students to pursue science, technology, engineering, and math (STEM) education from preschool through high school and college. Special emphasis is directed toward FIRST (For Inspiration and Recognition of Science and Technology), a robotics program; Society of Automotive Engineers (SAE) A World in Motion (AWIM), a teacher-administered and industry volunteer-assisted program; the Buick Achievers Scholarship Program; and the University Partner Program designed to enhance STEM curricula and student experience.

**Next Generation Learning Challenges**
https://www.nextgenlearning.org/grants

Mass IDEAS, an initiative launched by NGLC in 2017, is dedicated to helping communities across Massachusetts that are ready to learn from each other, share ideas, and turn great ideas into great schools. The organization favors districts that "team up" for projects.

Planning grants, combined with direct support, provide teams that are ready to create new schools or redesign whole schools with the knowledge, skills, dedicated time, financial resources, and support to do so effectively. The grants and direct supports work in tandem to ensure effective school model planning.

**Verizon Foundation Grants**
https://www.schoolitgrants.info/GrantDetails.aspx?gid=40277

Applications are accepted by invitation only, but given Verizon has corporate presence in Waltham, Maynard should consider contacting their office to learn if they are eligible. For education grants, Verizon Foundation funding is intended to support, among other things, projects that promote Science, Technology, Engineering and Math (STEM), including, for example, summer or after school programs, teacher training, and research on improving learning in STEM areas through use of technology. However, public, charter, and private K-12 schools, as well as libraries, may not use Foundation grant funding to purchase technology hardware (computers, netbooks, laptops, routers), devices (tablets, phones), data or Internet service and access.

**Microsoft Philanthropies**
https://www.microsoft.com/en-us/philanthropies/grants

Microsoft provides YouthSpark grants to nonprofits that are working to increase access to digital skills and computer science education for youth around the globe.

**Xerox Foundation**
https://fconline.foundationcenter.org/fdo-grantmaker-profile/?key=XERO001#main-content

The foundation supports organizations involved with arts and culture, education, including the application of information technology, the environment, workforce preparedness, human services, science and technology, national public policy issues, civic affairs, minorities, women, and economically disadvantaged people.

**Donors Choose**
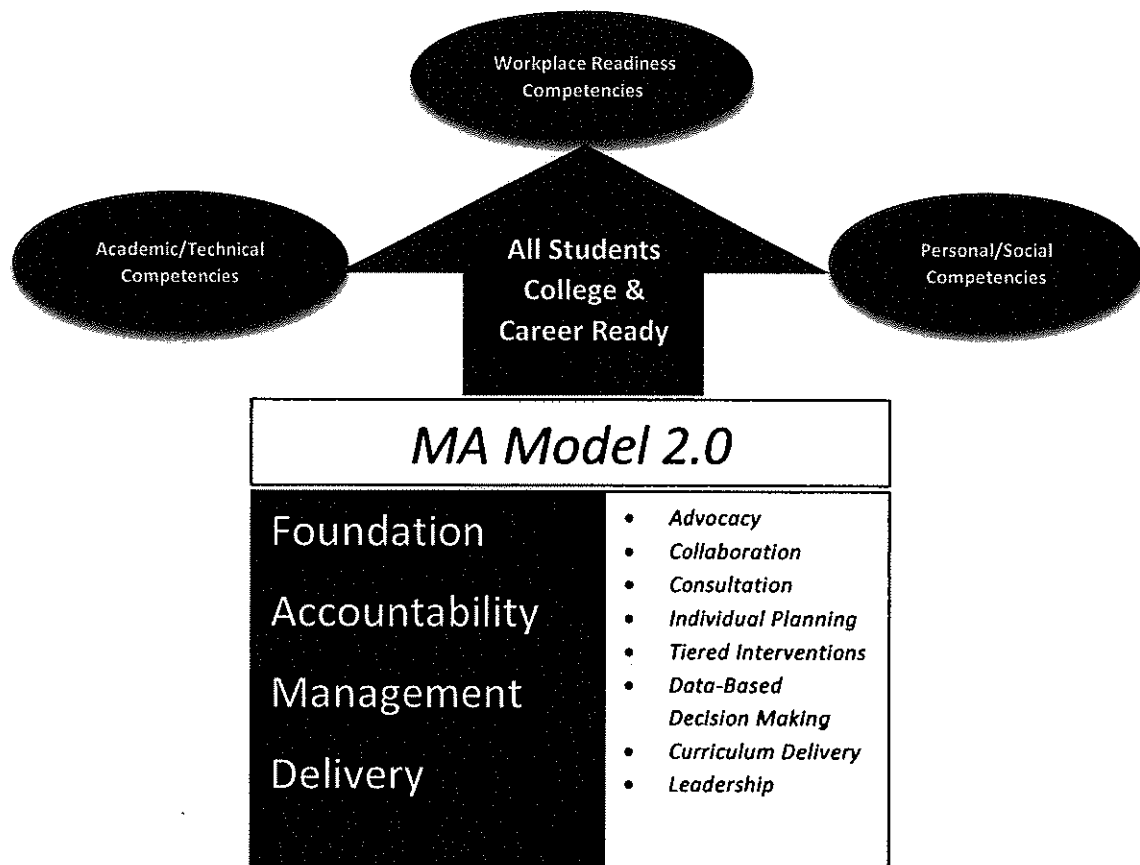https://www.donorschoose.org/about

Many corporations, in lieu of structuring their own grants, contribute education funding to this organization.

# Maynard High School
## Student Preference Polling Survey Results

- 147/373 (39% of total student body)

- 70/147 (48%) responded interested or very interested in taking Early College courses while still enrolled in high school whereas 39/147 (27%) expressed little or no interest

- UMASS Amherst was the most identified Higher Education institution by students in the survey that is of most interest (20/131 – 15%) followed by Lesley University (5)

- 146 students responded to broad career field options that are most interesting to them with. The career interests that showed the most interest are as follows:
  1. Business Studies – 33 (22.6%)
  2. Medical and Health Care – 30 (20.5%)
  3. Design – 26 (17.8%)
  4. Fine or Visual Arts – 23 (15.8%)
  5. Computer Science – 21 (14.4%)
  6. Engineering – 21 (14.4%)
  7. Performing Arts – 18 (12.3%)
  8. Nursing – 18 (12.3%)
  9. Animal Science – 17 (11.6%)
  10. Education – 16 (11%)

  *Career fields representing between 2-9 responses include: Law, Military Service, Fire, Police, and Emergency Services, Construction, Landscape Design, and Environmental Science

- 106/147 (72%) reported that Financial Aid will be important or very important when they go on to college whereas 21/147 (14%) expressed little to no importance

- 108/147 (74%) prefer to learn in a classroom setting and 20/147 (14%) report online learning is their preference

- Similar figures (74%) show that accessibility of faculty and quality of instruction (85%) or very important to students' experiences when they go to college

- 37% of respondents report education level aspirations are between Masters and Doctorate Degrees

# Massachusetts Model for Comprehensive School Counseling Programs

Workplace Readiness
Competencies

Academic/Technical
Competencies

All Students
College &
Career Ready

Personal/Social
Competencies

## MA Model 2.0

Foundation

Accountability

Management

Delivery

- Advocacy
- Collaboration
- Consultation
- Individual Planning
- Tiered Interventions
- Data-Based Decision Making
- Curriculum Delivery
- Leadership

April, 2017

# Acknowledgements

## MA Model 2.0 Writing Team:

## MA Model 1.0 Writing Team [participating in this project]:

## Special Thanks

# Table of Contents

# Introduction

Effective School Counseling can greatly improve college and career readiness outcomes for all students. *The Massachusetts Model for Comprehensive School Counseling* programs was written, endorsed by the Department of Elementary and Secondary Education [ESE] and released to the field ten years ago [2006]. Where it has been embraced, it has begun to transform the work of school counselors. The goal of what will be referred to hereafter as MA Model 1.0, was to offer a framework [based on the then newly released American School Counselors' Association's [ASCA] *National Model®*] for counselors in Massachusetts to adopt a proactive, programmatic approach to their work, rather than a pupil services reactive, crisis-based model that was the norm. The intention was that every school district would embrace MA Model 1.0 and that ALL students across the Commonwealth would participate in a standards-based school counseling program focusing on the academic/technical, workplace readiness and personal/social competencies (outlined in the Massachusetts Career Development Education benchmarks[1]; see Appendix A) and that this would contribute to increased academic achievement.

MA Model 1.0 has served as a catalyst for many positive changes. Perhaps most significant, is a robust partnership between the Massachusetts School Counselors' Association [MASCA] and ESE that has given a voice to school counselors across the state. Examples of this voice at ESE include:

- Massachusetts was the only state in the country to include school counseling programming in its successful Race to the Top [RTTT] application. Thirty-five districts benefitted from four years of targeted professional development co-sponsored by MASCA and ESE. The goal of the series was to teach counselors how to use MA Model 1.0 as a framework to help introduce new initiatives designed to increase high school graduation rates and MassCore[2] completion rates. Data analysis of the graduation rates of participating districts revealed that their rates increased faster than the state average rate of increase during the RTTT years.
- School Counselors were invited to participate in the Massachusetts Board of Education's taskforce called *Integrating College and Career Readiness* [ICCR][3]. In the five high level recommendations produced by the taskforce, the role of school counselors in implementing MA Model 1.0 was recognized as a key strategy to help all students become college and career ready.
- School Counselors were asked to give input into the Massachusetts Educator Evaluation System's creation of a rubric for school counselors and other instructional support staff separate from the rubric of classroom

---

[1] http://www.doe.mass.edu/connect/cde/guideglossary.pdf
[2] http://www.doe.mass.edu/ccr/masscore/
[3] http://www.doe.mass.edu/ccr/ccrta/2012-06BESEReport.pdf

teachers. The *Specialized Instructional Support Personnel [SISP]*[4] rubric was established to illustrate the unique role and focus of school employees such as school counselors. MASCA worked diligently to have the work counselors do to support implementation of MA Model 1.0 included in the *SISP* rubric as *Appendix E: Role Specific Indicators for School Counselors.* These role specific indicators, for the first time, give principals a way to evaluate school counselors for the creative work they are doing to serve students in meeting college and career readiness outcomes. This is the most dramatic institutionalization of MA Model 1.0 to date.

In addition to the positive working relationship with ESE that MA Model 1.0 fostered, other significant changes include:

- Districts working to develop and implement guidance curriculum, some even making room in the master schedule and/or giving credits toward graduation for participation.
- Counselors seeing the importance of data and becoming more data literate.
- Superintendents and Principals reading and wanting to find a way to use the MA Model 1.0 framework to support transforming the way school counselors work. Many districts have committed financial resources to provide technical assistance and coaching to support their guidance teams in this endeavor.

There have also been significant challenges regarding the widespread adoption of MA Model 1.0 as "best practice". These include:

- No state-wide mandate to implement MA Model 1.0, although ESE endorses its use and includes it in their College and Career Readiness delivery strategy.
- Too much emphasis on curriculum and too little on accountability for student outcomes in most districts that have worked to implement MA Model 1.0. In many cases where curriculum is being delivered there is no system in place to evaluate its impact on student outcomes.
- Resistance to making the necessary systemic changes [such as changes to the master schedule, reassignment of non-counseling duties, etc.], even in districts that embrace the concept of MA Model 1.0.

---

[4] http://www.doe.mass.edu/edeval/resources/rubrics/

MASCA and the original writing team, in the spirit of continuous improvement and learning from past mistakes, have undertaken the task of creating a revision of MA Model 1.0 to be known as *The MA Model for Comprehensive School Counseling Programs*, hereafter referred to as MA Model 2.0. A team of school counselor leaders, who were trained in their graduate programs in the theory behind MA Model 1.0 and have led initiatives in their districts since they have been employed to implement the MA Model, were asked to form the new writing team. In partnership with members of the original writing team, they were tasked with creating MA Model 2.0. As you will see, they have taken the liberty to shift the emphasis from having districts implement the MA Model, to having districts USE the model to support positive, measurable outcomes for students. This shift towards accountability is critical if school counselors want to have their work be proactive rather than reactive and if they want to be able to reach ALL students.

Respectfully Submitted,
Katie Gray, Chair MA Model 1.0 Writing Team

A draft version of the MA Model 2.0 was released to colleagues in the field in April 2016 and a call for feedback was initiated. That feedback was taken into consideration to create this final document. The MA Model 2.0 writing team would like to thank all who participated in this project.

# I. Foundation

- Mission Statement/Objectives
- Vision Statement/Goals
- Standards-based Programs
- Professional Ethics
- School Counselor Professional Standards

"Massachusetts students who are college and career ready and prepared for civic life will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways, and engage as active and responsible citizens in our democracy. In order to meet this goal, the Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century."

Representatives from the MA Model 2.0 team, comprised of practicing school counselors at all grade levels throughout the Commonwealth, worked with feedback from members of the original Model writing team, the Department of Elementary and Secondary Education (ESE) and the Massachusetts School Counselors Association (MASCA) to create necessary updates to MA Model 1.0. The mission and vision have been revised to include measurable outcomes aligned with ESE's college and career readiness goals. The goal of MA Model 2.0 is not to have all districts "adopt it", but rather for districts to view it as a framework and resource to create school counseling programming that help districts accomplish the following:

- Increase career development education activities for all students K-12
- Decrease discipline referrals
- Increase attendance rates
- Increase MassCore completion rates
- Increase 4 and 5 year high school graduation rates
- Increase enrollment and persistence in post-secondary education
- Decrease the need for remediation in post-secondary educational settings

## Massachusetts Model Mission Statement

**Massachusetts school counselors will use district/school data to develop and deliver school counseling programs that are customized to their district's needs, with the ultimate goal of having all students graduate college and career ready (as defined and approved by the Massachusetts Departments of Elementary and Secondary Education and Board of Higher Education[5]...see sidebar).**

**Objective 1: Academic/Technical Achievement:** *In order to improve student achievement and promote a commitment to lifelong learning for all students, school counselors will provide tiered interventions that:*

---

[5] For the definition in its entirety go to http://www.doe.mass.edu/ccr/definition.pdf

*Objective 1a:* Encourage academic and technical rigor and the need to consistently challenge students to a high academic standard and ultimately inspire their internal educational drive.

*Objective 1b:* Focus on the development of attitudes, knowledge, skills and experiences necessary for success in higher education, the workplace and other post-secondary options.

*Objective 1c:* Foster motivation, engagement and personalized learning by helping students connect their academics to future life and work experiences.

*Objective 1d:* Support ESE's college and career readiness initiatives and promote measurable student outcomes to guide success after high school.


**Objective 2: Workplace Readiness/Career Planning:** *To prepare all students to become successful adults and productive members of society, school counselors will provide tiered interventions that:*

*Objective 2a:* Assist students in creating meaningful post-secondary plans and making informed decisions to reach their goal.

*Objective 2b:* Focus on integrating academic/ technical, personal/social and employability competency development across all grade levels.

*Objective 2c:* Encourage student participation K-12 in multiple career development education (CDE) activities with opportunities for feedback and reflection.

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


**Objective 3: Personal and Social Development:** *To promote the positive personal and social development of all students within a safe learning environment, school counselors will provide tiered interventions that:*

*Objective 3a:* Promote the acquisition of appropriate self-regulation skills.

*Objective 3b:* Encourage the development of interpersonal skills for positive social interactions.

*Objective 3c:* Assist students to understand and capitalize on personal strengths and demonstrate resiliency when faced with challenges.

# Massachusetts Model Vision Statement:

To implement standards-based K-12 school counseling programs statewide in order to ensure that every student has the necessary *academic/technical, workplace readiness* and *personal/social* attitudes, knowledge and skills for school and future success.

# Goals:

Specifically, MA Model 2.0 envisions school counseling programs that:

- **Provide ALL students with access to comprehensive, data-driven, and evidence-based curriculum** with school counselors acting as leaders and coordinators of program delivery.

- **Validate and continue to advance the efforts of the ICCR Task Force** to develop more well-rounded individuals who will attain the necessary skills (academic/technical, workplace readiness and personal/social) to thrive in the workplace and in society. It has become evident that "college eligible does not mean college ready"; therefore, school counseling programs call for the ability to assess the needs in their particular population and implement standards-based interventions to support successful growth in the areas deemed necessary.

- **Support high standards for ALL students** by helping them to see the necessity and value of their education. School counselors, across grades K-12, will encourage students to set goals to continue their learning after high school. They will provide students with programs and assessments, which appropriately educate and prepare them for post-secondary education and the workplace.

- **Are data-driven and accountable** by having counselors implement evidence-based interventions, measure student outcomes, document results regularly, and use data to inform school counselor's practice.

- **Foster family and community engagement** to ensure there is a viable link from school to home and within the community. Creating a culture where parents and the business community feel that they are equal partners in students' lives will provide the collaboration that is necessary for students to achieve.

- **Display students' tangible evidence of knowledge** by creating a portfolio documenting their achievements in academics, workplace readiness and social-emotional skills showing seamless transition and development throughout their K-12 education.

- **Align with, and are driven by, standards-based, evidenced-based curricula** particular to the individual district's needs so that appropriate interventions are able to take place and be measured for overall effectiveness.

# Standards-Based Programming

MA Model 2.0 calls for the development and implementation of school counseling programs that promote student success in the *academic/technical, workplace readiness, and personal social* domains. To do so, it is essential that districts, on an individual basis, and dependent on their perceived needs and goals, implement a program that is standards-based to ensure there is a way of measuring the impact of applied interventions. Standards delineate what students will KNOW, UNDERSTAND and DO as a result of the school counseling program and are a key feature of a program's foundation. In MA Model 1.0, the **Massachusetts Career Development Education Benchmarks** [See appendix A] were identified as the standards for school counselors to use to inform their programming. MA Model 2.0 continues to endorse the use of the MA CDE Benchmarks, but also recognizes that there are other sources for school counseling programming standards including **CASEL's Social Emotional Learning Competencies**[6] [see Appendix B] and the **American School Counselors' Association K-12 Mindsets and Behaviors for College and Career Readiness**[7] [see Appendix C]. Regardless of which standards a district chooses to use, school counselors must prioritize which ones belong in their program's foundation and then work to identify competencies that students must acquire developmentally, in order to achieve the standards by graduation.

# Professional Ethics

The field of school counseling is predicated on knowledge about and conscious use of professional ethical standards. MA Model 2.0 [as was the case for MA Model 1.0] recognizes The American School Counselor Association's ethical standards as the standards to which all Massachusetts school counselors must be held[8].

# School Counselor Performance Standards

MA Model 1.0 relied on ASCA's school counseling performance standards to define what school counselors need to know, understand and do to perform their school counseling duties effectively. Since the writing of MA Model 1.0, ESE has introduced the Massachusetts Educator Evaluation system, which includes a *Specialized Instructional Support Personnel [SISP]* rubric, designed to identify the standards and indicators by which Massachusetts school counselors are to be evaluated. MASCA worked in collaboration with ESE to create the *SISP* rubric and *Role Specific Indicators for School Counselors* [known as *Appendix E* in ESE's Model Evaluation system]. It is imperative that school counselors interested in implementing a school counseling program using the MA Model 2.0 as their framework, work with their collective bargaining unit to expand the SISP rubric to include the role specific indicators for school counselors (Standard I Indicator D and Standard II Indicator E on the following chart.)

---

[6] http://www.casel.org/
[7 & 8] www.schoolcounselor.org

---

# SISP Rubric Overview with Appendix E:
## *Role Specific Indicators for School Counselors*
### *(Standard I Indicator D and Standard II Indicator E are bold/ italicized below)*

| Standard I: Curriculum, Planning, and Assessment | Standard II: Teaching All Students | Standard III: Family and Community Engagement | Standard IV: Professional Culture |
|---|---|---|---|
| A. Curriculum and Planning Indicator<br>1. Professional Knowledge<br>2. Child and Adolescent Development<br>3. Plan Development<br>4. Well-Structured Lessons | A. Instruction Indicator<br>1. Quality of Effort and Work<br>2. Student Engagement<br>3. Meeting Diverse Needs | A. Engagement Indicator<br>1. Parent/Family Engagement | A. Reflection Indicator<br>1. Reflective Practice<br>2. Goal Setting |
| B. Assessment Indicator<br>1. Variety of Assessment Methods<br>2. Adjustments to Practice | B. Learning Environment Indicator<br>1. Safe Learning Environment<br>2. Collaborative Learning Environment<br>3. Student Motivation | B. Collaboration Indicator<br>1. Learning Expectations<br>2. Student Support | B. Professional Growth Indicator<br>1. Professional Learning and Growth |
| C. Analysis Indicator<br>1. Analysis and Conclusions<br>2. Sharing Conclusions With Colleagues<br>3. Sharing Conclusions With Students and Families | C. Cultural Proficiency Indicator<br>1. Respects Differences<br>2. Maintains Respectful Environment | C. Communication Indicator<br>1. Two-Way Communication<br>2. Culturally Proficient Communication | C. Collaboration Indicator<br>1. Professional Collaboration<br>2. Consultation |
| *D. Systemic Planning and Delivery*<br>*1. Strategic Planning*<br>*2. School Counseling Curriculum*<br>*3. Coherent Delivery* | D. Expectations Indicator<br>1. Clear Expectations<br>2. High Expectations<br>3. Access to Knowledge | | D. Decision-Making Indicator<br>1. Decision-making |
| | *E. Student Services*<br>*1. Academic Advising*<br>*2. Transitions*<br>*3. Post-secondary Planning*<br>*4. College Planning*<br>*5. Responsive Services* | | E. Shared Responsibility Indicator<br>1. Shared Responsibility |
| | | | F. Professional Responsibilities Indicator<br>1. Judgment<br>2. Reliability and Responsibility |

# II. Accountability

- School Counselor Evaluation
- Measuring Student Outcomes
- Disseminating Results
- Evaluation Tools to Guide Program Modification

Education reform efforts across the nation, and here in Massachusetts, emphasize accountability for results. Gone are the days when school counselors can measure their effectiveness by describing how they spend their time or with anecdotal information. Since the writing of MA Model 1.0, multiple state and federal initiatives outline goals for student achievement that can be used to identify data points for counselors to use to demonstrate accountability. At the national level, Former First Lady Michelle Obama's *"Reach Higher"* initiative[9] encourages students to further their education beyond high school by: (1) learning about college and career opportunities, (2) understanding financial aid, (3) academic planning, and (4) supporting school counselors to help more students to get into college. At the state level, an initiative called *"Future Ready Massachusetts"*[10] embraces the new definition of College and Career Readiness and creates clear expectations surrounding a student's readiness for college and the workplace [see Foundations sidebar on page 7]. These expectations provide school counselors with several opportunities to demonstrate the value of the school counseling program. Massachusetts school counselors must collect and

> ### State and National Initiatives
>
> Reach Higher:
> "The Reach Higher Initiative is Former First Lady Michelle Obama's effort to inspire every student in America to take charge of their future by completing their education past high school."
>
> Future Ready Massachusetts:
> "Future Ready Massachusetts is a collaborative project of the Massachusetts Business Alliance for Education, the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Department of Higher Education and the Massachusetts Educational Financing Authority in partnership with many other organizations across the Commonwealth. It is a public campaign to enable communities to promote understanding and use of the various tools that will advance the college-and-career-readiness of the Commonwealth's students"

analyze data that demonstrates how the counseling program supports student achievement and school improvement, as well as college and career readiness. School counselors must be able to articulate how students are different as a result of school counseling programs and interventions. To that end, the following questions serve as examples of what school counselors should be considering:

- How does the guidance curriculum and/or individual planning impact high school graduation rates and postsecondary outcomes?
- How does the implementation of a positive behavior system impact school climate as measured by office discipline referrals?
- How has the school counseling program supported school improvement goals such as MassCore completion?

---

[9]https://www.whitehouse.gov/reach-higher
[10] http://futurereadyma.org/

By answering such questions, school counselors can demonstrate how they support the school mission as well as the previously mentioned education reform goals. School counselors are critical players in supporting and guiding students to reach rigorous academic/technical standards and successfully transition to postsecondary education or training. School counselors are uniquely positioned within schools to identify obstacles to teaching and learning and recommend strategies for improvement. However, until school counselors are able to demonstrate accountability for results, they will continue to be viewed by many as providers of ancillary services rather than as critical players in supporting student achievement. School counselors must, therefore, view accountability as both an opportunity and a necessity rather than as an obstacle or a threat.

## School Counselor Evaluation

MA Model 2.0 supports the importance of professional self-reflection as part of the evaluation process. School counselors must self-reflect in order to improve their professional practices. They must be personally accountable for continuous learning about current research and best practices and drive their own professional development in order to optimally serve students. They must also use data to examine the impact their work is having on the students they serve as a way to self-evaluate. MA Model 2.0 supports the use of data in the formal evaluation process as well.



The *SISP Rubric* and *Role Specific Indicators for School Counselor* [discussed in the Foundation section] provide the framework by which all licensed Massachusetts school counselors are evaluated annually. As part of the evaluation process, school counselors are required to self-evaluate using these tools and set professional practice goals with measurable action steps. Additionally, school counselors are asked to review district data and set measurable student learning goals each year. Recently, school counselors have been required to identify District Determined Measures [DDM's][11] in order to evaluate the impact they are having on students. These requirements feel burdensome to many, but in actuality are congruent with the accountability practices for school counselors under both MA Model 1.0 and 2.0.

---
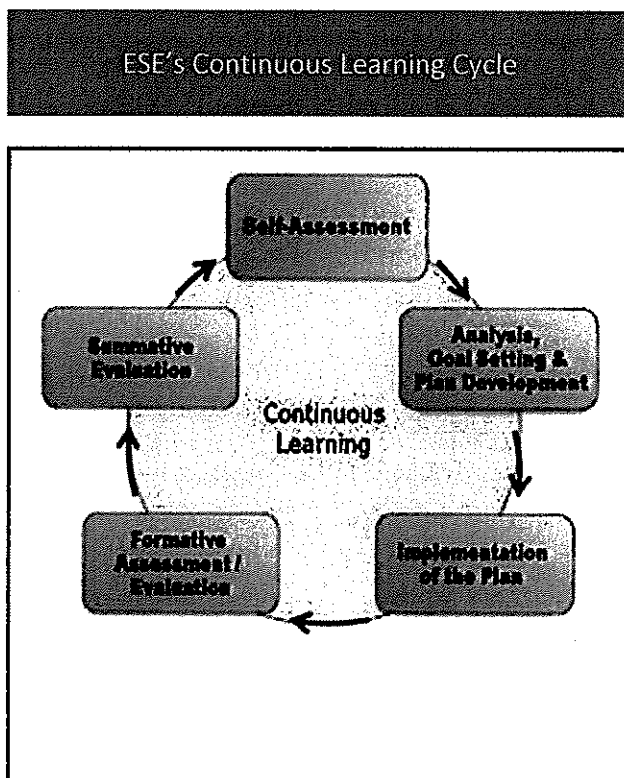
[11] www.doe.mass.edu/technicalguideAconsiderationsregardingddm

# Measuring Student Outcomes

With an emphasis on accountability for results through the MA Educator Evaluation system, school counselors must learn how to measure student outcomes. The "HOW" is described in detail in the Management section of MA Model 2.0. "WHAT" data counselors can use is outlined here:

**Pre-Test/ Post-Test**: These can be used to measure the impact of a lesson or unit from the school counseling curriculum.

**Surveys**: These can be used to measure attitudinal changes as a result of a school counseling intervention.

**Rubrics**: In instances where students are asked to write reflections, do projects or create portfolios as part of the counseling curriculum, rubrics can be developed to measure results.

**Data from a district's Student Information System [SIS]**: Grades, attendance, discipline, course taking patterns and report card comments are among data that can be extracted from a district's SIS and used to measure the impact of counseling interventions.

**ESE data**: *School Profiles*[12] are rich sources of data that can be used to measure impact over time. *DART Success after High School*[13] provides school counselors with data ranging from 9th grade retention rates to college remediation rates. *EDWIN Analytics*[14] allows counselors to identify students who are at high risk for attaining age appropriate academic benchmarks through the Early Warning Indicator report [EWIS]. Counselors should familiarize themselves with all that these three data sources contain and review them regularly as part of the process used to set Student Learning Goals and DDM's.

The College Board, through it's National Office for School Counseling Advocacy [NOSCA] initiative, developed an easy to follow chart[15] [Appendix D] of what data elements should be considered at each level as counselors work to make all students college/career ready.

# Disseminating Results of Programs and Interventions

In a comprehensive developmental school counseling program, all students are participants. Consequently, more parents/ guardians, teachers, and other stakeholders become interested in program results. In order to ensure that all constituents understand both the accomplishments and challenges of the school counseling program, reports of progress and results should be shared at meetings and through newsletters, presentations, and websites. Ideally, information is presented and tailored to various stakeholder groups.

---

[12] http://profiles.doe.mass.edu
[13]http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/tools-and-resources/district-analysis-review-and-assistance/
[14] http://www.doe.mass.edu/edwin/
[15] https://lp.collegeboard.org/counselor-resources

---

The measurement of student outcomes is essential to drive interventions and for understanding best practices. In addition, data reports can be a valuable tool for proving the work of a counselor. Though there are various ways to communicate data, it is essential for counselors to periodically present results reports to colleagues, administrators and school committees as a way to reinforce the importance of the work done by the school counseling department.

## Evaluation Tools to Guide Program Modification

As mentioned above, as part of the MA Educator Evaluation system, school counselors self-assess their individual and group practice annually. This process helps counselors identify what parts of their program are aligned with current best practices and which are not. Professional practice goals help identify ways to modify the program to be more aligned with best practices. Review of data allows school counselors to see what interventions are having a positive impact on student outcomes, allowing for goal setting designed to modify the program to have greater positive impact on students [See Management section for more information about using data]. MA Model 2.0 supports this concept of continuous learning for continuous improvement. The school counseling program should evolve from year to year as a consequence of self and program evaluation and modification.

Implementing and maintaining a comprehensive school counseling program requires multifaceted systemic change that goes beyond the individual evaluation through the educator evaluation system. Consequently, school counselors must monitor progress and document results regularly. Listed below are examples of evaluation tools.

- MA Accountability Report Cards[16] [MARC and MARC Jr.] are effective tools to measure, track, and communicate results of long-term interventions. Progress monitoring tools are good ways to measure shorter term or smaller scale interventions.
- A program audit is another tool that takes a broader look at evaluating the central components of the school counseling program. The primary purpose of an audit is to guide program delivery and improve results by identifying: (1) the strengths and weaknesses of the program, (2) short and long-range goals and (3) the focus of professional development. MASCA has adapted the ASCA program audit tool[17] [see Appendix E] to be more focused on student outcomes and drive real results.
- Stakeholder surveys: Evaluation may include assessment of student and/or parent satisfaction as well as the impressions of the school faculty, the school council and other committees[18].

---

[16] examples at  www.masca.org
[17] www.schoolcounselor.org
[18] examples at www.cscore.org

# III. Management

A. District Collaboration Level of Management
   - Management Agreements
   - Use of Data
   - Performance Evaluation

B. School/Program Level of Management
   - Use of Time (Time Studies, Calendars, Record Keeping)
   - Use of Data (Process, Perception, Outcome)
   - Curriculum Tools (Curriculum Maps, Lesson Plans)
   - Tools to Report Results: (% Change Formula, EXCEL, PPT, Monthly Reports, Annual Reports)
   - Advisory Councils
   - Program Advocacy

## A. District Collaboration Level of Management

In order to manage a comprehensive school counseling program, a systemic approach is necessary. As our profession has matured, school counselors play a more critical role in leadership, advocacy, and systemic change. Thus, it is vital for there to be continuity and vertical alignment between all schools within a school district. MA Model 2.0 recommends that school districts adopt a comprehensive K-12 school counseling program that addresses the needs of all students in the district. The work of a school counselor needs be woven into the district's strategic plan and school improvement plan to ensure a systemic change. This high level of management, known as District Collaboration, involves three components:
- Management Agreements
- Use of Data
- Performance Evaluation

### Management Agreements

Program management agreements are used to support effective school counseling program delivery aligned with district identified goals. This written agreement is designed to facilitate program delivery and outcomes. The entire school counseling team collaborates with district administrators and principal(s) to reach and document agreement on program priorities, implementation strategies and the organization of the counseling department. Ideally, district management agreements are reviewed and approved by other district and school administrators such as the assistant principal (or administrator in charge of discipline), special education director and all department heads to promote awareness and identify collaborative opportunities. The district management agreement addresses:
- The identified needs of the students and the school (based on data analysis);
- The assignment of students to specific counselors (based on data analysis);
- The responsibilities of individual counselors for program management and delivery;
- The professional development priorities for the school counseling department.

## Use of Data

Under MA Model 2.0, comprehensive school counseling programs must become increasingly data-driven. As school counselors become more data-literate and data-driven, their role on district and school data teams becomes increasingly important. Massachusetts public schools collect and report highly disaggregated school and student performance data that counselors should bring to data team conversations [see Accountability section on Measuring Student Outcomes for data sources]. In a district where school counselors are viewed as data experts, they work with administrators, faculty and advisory councils to create a "big picture" of the district's, school's and students' needs. School counselors can lead data-driven conversations that focus the discussion and planning on important variables such as students' developmental needs, the school climate, school policy and practices and/or the design and implementation of Tier 1 or 2 interventions or Tier 3 remediation referrals to meet the needs of special education and ELL students and/or special populations.

School counselors also support administration through the use of data to:
- Identify the need for program and curriculum modifications;
- Focus resources and interventions where they are most needed;
- Monitor student progress and development;
- Evaluate the need for policy changes;
- Evaluate intervention outcomes;
- Demonstrate accountability;
- Secure grants and community support.

## Performance Evaluation

In addition to using data to determine essential school counselor activities and key interventions, school counseling programs must strive for continuous improvement and use data to prove that activities related to program delivery are effectively impacting students and the school community as a whole. Individual school counselors and entire school counseling programs are evaluated regularly in order continuously improve and strengthen counseling services within a school and district. [see Accountability section]

# B. School/Program Level of Management
- Use of time (Time Studies, Calendars, Record Keeping)
- Use of data (Process, Perception, Outcome/Results)
- Curriculum tools
- Tools to report results
- Advisory Council
- Program Advocacy

At the School/Program level of management, various organizational tools must be in place. How do school counselors effectively and efficiently take steps to develop and deliver a standards-based, data-driven program within their school? Best practice tools and strategies are summarized below.

## Use of Time

Time management becomes a critical issue in implementing a comprehensive school counseling program. Ideally, 80% of the school counselor's time is devoted to the delivery of direct and indirect services[19] with students, based on the three-tier model of delivery [described in the Delivery section].

**Time Studies**: Frequently, as school counselors begin implementing and evaluating a standards-based program that requires time for prevention focused activities and not just reactive services, they need a good understanding of how their time is currently being spent. Counselors conduct time studies by recording how they spend their time every hour of the school day for a designated period of time at various times of the school year. The results are analyzed by the department and shared with the administration to help begin the process of using time differently.

It is important to assess how school counselors are using their time in relation to student needs and intended outcomes. When it is determined that services are more suited to other student support staff (e.g., school adjustment counselors, psychologists) or community based professionals or when tasks could be done by non-counseling staff (e.g., scheduling, test monitoring, bus duty) alternatives are explored. For example, some Massachusetts schools use retired school counselors or paraprofessionals to assist with test organization and test monitoring, Paraprofessionals and other school staff assist with bus duty and lunch duty. Other schools partner with community-based counseling agencies to provide clinical counseling services in the school building.

**Calendars**: Calendars must be used to plan and document not only student access and participation levels, but the time school counselors spend *on direct and indirect tiered activities or services for all students*. The allocation of time for each program component varies according to grade levels, the developmental needs of students and the level of resources and program support. [See the Delivery section for specific time allocations across the three tiers at the elementary, middle, and high school levels]

- **Annual Master Calendar**: A master calendar is developed and published to document and promote components of the school counseling program. The calendar is a tool and a strategy that promotes students' access to services by increasing awareness of school counseling activities. The calendar is organized by grade level and highlights services, activities, and events in the academic/technical, workplace readiness, and personal/social domains such as guidance classes/seminars, wellness days, career programs and financial aid workshops. The calendar is featured in several prominent places such as school bulletin boards, the program of studies, and the school website. The master calendar for a school year should be completed and published prior to the start of the school year.

---

[19] ASCA National Model ®, 3rd Edition p.87

- **Department and Individual Planning Calendar**: Department calendars are action plan guides for planning and preparing for department activities and programs. Individual planning calendars are completed by each counselor, listing lessons, individual planning sessions, responsive services and system support efforts. School counselors use individual planning calendars, reports and logs for planning and documentation.

- **School Counseling Record Keeping System**: The department and each counselor should have a protocol and system for recording, storing and retrieving records such as: counseling logs, contact information, sign-in sheets, permission slips and meeting agendas.

## Use of Data (Process, Perception, Outcome)

The ASCA National Model ®, 3rd edition identifies three types of data used to measure the results of activities related to the school counseling program. These three types of data are the following:
- Process- data that "describe the way the activities are conducted and how many students were affected by the activity"[20]. Examples include:
  o Number of activities or tasks completed
  o Number of lessons delivered
  o Number of students involved in an intervention
- Perception- data that measures what "people think they know, believe, or can do"[21]. Examples include:
  o Student surveys/ questionnaires to inform student needs
  o Workshop/Activity evaluations to gather student opinions about the activity
  o Pre/Post-tests measuring knowledge gained
- Outcome- data that shows "the impact of an activity or program and answer the question 'So what?' "[22] Examples include:
  o Attendance and discipline records
  o Grades, graduation rate, and standardized test scores
  o Competency checklists such as the Protective Factors Index and parent questionnaires
  o Postsecondary going and persistence rates.

## Curriculum Tools (Curriculum Maps, Lesson Plans)

<u>Curriculum Maps</u>: Curriculum maps [sometimes called scope and sequence charts] can be used to map out specific activities for different grade levels across the first two tiers of services that students will access throughout the school year. This can help counselors ensure that they are reaching all students (Tier 1) and making use of their time wisely to meet the needs of smaller subsets of students (Tier 2). Tier 3 services may be more responsive or individually planned by the nature of the student needs and thus harder to plan out in advance using curriculum maps.

---

[20] ASCA National Model®, 3rd Edition, p.51
[21] ASCA National Model®, 3rd Edition, p.51
[22] ASCA National Model®, 3rd Edition, p.52

**Lesson Plans:**[23] MA Model 2.0 endorses backwards-designed lesson plans as developed by Universal Design for Learning principles[24]. This involves three steps:

Step 1: Determine desired student outcomes [what do you want students to know, understand and do as a result of participating in the lesson].
Step 2: Determine how students will be assessed [pre/post, written reflection, project, etc.] and create the assessment.
Step 3: Determine lesson steps and materials needed to reach the desired outcomes.

## Tools to Report Results (% Change Formula, EXCEL, PPT, Monthly Reports, Annual Reports)

**Calculating % Change:** When reporting results, school counselors need to compare data from before an intervention to after the intervention. Whether this is through pre/post-tests, rubrics or outcome data a formula is used to calculate the percentage (%) change:

$$\frac{\text{Post Intervention \#} - \text{Pre Intervention \#}}{\text{Pre Intervention \#}} \times 100 = \% \text{ change}$$

**Knowledge of basic Microsoft® EXCEL:** School counselors need to be able to do the following in Microsoft® Excel
- Enter data
- Use auto sum
- Use count-if
- Create basic charts

**Knowledge of Microsoft® POWERPOINT:** School Counselors need to be able to
- Create a basic Microsoft® PowerPoint presentation
- Include charts from Excel

**Calculating % Change: EXAMPLE**

The average pre-test score for a class is 60;

The average post-test score is 80

80-60/60
20/60 = .33 x 100 = 33

**There was a 33% increase from pre to post.**

**Monthly Reports:** These reports contain the necessary data for documenting and evaluating the school counseling program. A report will be completed by each school counselor, which will summarize topics such as students' participation, time spent on program delivery, and evaluation outcomes.

---

[23] See masca.wildapricot.org and click on MA Model tab to see lesson plans prepared by MA school counselors
[24] http://www.udlcenter.org/

## Advisory Council:

A strong school counseling program benefits from an advisory council that is representative of the school community and is driven by clear goals and objectives. Advisory councils consist of a group of stakeholders brought together to support the implementation of a comprehensive school counseling program that reaches all students and supports your school's mission. The ASCA National Model ® (3rd Edition) provides a detailed breakdown of key components for school counselors to consider when creating a productive advisory council[25]. These key components include: goals and objectives, representation, size, appropriate candidates, chairperson, terms of membership, agenda and minutes, the purpose of the first meeting, and the focus of additional meetings.

## Program Advocacy (websites, newsletters, approved school electronic outreach media)

School Counselors should keep students and all stakeholders current with department newsletters, school identified notification alerts, and postings on websites (staff, staff assignments and contact information, annual calendar, curriculum/lesson topics, meeting agendas and PowerPoints for parents unable to attend meetings, and listings of school and community resources).
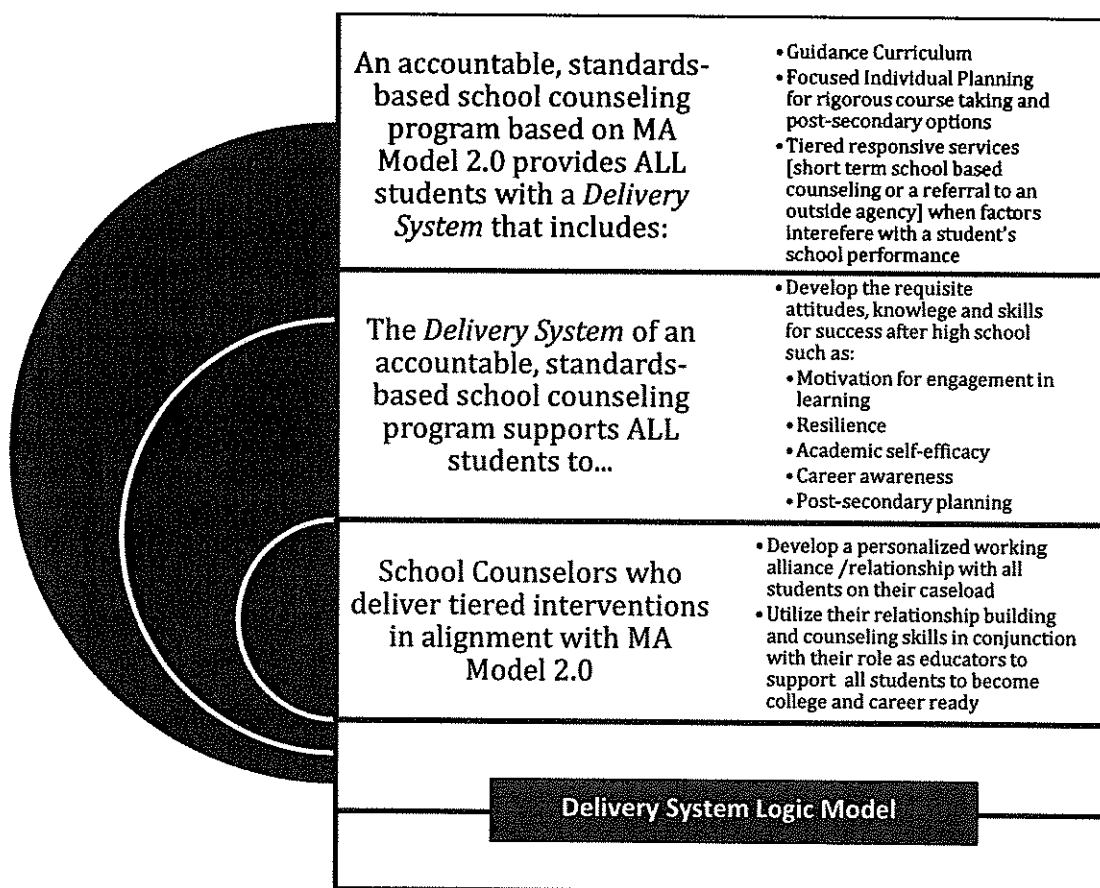
---

[25] ASCA National Model, 3rd edition. p. 47-48.

# IV. Delivery

- Direct and Indirect Services
- Tiered Interventions
- Tiered School Counseling Charts

The Delivery System answers the question "WHAT do counselors do?" School counselors design and deliver comprehensive school counseling programs that promote academic achievement for all students. According to ASCA, delivery of direct and indirect services should take up 80% or more of school counselors' time and should be based on MASCA's recommended counselor to student ration 1:250 maximum.

**Direct Services [counselors working directly with students]** include: classroom instruction and delivering the school counseling curriculum, individual and small group counseling, advising and academic planning, responsive services, and grade level and whole school initiatives.

**Indirect Services [counselors working on behalf of students]** include: consultation, collaboration, advocacy, and referrals with school staff, parents/families and community partners to enhance services and opportunities for students. This can include planning and delivering parent workshops and community presentations.

| | |
|---|---|
| An accountable, standards-based school counseling program based on MA Model 2.0 provides ALL students with a *Delivery System* that includes: | • Guidance Curriculum<br>• Focused Individual Planning for rigorous course taking and post-secondary options<br>• Tiered responsive services [short term school based counseling or a referral to an outside agency] when factors interefere with a student's school performance |
| The *Delivery System* of an accountable, standards-based school counseling program supports ALL students to... | • Develop the requisite attitudes, knowlege and skills for success after high school such as:<br>  • Motivation for engagement in learning<br>  • Resilience<br>  • Academic self-efficacy<br>  • Career awareness<br>  • Post-secondary planning |
| School Counselors who deliver tiered interventions in alignment with MA Model 2.0 | • Develop a personalized working alliance /relationship with all students on their caseload<br>• Utilize their relationship building and counseling skills in conjunction with their role as educators to support all students to become college and career ready |

**Delivery System Logic Model**

---

Two systemic obstacles often make comprehensive school counseling program delivery challenging.

First, unfortunately, in Massachusetts, even where MA Model 1.0 has been embraced, school counselors still report that more than 20% of their time is devoted to activities other than the direct and indirect services defined above. In some districts in Massachusetts, school counselors spend 30-40 days involved in test administration [roughly 20% of the school year]; other counselors are burdened with clerical duties like registration or inputting schedules. MA Model 2.0's mission to support all students for success after high school requires administrators to carefully scrutinize how their school counselors are spending their time. Then, with time study results, administrators can carefully determine how to remove non-school counseling duties to create the conditions where school counselors can be devoting 80% of their time to direct or indirect services.

Secondly, the intense demands principals and teachers face to cover academic content often make it difficult for counselors to gain the necessary access to students to deliver the school counseling curriculum or to see students individually or in small groups. MA Model 2.0 supports dedicated instructional time for school counselors to deliver the guidance curriculum including the important academic/technical, personal/social and workplace readiness competencies identified as critical for success after high school. These competencies cannot be acquired, if insufficient time is devoted to teaching the guidance curriculum. School counselors should not have to beg, borrow and steal time for the delivery of their critical services. Management agreements [described in the Management section] are designed to help facilitate the conversations that are necessary for a comprehensive school counseling delivery system aligned to learning standards and MA Model 2.0.

The Delivery System for a school counseling program will look different in every district, but a major goal is to provide equitable access to services and programs so that all students benefit from the curriculum, services, interventions and support delivered by school counselors. Although the Delivery System must be tailored to address the most pressing needs of each district, in all cases it must be designed to allow all students to benefit from the curriculum, services, interventions and support delivered by school counselors. Consequently, a school-wide team of counselors, administrators and teachers should collaborate to create relevant strategies and make decisions regarding access and delivery. Considerations may include:

- Scheduling: What type of system is in place? Does the school designate time for responsive services, curriculum delivery, and individual planning? Can such time be identified? Is flextime to serve students and parents after hours an option?
- Classroom Implementation: Can time from classroom instruction be devoted to school counseling lessons that support the general curriculum? Can school counselors and teachers plan and co-teach lessons?
- Curriculum: Can school counselors assist teachers in delivering or supporting standards-based academic or technical curriculum? How can career components be integrated? Is character education being addressed?

Support and involvement of the school community, including teachers, parents/guardians and community partners, is critical for successful program delivery as well. Such collaboration of all stakeholders enhances equitable access to the program and fosters the supportive and safe school climate essential for learning.

While there are multitudes of different ways to organize delivery of services, MA Model 2.0 endorses RTI [Response to Intervention][26] as an organizing framework. This three-tiered model supports ASCA's statement on multi-tiered systems of support (MTSS)[27]. Within each tier, students are receiving knowledge, skills, and experiences in the three domains of: academic/technical development, workplace readiness, and personal/social development.

RTI or MTSS is a multi-level prevention system, designed for K-12, utilizing universal screening, progress monitoring, and data-based decision making.


## Tier 1: Proactive Prevention Delivered to All Students

Best practice suggests Tier 1 delivery is where the majority of a school counselor's time should ideally be spent. The goal is to implement high quality, research-based instruction to all students that is prevention-oriented. The school counseling curriculum includes standards based units and lessons focused on each of the three developmental domains (academic/technical, personal/social, and workplace readiness). In addition to the curriculum, the school counselor's role includes implementation of grade level and whole school interventions such as PBIS, character education initiatives, anti-bullying interventions, college and career fairs, etc. Considerations to assist Tier 1 delivery include:

- *Scheduling:* Does the school schedule provide built-in advisory time, guidance seminars/ or guidance classes for school counselors to partner in the delivery of the school counseling curriculum.
- *Guidance Curriculum and Teaching:* Does the school have a standards-based core school counseling curriculum? Does the school counseling department design and deliver lessons? Are counselors encouraged to teach and partner with classroom teachers to support their delivery of the school counseling curriculum? Are counselors allowed to have grade level assemblies?
- *Annual Calendars:* Does the school counseling department have an annual calendar identifying time for curriculum implementation, advising and individual planning and responsive services?

---

[26] http://www.rtinetwork.org/learn/what/whatisrti
[27] www.schoolcounselor.org

## Tier 2: Strategic Intervention Delivered to Students Targeted by Data

Tier 2 strategic interventions are designed for a smaller percentage of students who will need targeted responsive services that meet their individual needs. These are comprised of both direct (delivered either individually or in a small group basis) and indirect services and will focus on needed competency development and support in areas identified through data analysis. These interventions focus on each of the three developmental domains (academic/technical, workplace readiness and personal/social).

## Tier 3: Intensive Intervention

Tier 3 is designed for intensive intervention. In this Tier, school counselors are responding to immediate crises and actively involved planning for interventions and supports needed by identified high-risk students (special education referrals, meeting the needs of ELL students and special populations, etc.). If hired as a school guidance counselor, it should be remembered that a licensed MA School Guidance Counselor is not trained to provide clinical mental health interventions. Tier 3 intensive counseling needs should be referred to and provided by school-based licensed mental health colleagues or outside community-based service providers.

## Tiered School Counseling Program and Services Charts

The following elementary, middle school and high school program and services charts suggest a sampling of tiered school counseling services.

# Elementary Level: A Sampling of Tiered School Counseling Services

| Elementary Level Tier 1 Proactive Prevention | Elementary Level Tier 2 Strategic/Targeted Intervention | Elementary Level Tier 3 Intensive Intervention |
|---|---|---|
| *Suggested Percent of Time:* **55-65%** | *Suggested Percent of Time:* **25-35%** | *Suggested Percent of Time:* **10-15%** |
| **Purpose:** All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum. | **Purpose:** A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs. | **Purpose:** Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support. |

## Direct Services

| | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| **Academic/Technical Domain** | *Examples:*<br>* Classroom guidance lessons (ex: Ready for Success)<br>* Data analysis and implementation of programs<br>* School assemblies celebrating academic achievements | *Examples:*<br>* Small group counseling focused on study skills, improving attendance, and executive functioning<br>* Before/after school support | *Examples:*<br>* Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.)<br>* Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans<br>* Monitoring of high risk student academic and attendance issues through check-ins and meetings |
| **Workplace Readiness Domain** | *Examples:*<br>* Classroom guidance lessons (ex: Why Try, The Real Game)<br>* Career portfolio<br>* College and Career week – collaboration with community partners<br>* Career Development Education curriculum and Community Service Learning activities (ex: food drive, Pennies for Patients) | *Examples:*<br>* Small group counseling identifying strengths and interests<br>* Small group counseling to increase motivation<br>* Leadership group<br>* Attendance group | *Examples:*<br>* Individual counseling to begin to develop a career portfolio (ILP) and increase motivation |
| **Personal/Social Domain** | *Examples:*<br>* Classroom guidance lessons (ex :The Zones of Regulation, Second Step)<br>* School-wide implementation of behavior incentive program (PBIS)<br>* Character education curriculum<br>* School assemblies and announcements celebrating prosocial behavior | *Examples:*<br>* Small group counseling (self-esteem, impulse control)<br>* Attendance and behavior charts and monitoring (short term)<br>* Classroom observations of individual students | *Examples:*<br>*Short-term individual counseling (grief/loss, peer relationship and executive functioning /self-regulation issues.)<br>*Solution-focused brief counseling for crises<br>* Monitor outcomes and behavior intervention plans via check-ins and meetings |

| Indirect Services | Indirect Services | Indirect Services |
|---|---|---|
| *Examples:*<br>* Development of research based guidance curriculum<br>* Guidance newsletter and parent communication of curriculum (translated in all languages)<br>* Guidance team meetings<br>* Staff meetings<br>* Presentation of guidance data to staff<br>* Program management and assessment<br>* Program audit<br>* School/advisory council | *Examples:*<br>* Progress monitoring of students in small group<br>* Data analysis and needs assessments to develop small groups<br>* Family communication through multiple means (phone, meetings, email, handouts) to enhance skills taught in small group<br>* Teacher collaboration to discuss skills taught in small group<br>* Team meetings to discuss student data | (Referrals/Participation) to plan and monitor interventions for high-risk students<br>*Examples:*<br>* Crisis/safety team meetings<br>* 51A filing<br>* RTI or Intervention/Child Study teams<br>* IEP/504/ELL assessments<br>* Collaboration with community mental health counselors<br>* Monitor outcomes and individualized plans<br>*Ongoing student advocacy |

# Middle School Level: A Sampling of Tiered School Counseling Services

| Middle School Tier 1 Proactive Prevention | Middle School Tier 2 Strategic/Targeted Intervention | Middle School Tier 3 Intensive Intervention |
|---|---|---|
| *Suggested Percent of Time:* **35-45%** | *Suggested Percent of Time:* **25-35%** | *Suggested Percent of Time:* **15-25%** |
| *Purpose:* All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum. | *Purpose:* A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs. | *Purpose:* Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support. |

| | | | |
|---|---|---|---|
| **Direct Services** | **Academic/Technical Domain**<br>*Examples:*<br>* Classroom guidance lessons on organization skills<br>* Learning styles assessments<br>* Lessons on test-taking strategies<br>*Data analysis and implementation of programs<br>* Individual planning on educational goals and course selection | **Academic/Technical Domain**<br>*Examples:*<br>* Small group support for study skills/organization skills<br>* Small group tutoring/peer tutoring<br>* Individual intervention with academic concerns<br>* Small group test anxiety coping strategies | **Academic/Technical Domain**<br>*Examples:*<br>* Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.)<br>* Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans<br>* Monitoring of high risk student academic and attendance issues through check-ins and meetings |
| | **Workplace Readiness Domain**<br>*Examples:*<br>* Career Interests Surveys<br>* Career Development Education Curriculum and Community Service Learning activities<br>* Career Fairs<br>* Community Collaboration related to Career Readiness | **Workplace Readiness Domain**<br>*Examples:*<br>* Small group/individual assistance identifying strengths and interests<br>* Career mentorship programs<br>* Small group/individual assistance with vocational education | **Workplace Readiness Domain**<br>*Examples:*<br>* Individual planning to support post-middle school options by enhancing career portfolio (ILP) and increase motivation<br>*Assistance with work permits and letters of recommendation |
| | **Personal/Social Domain**<br>*Examples:*<br>* School-wide implementation of behavior intervention<br>* Character education<br>* Peer leadership program<br>* Peer conflict mediation program<br>*Suicide/Self-harm prevention<br>* Parent/Guardian information sessions and meetings | **Personal/Social Domain**<br>*Examples:*<br>* Small group support with social skills development<br>* Small group/individual assistance with grief and loss<br>*Support groups for LGBTQ students | **Personal/Social Domain**<br>*Examples:*<br>* Short-term individual counseling (grief/loss, peer relationship, gender issues, and executive functioning /self-regulation issues.)<br>*Solution-focused brief counseling for crises<br>* Monitor outcomes and behavior intervention plans via check-ins and meetings |

| | | |
|---|---|---|
| **Indirect Services**<br>*Examples:*<br>*Develop research based guidance curriculum<br>*Team meetings with teachers<br>*Meetings with administration to determine academic/technical, personal/social, or work readiness needs<br>*Program management and assessment | **Indirect Services**<br>*Examples:*<br>* Analysis of student data to identify students<br>*Progress monitoring of small group(s)<br>* Referral process for small group<br>*Teacher collaboration<br>*Parent communication (via email, phone, meetings, or handouts) | **Indirect Services**<br>**(Referrals/Participation)**<br>*Examples:*<br>* Crisis/safety team meetings<br>* 51A filing<br>* RTI or Intervention/Child Study teams<br>* IEP/504/ELL assessments<br>* Collaboration with community mental health counselors (e.g. DCF, Probation)<br>*Ongoing student advocacy |

# High School Level: A Sampling of Tiered School Counseling Services

| High School Tier 1 Proactive Prevention | High School Tier 2 Strategic/Targeted Intervention | High School Tier 3 Intensive Intervention |
|---|---|---|
| *Suggested Percent of Time:* 40-45% | *Suggested Percent of Time:* 25-30% | *Suggested Percent of Time:* 20-25% |
| Purpose: All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum. | Purpose: A smaller population of students receive additional short-term services to meet their individual needs through small group and individual counseling and intervention. | Purpose: Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support. |

## Direct Services

| High School Tier 1 Proactive Prevention | High School Tier 2 Strategic/Targeted Intervention | High School Tier 3 Intensive Intervention |
|---|---|---|
| **Academic Domain** *Examples:* *Delivery of counseling core curriculum in classroom * Post-secondary/college planning in alignment with Mass Core * Course selection/course of studies planning | **Academic Domain** *Examples:* *Individual counseling for academic concerns/monitoring of academic progress * Coordinating and conducting Parent/teacher meetings | **Academic Domain** *Examples:* * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans * Monitoring of high risk student academic and attendance issues through check-ins and meetings *Supporting high-risk students to meet graduation requirements |
| **Workplace Readiness Domain** *Examples:* * Career Development Education: Curriculum and Community Service Learning activities. (ex: Classroom lessons in Career Exploration and Post-secondary planning through Naviance, Career Cruising, MassCIS) *Support students in extracurricular engagement * Parent/Guardian information sessions e.g. College Planning and Financial Aid assistance * Credit for Life or Reality Fairs | **Workplace Readiness Domain** *Examples:* *Individual assistance identifying strengths and interests *Career counseling/coaching *Individual planning using Naviance, Career Cruising, MassCIS | **Workplace Readiness Domain** *Examples:* * Intensive individual planning and advising to support post-high school options *Connection to community supports, e.g. adult service agencies *Collaboration with colleges/post-secondary training programs to support high school transition |
| **Personal/Social Domain** *Examples:* * Anti-bullying curriculum (ex: MARC - MA Anger Reduction Curriculum) * Signs of Suicide (SOS) training * Peer leadership program *Individual meetings to discuss goals, strengths, community involvement | **Personal/Social Domain** *Examples:* * Small group support (e.g. Social Skills, Girls Group) * Individual counseling/problem-solving with students *Peer conflict mediation | **Personal/Social Domain** *Examples:* * Short-term individual counseling (grief/loss, peer relationship, gender issues, and executive functioning /self-regulation issues.) *Solution-focused brief counseling for crises * Monitor outcomes and behavior intervention plans via check-ins and meetings |

| High School Tier 1 Proactive Prevention | High School Tier 2 Strategic/Targeted Intervention | High School Tier 3 Intensive Intervention |
|---|---|---|
| **Indirect Services** *Examples:* *Use data (e.g. AP Potential) to determine course placements *Build 'college-going' culture in school environment | **Indirect Services** *Examples:* *Consultation/meetings with Special Ed dept. *Collaboration with parents *Letters of recommendation for college/jobs/co-ops | **Indirect Services (Referrals/Participation)** *Examples:* * Crisis/safety team meetings * 51A filing * RTI or Intervention/Child Study teams * IEP/504/ELL assessments * Collaboration with community mental health counselors (e.g. DCF, Probation) *Ongoing student advocacy |

# Appendix A:

# Massachusetts Career Development Education Benchmarks

| MA Career Development Education Benchmarks | Competencies | Domain Area |
|---|---|---|
| Learners will develop and demonstrate:<br>A1: 21<sup>st</sup> century academic, technical and employability skills for success in school and in the workplace; | A1-1: Flexible, higher order thinking skills (*e.g., project management, leadership, problem solving*) | Academic-Technical Development |
| | A1-2: Technical and technological skills (e.g., *blueprint reading and computer software management*) | |
| | A1-3: Skills in locating and using information resources for research (*e.g., libraries, Internet*) | |
| A2: strong academic, technical and employability skills for career and life management. | A2-1: Communication and literacy skills for self-advocacy and presentation (*e.g., college and job interviews*) | |
| | A2-2: Mathematical life skills for time and money management | |
| | A2-3: Organizational skills for career and life management | |
| | A2-4: Critical thinking skills to use and evaluate information (*e.g., evaluating credit card offers*) | |
| | A2-5: Technical literacy for career and life management (*e.g., online banking, managing FAFSA online*) | |

| MA Career Development Education Benchmarks | Competencies | Domain Area |
|---|---|---|
| Learners will develop and demonstrate:<br>A3: knowledge of how education and work are interrelated and contribute to the economy and society | A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (*e.g., outsourcing, medical research)* | Academic-Technical Development |
| | A3-2: Skills in researching and evaluating economic and societal information for career planning and career management | |
| A4: an appreciation for the relevance of education in their lives (*i.e., answering, "Why do I need to know this?"*) | A4-1: Knowledge of the benefits of education for career and life management | |
| | A4-2: Knowledge of the benefits of education for personal and professional satisfaction | |
| | A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential | |

| MA Career Development Education Benchmarks | Competencies | Domain Area |
|---|---|---|
| **Learners will develop and demonstrate:**<br>**W-1: knowledge and skills in the planning and decision-making process** | W1-1: Skills in the planning process (*focusing on the importance of preparation and future orientation*) | Workplace Readiness Development |
| | W1-2: Knowledge of decision-making as a complex process | |
| | W1-3: Skills and strategies for effective decision-making (*including rational, intuitive and consultative styles*) | |
| | W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values and interests | |
| | W1-5: Skills in establishing and modifying career management tools (e.g., resume, portfolio) | |
| | W1-6: Skills to plan and navigate career transitions | |
| **W2: an exploratory attitude toward self, life and the world of work;** | W2-1: Skills and attitudes for developing and maintaining the identity of a learner, for life | |
| | W2-2: Knowledge of how and where to access career and labor market information | |
| | W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning | |
| **W3: workplace specific knowledge and skills for employability and career advancement.** | W3-1: Knowledge of how performance assessments measure learning and productivity | |
| | W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention | |
| | W3-3: Knowledge of risks and rewards of various careers | |
| | W3-4: Knowledge and skills necessary for employment, retention and advancement | |
| | W3-5: Knowledge of the transferability skills and its value | |

| MA Career Development Education Benchmarks | Competencies | Domain Area |
|---|---|---|
| Learners will develop and demonstrate:<br>W4: awareness of social and cultural conditions that affect career decision-making and workplace success; | W4-1: Knowledge of the interrelationship of life roles | Workplace Readiness Development |
| | W4-2: Skills in managing competing life roles at home, school, work and in the community | |
| | W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success | |
| W5: knowledge of all aspects of an industry, service, trade or occupation. | W5-1: Knowledge of the structures, dynamics and opportunities within industries and organizations | |
| | W5-2: Knowledge of industry's role in local, national and global arenas | |
| | W5-3: Skills to locate, understand, evaluate and use safety information | |

| MA Career Development Education Benchmarks | Competencies | Domain Area |
|---|---|---|
| Learners will develop and demonstrate:<br>PS1: attitudes, behaviors, knowledge and skills that promote identity formation, personal responsibility and self-direction | PS1-1: Skills in developing and maintaining a clear and positive self-concept (*with an increasingly more differentiated and affirmative view of oneself*) | Personal/Social Development |
| | PS1-2: Skills in relating individual learning style, interests, values and aptitudes to one's concept of self | |
| | PS1-3: Attitudes and skills, personal responsibility and self-determination | |
| | PS1-4: Skills in applying personal ethics in all settings | |

| MA Career Development Education Benchmarks | Competencies | Domain Area |
|---|---|---|
| PS2: Learners will develop and demonstrate: attitudes, behaviors and interpersonal skills to work and relate effectively with others; | PS2-1: Skills in interacting positively with others at home, at school, at work and in the community | |
| | PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work and in the community | |
| | PS2-3: Knowledge of and respect for individual differences | |
| | PS2-4: Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success | Personal/Social Development |
| PS3: attitudes, behaviors and skills necessary for managing personal and environmental variables that impact career development; | PS3-1: Knowledge and skills for maintaining personal and psychological well-being *(e.g., locating information, services, support; stress management skills)* | |
| | PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work and in the community *(e.g., postsecondary planning based on financial need; exploring transportation options for summer employment)* | |
| PS4: attitudes, behaviors, and skills that foster respect for diversity and work to eliminate stereotyping (at home, school, work and in the community). | PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups *(e.g., Gay Straight Alliance)* | |
| | PS4-2: Knowledge and skills for communicating and working positively in diverse settings (e.g., *speaking a second language; seeking balanced representation on group projects)* | |

# Appendix B: CASEL's Social Emotional Learning Core Competencies



CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

## Appendix C: ASCA's Mindsets and Behaviors

# ASCA Mindsets & Behaviors for Student Success:
## K-12 College- and Career-Readiness Standards for Every Student

| Category 1: Mindset Standards |
|---|
| School counselors encourage the following mindsets for all students. |

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

| Category 2: Behavior Standards |
|---|
| Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling. |

| Learning Strategies | Self-Management Skills | Social Skills |
|---|---|---|
| 1. Demonstrate critical-thinking skills to make informed decisions | 1. Demonstrate ability to assume responsibility | 1. Use effective oral and written communication skills and listening skills |
| 2. Demonstrate creativity | 2. Demonstrate self-discipline and self-control | 2. Create positive and supportive relationships with other students |
| 3. Use time-management, organizational and study skills | 3. Demonstrate ability to work independently | 3. Create relationships with adults that support success |
| 4. Apply self-motivation and self-direction to learning | 4. Demonstrate ability to delay immediate gratification for long-term rewards | 4. Demonstrate empathy |
| 5. Apply media and technology skills | 5. Demonstrate perseverance to achieve long- and short-term goals | 5. Demonstrate ethical decision-making and social responsibility |
| 6. Set high standards of quality | 6. Demonstrate ability to overcome barriers to learning | 6. Use effective collaboration and cooperation skills |
| 7. Identify long- and short-term academic, career and social/emotional goals | 7. Demonstrate effective coping skills when faced with a problem | 7. Use leadership and teamwork skills to work effectively in diverse teams |
| 8. Actively engage in challenging coursework | 8. Demonstrate the ability to balance school, home and community activities | 8. Demonstrate advocacy skills and ability to assert self, when necessary |
| 9. Gather evidence and consider multiple perspectives to make informed decisions | 9. Demonstrate personal safety skills | 9. Demonstrate social maturity and behaviors appropriate to the situation and environment |
| 10. Participate in enrichment and extracurricular activities | 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities | |

## Appendix D: NOSCA's Data Elements

# Data Elements for the Eight Components of College and Career Readiness Counseling

The chart below shows key data elements for each of the Eight Components.

| Data Elements, By Component | Elementary School | Middle School | High School |
|---|:---:|:---:|:---:|
| **1. College Aspirations** | | | |
| Attendance | ● | ● | ● |
| Discipline | ● | ● | ● |
| Promotion | ● | ● | ● |
| GPA | | ● | ● |
| Dropout | | | ● |
| **2. Academic Planning for College and Career Readiness** | | | |
| Students reading on grade level in grade 3 | ● | | |
| Proficiency in state tests for English, math and science | ● | ● | ● |
| Students enrolled in and completing Algebra I | | ● | ● |
| Students enrolled in and completing AP courses | | | ● |
| Students enrolled in and completing courses required for in-state university admission | | | ● |
| **3. Enrichment and Extracurricular Engagement** | | | |
| Participation in enrichment activities (e.g., academic support, summer bridge programs, TRIO and STEM initiatives) | ● | ● | ● |
| Participation in extracurricular activities (e.g., organizations, teams, camps, clubs and scouts) | ● | ● | ● |
| Students in leadership positions in enrichment and/or extracurricular programs | ● | ● | ● |
| **4. College and Career Exploration and Selection Processes** | | | |
| Participation in college and career exploration programs | ● | ● | ● |
| College and career/technical school application completion | | | ● |
| College and career/technical school application submission | | | ● |
| **5. College and Career Assessments** | | | |
| Participation in career/interest assessments | ● | ● | ● |
| Participation in ReadiStep, PSAT/NMSQT, EXPLORE and PLAN | | ● | ● |
| Performance on ReadiStep, PSAT/NMSQT, EXPLORE and PLAN | | ● | ● |
| Participation in SAT, SAT Subject Tests and ACT | | | ● |
| Performance on SAT, SAT Subject Tests and ACT | | | ● |
| **6. College Affordability Planning** | | | |
| Participation in early awareness financial literacy and financial aid initiatives | ● | ● | ● |
| Participation in financial aid planning processes | | ● | ● |
| Scholarship application completion | | | ● |
| FAFSA completion | | | ● |
| **7. College and Career Admission Processes** | | | |
| Two- and four-year college acceptance | | | ● |
| Career and technical school acceptance | | | ● |
| Early action or early decision acceptance (four-year institutions) | | | ● |
| **8. Transition from High School Graduation to College Enrollment** | | | |
| Final transcripts processed | | | ● |
| Two- and four-year college enrollment | | | ● |
| Career and technical school enrollment | | | ● |

# Appendix E: Program Audit Tool

## MA Model 2.0 Self-Study

*Directions:* The self-study assesses the degree to which the school counseling program is aligned with the key components of MA Model 2.0. The self-study guides program design and development and appraises annual progress. The results of the self-study informs those responsible for the development and implementation of the school counseling program to evaluate progress, identify gaps, and assess strengths and weaknesses. Additionally, the information gained can be used to revise annual goals and establish baselines for accountability.

School_____          Date _____

Implementation Team Members: _____          _____

_____          _____          _____

### PROGRAM SELF-STUDY

**TO WHAT DEGREE HAS THIS OBJECTIVE BEEN MET: Scale: 1 (Not at all) to 5 (Fully Implemented)**

| Objective | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **1. Getting Ready** | | | | | |
| 1.1 The school counselors are utilizing the MA Model 1.0 | | | | | |
| 1.2 The school counselors are aware of national and state changes in school counseling programs and implementation skills that include: the ASCA Mindsets and Behaviors for Student Success, the ASCA National Model (3$^{rd}$ edition) and the MA Model for Accountable Comprehensive School Counseling Programs (MA Model 2.0) | | | | | |
| 1.3 The school counselors are fully informed of the regulations that drive school improvement in Massachusetts: the statutes and the impact of the regulations on school counseling programs. | | | | | |
| 1.4 Counselors implement Tier 1 & Tier 2 strategies to support SPED students. | | | | | |
| 1.5 Counselors implement Tier 1 & Tier 2 strategies to support ELL students. | | | | | |
| 1.6 Counselors provide support to students with 504 accommodation plans. | | | | | |
| 1.7 Counselors support at risk students and students in needs improvement MCAS categories with EPP plans. | | | | | |
| 1.8 Counselors are familiar with the Common Core Standards and its impact on student achievement. | | | | | |
| 1.9 Counselors are aware of district, state & national CCR and Reach Higher initiatives. | | | | | |
| **2. Building the Foundation** | | | | | |
| 2.1 The program has a mission statement that is aligned with the school mission statement. | | | | | |
| 2.2 The program uses the ASCA Mindsets and Behaviors for Student Success, MA Career Development Education (CDE) Benchmarks, Common Core Standards, and/or CASEL's social emotional competencies as the basis for the content of the school counseling standards-based curriculum. | | | | | |
| 2.3 The identified competencies and implementation strategies are organized developmentally and sequentially by school level and/or grade level. | | | | | |

| Objective | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 2.4  Student progression towards achieving the district, school & program's stated targets and competencies is reviewed and evaluated annually. | | | | | |
| **3. Delivering the School Counseling Program** | | | | | |
| School counselors spend 80% of their time delivering direct or indirect services to students | | | | | |
| *A. Tier 1: Individual planning for all students* | | | | | |
| 3.A.1 School counselors coordinate activities that assist students individually to establish academic, career, and personal-social goals. | | | | | |
| 3.A.2 The school counseling program provides opportunities for students to plan, monitor, and evaluate their progress. | | | | | |
| 3.A.3 School counselors participate in the development and monitoring of student educational and ILP career plans with teachers, students and parent/guardians. | | | | | |
| 3.A 4. School counselors ensure that every student has a post-secondary (college and career) plan that is aligned with their aspirations and educational coursework. | | | | | |
| *B. Tier 1: School Counseling Curriculum* | | | | | |
| 3.B.1 The school counseling curriculum is integrated across content areas. | | | | | |
| 3.B.2 The school counseling curriculum is delivered to all students | | | | | |
| 3.B.3 The school counseling curriculum is aligned with MA competencies, benchmarks and standards, | | | | | |
| 3.B.4 The school counseling curriculum supports the school improvement plan. | | | | | |
| 3.B.5 The school counseling curriculum has a college/career readiness strand at all grade levels. | | | | | |
| *C: Tier 2   and Tier 3 Interventions* | | | | | |
| 3.C.1 Intervention services are data driven and delivered through individual and/or group counseling. | | | | | |
| 3.C.2 Intervention services are delivered in collaboration with teachers, administrators, and student services staff and/or community services and resources. | | | | | |
| 3.C.3 School counselors use the consultation process to help students succeed in their academic, career, and personal-social development. | | | | | |
| **4. Managing Your School Counseling Program** | | | | | |
| *A. System Support* | | | | | |
| 4.A.1 School counselors participate in fair share responsibilities that do not detract or jeopardize their ability to deliver the school counseling program. | | | | | |
| 4.A.2 School counselors provide professional development and information to faculty and staff on student related issues. | | | | | |
| *B. Program Management* | | | | | |
| 4.B.1 The school counseling program has an ongoing relationship with appropriate advisory boards | | | | | |
| 4.B.2  There is a mechanism in place for school counselors to assess how their time is allocated to deliver the program | | | | | |
| 4.B.3 School counselors maintain a monthly and a yearly annual calendar to organize activities and plans. | | | | | |
| 4.B.4 The school counselors have a plan to manage the program. | | | | | |
| 4.B.5 There are appropriate resources in place to implement the program. | | | | | |
| 4.B.6 Counselors are working to implement district CCR initiatives | | | | | |
| **5. Measuring Student Success/School Counselor Accountability** | | | | | |
| 5.1 The school counseling program uses school based data that supports the goals of school improvement. | | | | | |
| 5.2 The school counseling program is data driven and uses data to determine the need for continuous improvement. | | | | | |

| Objective | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5.3 School counselors use data to develop action plans and demonstrate accountability. | | | | | |
| 5.4 School counselors develop interventions to close identified gaps (academic, cultural, etc.) | | . | | | |
| 5.5 The school counseling program uses the Role Specific Indicators for School Counselors to help formulate student learning goals and DDM's. | | | | | |
| **6. Transformed Skills in Practice** | | | | | |
| 6.1 School counselors are committed to develop and enhance skills in leadership, advocacy, teaming and collaboration, and using data to inform decision-making. | | | | | |
| 6.2 School counselors have a basic working knowledge of Excel and PowerPoint | | | | | |
| 6.3 School counselors, teachers, and administrators collaborate on the day to day delivery of the program. | | | | | |
| **7. Moving Towards a Comprehensive Program** | | | | | |
| 7.1 The school counseling program addresses the academic/technical, workplace readiness (career), and personal-social development needs of every student. | | | | | |
| 7.2 School counselors support every student's right to participate in a school counseling program. | | | | | |
| 7.3 School counselors gather input from and share information with key stakeholders (including students) on the school counseling program. | | | | | |
| 7.4 The program is mapped and aligned with the ASCA Mindsets and Behaviors for Student Success, Common Core Standards, MA CDE Benchmarks and/or MA Curriculum Frameworks. | | | | | |
| 7.5 The program supports the goals of school improvement. | | | | | |
| 7.6 School counselors abide by the ASCA Ethical Standards at all times. | | | | | |
| 7.7 The school counseling program addresses and respects all aspects of diversity which includes, but is not limited to, gender, culture, ethnicity, race, religion, learning ability/disability, and sexual orientation. | | | | | |
| 7.8 The school counseling program supports every student's right to a quality education and equal access to coursework and resources. | | | | | |

What I/we learned from the self-study:

_____
_____
_____

How I/we will utilize this information:

_____
_____
_____

My/our priorities for the next school year:

_____
_____
_____

My/our next steps:

_____
_____

© C. Dahir (2003). Self- Study adaption for SCA, DOE/DESE, and district school counseling comprehensive programs. With permission (2010, 2012); plus MA edits: Katie Gray; Helen O'Donnell, Ed.D and MA Model Institute cohorts 2010-16

# Uxbridge Public Schools Guidance Counseling Model

## Grades 6-12

# Acknowledgement

Guidance developed this guide as a model for middle and high school counselors who are employed by the Uxbridge Public School system to meet the needs of the students in grades 6-12 within our school district. This guide also provides flexibility in implementation and enhances counselors' efforts in contributing to increased student achievement and success.

Uxbridge Public School Guidance Counseling Staff

High School Counselors
- Mr. Christopher Barry
- Mrs. Amber Hampton

Middle School Counselors
- Mr. Michael Flanagan
- Mrs. Iona Waterhouse

Information used in developing this model has been created from using resources from the following agencies/school districts:
- American School Counselor Association (ASCA)
- Massachusetts School Counselors Association (MASCA)
- Natick Public School System

# Table of Contents

# Guidance Counseling Model Mission

**Uxbridge school counselors will develop and deliver counseling programs and services that provide all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains.**

**Goal 1: Academic/Technical Achievement:** In order to improve student achievement and promote a commitment to lifelong learning for all students, school counselors will provide programs, classroom-based interventions and group and or individual counseling that:

> *Objective 1:* focus on the development of attitudes, knowledge and skills necessary for success in higher education, the workplace and other post secondary options.

> *Objective 2:* use district/school data to design and deliver counseling programs and services.

> *Objective 3:* are informed by participation on school improvement teams and the development of school improvement plans.

**Goal 2: Workplace Readiness/ Career Planning:** To promote in all students a sense of purpose and an understanding of their unique interests, strengths and limitations, school counselors will provide programs, classroom-based interventions and group and/ or individual counseling that:

> *Objective 1:* assist students in making well informed postsecondary decisions and plans.

> *Objective 2:* focus on integrating academic, technical and employability skill development.

**Goal 3: Personal and Social Development:** To promote the positive personal and social development of all students within a safe learning environment, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that allow students to:

*Objective 1:* feel supported and safe at school.

*Objective 2:* develop interpersonal skills for positive social interactions.

*Objective 3:* understand their personal strengths and challenges.

# School Counselor Performance Standards

The following school counselor performance stands, aligned with the ASCA National Model, reflect school counselors' training, expertise, and responsibilities. Under the Massachusetts Model, licensed school counselors are evaluated annually against these professional expectations that include standards for program implementation and evaluation. These standards can also be used by school counselors in the design and implementation of professional development plans and for self-evaluation. School counselors should work with administrators and other colleagues to design appropriate evaluation instruments that will address these standards, in compliance with district policies.

**The professional school counselor is expected to:**

**Standard 1: Plan, organize and deliver the school counseling curriculum to:**
- address the developmental needs of students while supporting the school mission
- support learning and close the student achievement gap
- foster a safe and supportive school climate by demonstrating and promoting positive interpersonal relationships with students, staff, parents/guardians, and community partners

**Standard 2: Implement individual planning interventions in collaboration with partners (e.g., teachers, parents, mentors) to:**
- develop students' planning and decision making skills, develop educational/career plans for students, individually and in groups
- promote accurate and appropriate interpretation of assessment data and relevant information

**Standard 3: Provide responsive services in consultation with administrators, teachers and student support services and through referrals to external organizations/agencies to:**
- address students' identified needs and concerns individually and/or in small-group counseling
- involve parents/guardians, teachers, administrators and support services staff as needed

- use school and community agencies and organizations for providing long-term responsive and support services

**Standard 4: Monitor student progress on a regular basis to:**
- ensure equity in access and delivery
- modify or develop curriculum and interventions as needed
- track students' progress with their education/career planning

**Standard 5: Manage and use time effectively in order to:**
- ensure adherence to a master calendar for program implementation
- distribute and post a calendar of events and services for timely access by students, parent/guardians, administrators and teachers

**Standard 6: Collect and analyze school counseling data to:**
- establish goals and activities that work to close the student achievement gap
- ensure that students are taking appropriate yet rigorous courses
- guide counseling program direction and emphases
- maximize use of counselors' time
- measure results and disseminate outcome information ! plan for and improve program evaluation

**Standard 7: Encourage and provide system support to:**
- ensure that the school counseling program is meeting the needs of students and the school community
- support student achievement through collaboration with educational and community based programs
- obtain input from school administrators and staff in developing the counseling management system
- gain assistance and cooperation in carrying out program evaluations

**Standard 8: Communicate regularly with the school council and other school advisory committees to:**
- learn of the needs and concerns of constituent groups
- gain support for school counseling goals while learning how counselors can support the goals of other groups
- inform the council and other advisory committees of program features and services
- review the school improvement plan and provide input

**Standard 9: Conduct a yearly program audit to:**
- determine the degree to which the school counseling program is being implemented
- inform appropriate stakeholders of program results
- inform counseling staff of the need for modifications in the program and/or calendar

**Standard 10: Act as a student advocate, leader, collaborator and systems change agent to:**
- ensure support for all students achieving at the highest levels
- ensure equity in the delivery and access of the program
- advance the school's and counseling department's mission and goals

# The Guidance Model

A quality guidance model includes a sequential, standards-based plan for instruction that cultivates students' competencies across key developmental domains. Curriculum units are delivered to all students, at grade levels 6 to 12. Successful implementation depends upon school-wide support and cooperation. While school counselors are responsible for designing, planning and implementing the curriculum, student outcomes are best met through the involvement and participation of teachers and parents/guardians. Components and delivery strategies include:

- **Scope and Sequence Charts:** Topics and competencies to be taught at each grade level articulating what students should know, understand and be able to do as a result of a program or intervention.

- **Classroom Instruction/Assessment:** Developmentally appropriate standards-based lessons, presentations and activities based on general research methods, assessment and anecdotal feedback. The MA Work Based Learning Plan is one example of a standards based tool designed to drive learning and productivity in students' work-based learning experiences (e.g., job shadowing, internships). This assessment tool is used to evaluate employability skill proficiency while results inform classroom teaching and learning. Community Service Learning projects also provide opportunities to assess the application and transference of learning.

- **Interdisciplinary Curriculum Units/Activities:** Integration activities and classroom instruction to advance the Massachusetts' CDE benchmarks while supporting the Massachusetts Curriculum Frameworks and school curriculum.

- **Large and Small Group Instructional Activities and Presentations and Assessments:** Structured group activities, assessments (e.g., skill or interest inventories), workshops, assemblies and meetings to address student needs and interests.

- **Parent Educational Outreach:** Resources, information, training and/or programs delivered to parents/guardians with the goal of reinforcing the guidance curriculum and increasing student outcomes.

# Responsive Services

Responsive services are short-term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning. School staff, parents/guardians, community members and students can initiate responsive services. Under the Massachusetts Model, school counselors work in partnership with administrators, teachers and school and community mental health professionals to provide services via a delivery system that benefits the most students while maximizing counselors' time. Responsive Services and implementation strategies include:

- **Individual/Small Group Counseling:** Counseling students with identified needs/concerns to clarify needs and provide immediate, short-term interventions. The school counselor acts in accordance with all federal, state and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.

- **Consultation:** Working collaboratively with school psychologists, adjustment counselors, parents, teachers and community-based mental health professionals to develop a broad base of support for students.

- **Outside Referrals:** Referring students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

- **Student Peer Helpers and School-Wide Prevention/Interventions Programs:** Training of and collaboration with students to act as peer-helpers and/or mediators. This includes working with existing peer support programs (e.g., student council, Gay/Straight Alliance).

- **Preventative Interventions:** Ongoing interventions to reduce the need for crisis management and remediation. Intervention goals include the development of attitudes, knowledge and skills that build students' self-worth, resiliency, optimism, and future orientation. Community service learning projects and peer support groups are examples of such interventions.

- **Crisis Counseling:** Providing counseling and support to students and school staff dealing with crises.

- **Crisis/Safety Plans and School Response Teams:** Developing school crisis plans and establishing teams to implement school safety, preventative interventions and crisis response. Staff crisis training is conducted to establish readiness to meet student/school needs in emergency situations.

- **Student Assistance Teams:** Collaborating with school staff to plan and deliver interventions to address specific needs of students.

# Individual Planning

Individual planning consists of ongoing, systematic interventions to assist students with planning, managing and monitoring their educational/career goals. Assistance is planned, delivered and/or coordinated for delivery by the school counselor. Individually or in small groups, each student is provided with information, encouragement and support to both establish and work towards his/her goals. Parents/guardians are kept informed and asked to provide input and approve plans. Operating under the Massachusetts Model, school counselors ensure that all students, with guidance from their parents/guardians, benefit from accurate and appropriate interpretation of assessment data in planning. Individual Planning implementation strategies include:

- **Individual/Small Group Appraisal:** Assisting students and parents/guardians with analysis and evaluation of abilities, interests, aptitudes and achievements. This includes a review of assessment results such as MCAS, PSAT/SAT, college placement tests, vocational assessments and career interest inventories. A review of students' course selection, grades, extracurricular activities and hobbies is also used to assist with identification of educational and career goals.

- **Individual/Small Group Counseling:** Using assessment results and up-to-date educational, career and labor market information to help students plan and reach their short and long-range goals.

- **Student Monitoring:** Monitoring students' progress with their education/career plans on a regular basis, assisting and advising as needed.

- **Consultation:** Partnering with parents/guardians, teachers and mentors to assist students in utilizing and carrying out their plans.

- **Referral/Placement:** Consulting and collaborating with school faculty, program coordinators (e.g., cooperative education or Tech Prep coordinators) and parents/guardians to augment students' positive transitions from grade to grade, school to school and onto postsecondary success.

- **Portfolio Development:** Assisting students with documenting and showcasing their personal achievements, competencies, extracurricular accomplishments and long-range goals.

# System Support

System Support consists of practices and activities establish, maintain and enhance the delivery of the school counseling program including program audits, professional development and community outreach. The strategic use of resources such as technology and paraprofessional staff allows counselors to maximize time for quality program development, delivery and evaluation. Implementation of the system support component may begin with an assessment of the school counseling model components for alignment with the school and district missions or its impact on student achievement. School counselors are responsible for establishing and maintaining system support through data-driven program management, assessment and collaboration. This would include:

- **Program Management/Coordination/Development:** Providing direction, vision and accountability for the school counseling program. Ongoing consultation and collaboration with school administration and staff to foster understanding and support for school counseling initiatives and calendars.

- **Program Feedback:** Conducting annual program feedback to determine the degree to which the school counseling program has been being implemented. Feedback results may yield changes in the school counseling program and the master calendar for the following year.

- **Program Assessment:** Outcome assessment to clarify the impact and effectiveness of interventions, guide program direction, identify student needs and areas for program improvement.

- **Student Assessment:** Evaluating student achievement data to ensure that all students gain access to rigorous curricula. Based on data analysis, counselors may identify gaps in academic, technical or developmental skill progression and suggest changes in schedules or instructional practice in order to provide additional support for achievement.

- **The School Council/Other Advisory Councils:** Counselors serve on or attend council and committee meetings. Each school in Massachusetts convenes a school council comprised of the principal, teachers, parents, and community representatives who work to identify/assess needs, establish goals, and write an

annual school improvement plan. Counselors may oversee the development of a council subcommittee to address counseling specific improvement goals.

- **Public Relations and Community Outreach:** Attendance at school committee and/or chamber of commerce meetings to inform the community of counseling programs and develop community partnerships and support.

- **Professional Development:** Data-driven professional development, including in-service training, to ensure that school counselors are able to implement the counseling program and services as outlined in the Massachusetts Model.

# School Counselor Curriculum Inventory

**McCloskey Middle School**

| | | |
|---|---|---|
| Personal Mission Statement Habits for Success (Lesson 1) | Fall | 6th |
| Stress & Anxiety (Lesson 2) | Winter | 6th |
| Career Interest Inventory (Lesson 3) | Spring | 6th |
| Habits for Success Growth Mindset (Lesson 1) | Fall | 7th |
| Skills for Success (Lesson 2) | Winter | 7th |
| Career Interest on Mass CIS (Lesson 3) | Spring | 7th |
| Goal Setting Short Term vs. Long-Term (Lesson 1) | Fall | 8th |
| Skills for Success (Lesson 2) | Winter | 8th |
| Mass CIS Website Activities (Lesson 3) | Spring | 8th |

## Uxbridge High School

| Freshman Learning Styles | Fall 2016 | 9th |
|---|---|---|
| SMART Goals | Spring 2017 | 9th |
| Reality Check: Cost of Living | Fall 2016 | 10th |
| Resume and Interview Techniques | Spring 2017 | 10th |
| Do What You Are | Fall 2016 | 11th |
| Postsecondary Plans | Spring 2017 | 11th |
| Postsecondary Preparedness | Fall 2016 | 12th |
| College Ready | Spring 2017 | 12th |

# Grade 6

**Lesson 1**
**Healthy Habits, Self-Confidence, Personal Mission Statements**
**Trimester 1 Fall 2016**

**Enduring Question:** What are the specific habits and behaviors that can help students to be academically and behaviorally successful? Can students identify positive personal traits and start thinking about future goals and interests?

**Enduring Understanding:** Learners will gain knowledge in order to achieve academic and personal success. Students will demonstrate the ability to gain self-knowledge and self-understanding in order to find current and future success.

**Learning Objective:** Through the activities provided in this lesson, students will learn what healthy habits are that can support academic and personal growth. Students will also be able to discover some of their positive characteristics and start to explore what their interests and future goals may be.

**Standards Addressed**

Mindset Standard 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success.

Behavior Learning Standard 6: Set high standards of quality.

Behavior Learning Standard 7: Identify long-term and short term academic, career, and social/emotional goals.

Behavior Learning Standard 9: Gather evidence and consider multiple perspectives to make informed decisions.

Behavior Self Management Standard 5: Demonstrate perseverance to achieve long and short term goals.

Behavior Self Management Standard 8: Demonstrate the ability to balance school, home and community activities.

Behavior Social Skills Standard 9: Demonstrate social maturity and behaviors appropriate to the situation and environment.

**Assessment Evidence:** Completed Personal Mission Statement card, Personal Traits and newspaper article worksheet, Survey

**Activities:**

1. Introductions and expectations
2. Getting ready for the year: What's important? Have students participate in a small group Chalk Talk Activity. Have students break into small groups to brainstorm what healthy habits and behaviors are. Class discussion and review of the following:

   -Healthy habits (eating, sleeping, screen time, exercise.)

   -Attendance & being on time to school.

   -Grades/Performance and how it relates to high school placement.

   -Setting a structure for homework/study time without distractions.

   -Using your agenda and keeping organized

   -Get Involved in After School Activities (Sports, Art, clubs, community activities)
3. Brainstorm Positive self-traits
4. Thinking about how you want to be remembered and goals for accomplishments, and newspaper article written about when you are turning 30.
5. Personal Mission Statement Activity-Using a large index card, students will write down a statement, a few words, a quote, or a song lyric that inspires or describes them. Students then draw a picture to represent the phrase. On the back of the card, students write a few sentences why they chose the statement and what it means to them.
6. Surveys

**Materials:**

Index Cards, Colored Pencils/markers, positive traits, quotes

**Enduring Question:** What are the definitions of stress and anxiety? What is the Flight or Fight Response? What are some common causes of stress? What are some physical signs and symptoms of stress? What are some positive coping skills that can help students to relax when experiencing stress or anxiety? Who can students identify to go to when they are feeling stress to get support?

**Enduring Understanding:** Students will gain knowledge and understanding that will positively support them in finding academic and personal success.

**Learning Objective:** Students will learn about the different aspects and causes of stress and anxiety. Through the activities, they will be able to develop some positive coping skills and strategies that can support them in having reduced levels of stress.

**Standards Addressed:**
Mindset Standard 1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well being
Behavior Self-Management Standard 6: Demonstrate ability to overcome barriers to learning
Behavior Self-Management Standard 7: Demonstrate effective coping skills when faced with a problem

**Assessment Evidence:** Evidence from Chalk Talk activity, K-W-L chart, and Student Surveys

**Activities:**
1. Stress/ Anxiety Ice-breaker activity
2. Have students participate in a small group Chalk Talk activity with a class discussion to follow. They will brainstorm different aspects of stress/anxiety which includes the following:
   -What is Stress or Anxiety?
   -What can cause stress?
   -What are some physical and mental reactions to stress?
3. Discuss with class the concept of healthy coping and relaxation skills. Within

small groups have students complete a K-W-L Chart regarding Stress Management Skills. Students can collaborate and write what they already know about managing stress in the first column. In the second column, they can write what they want to know about how to manage stress. After they learn more about healthy coping skills, they can write what they have learned, in the third column.

4. Discuss who they could speak to if they were experiencing stress or anxiety.
5. Have students participate in a deep breathing or mindfulness exercise.
6. Surveys

**Materials:** Markers, paper, KWL Charts

**Grade 6**
**Lesson 3**
**Career and Interest Exploration**
**Trimester 3**

**Enduring Question:** What do students remember first wanting to be when they grow up? Have they changed their minds? What are the student's interests? What can students learn about themselves from informal career exploration? What are the sixteen different Career Clusters?

**Enduring Understanding:** Students will gain an understanding that each person has interests and abilities that can lead them towards attainment of future goals and career choices.

**Learning Objective:** During this lesson, students will start to explore future career interests and gain knowledge through the completion of an Interest Survey.

**Standards Addressed:**
Mindset Standard 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
Behavior Learning Standard 9: Gather evidence and consider multiple perspectives to make informed decisions
Self-Management Standard 4: Demonstrate ability to delay immediate gratification for long-term rewards
Self-Management Standard 5: Demonstrate perseverance to achieve long and short term goals.

**Assessment Evidence:** Completed When I grow up...activity, Interest Survey, and Student survey

**Activities:**
1. Overview of lesson: Students will get an overview of what some different careers are as well as the opportunity to explore some jobs that may be interesting to them. Class will be reminded that their interests may change over time as they mature and are exposed to more information.

2. Students will do a creative activity where they will write or draw a picture of what they first remember wanting to be "when they grow up" and explore how that idea has changed, expanded, or has stayed the same.
3. Students will take an Interest Survey in order to discover which career clusters they may want to explore. Students will be told that this is only informal career exploration due to the fact that interests often change over time.
4. As a class we will review the sixteen different Career Clusters.
5. Surveys

**Materials:**
Markers, colored pencils, When I Grow Up worksheet, Interest Survey, Student Survey

# Grade 7

**Lesson 1**
**Healthy Habits and Growth Mindset**
**Trimester 1 Fall 2016**

**Enduring Question:** What are the specific habits and behaviors that can help students to be academically and behaviorally successful? What is Growth Mindset? How can students use the Growth Mindset theory to enhance their goals and levels of success?

**Enduring Understanding:** Learners will gain knowledge in order to achieve academic success, personal success as well as develop a mindset that will positively support them in having future success and satisfaction.

**Learning Objective:** Through the activities provided in this lesson, students will learn what healthy habits are that can support academic and personal growth. Students will also develop an understanding of how both the Growth Mindset theory and positive thinking strategies can assist them in personal and academic success.

**Standards Addressed**
Mindset Standard 1: Belief in development of whole self, including a balance of mental, social/emotional and physical well being
Mindset Standard 6: Positive attitude toward work and learning
Behavior Learning Standard 3: Use time-management, organizational and study skills
Behavior Learning Standard 6: Set high standards of quality
Behavior Self-Management Standard 2: Demonstrate self-discipline and self-control
Behavior Social Skills Standard 8: Demonstrate Advocacy skills and ability to assert self when necessary

**Assessment Evidence:** Evidence from Chalk Talk activity, Growth Mindset Surveys, and Student Surveys

**Activities:**
1. Introductions and expectations

2. Getting ready for the year: What's important? Have students participate in a small group Chalk Talk Activity. Have students break into small groups to brainstorm what healthy habits and behaviors are. Class discussion and review of the following:
    -Healthy habits (eating, sleeping, screen time, exercise)
    -Attendance & being on time to school
    -Grades/Performance and how it relates to high school placement
    -Setting a structure for homework/study time without distractions
    -Using your agenda and keeping organized
    -Get involved in After School Activities (sports, art, clubs, community activities)
3. Overview of Growth Mindset and how it relates to the Middle School Years, etc...
    a. Show video to support
4. Growth Mindset Survey worksheet-have students complete and then discuss.
5. Power of positive thinking, how thoughts connect to feelings and behavior. How having realistic thoughts can reduce anxiety.
    a. On board put scenarios of relevant situations and have students brainstorm how different interpretations of those situations can lead to certain feelings and behaviors
    b. Review different strategies for changing thoughts to be more helpful or realistic
6. Survey

**Materials:**
Markers and paper, Growth Mindset Survey form

**Grade 7**
**Lesson 2**
**Skills for Success, Problem Solving, Communication Skills**
**Trimester 2**

**Enduring Question:** What are the skills for success? What are problem solving techniques and how can they apply them to different scenarios? What are positive communication skills? What is the relationship between strong communication skills and success in the world of academics, employment, and community?

**Enduring Understanding:** Students will learn interpersonal and life skills in order to build confidence as well as problem solving and communication skills. These essential skills will lay the foundation for future academic and career success.

**Learning Objective:** Through the activities taught in this lesson, students will learn specific skills that will assist them in finding success. In using real life scenarios as examples, students will also develop the skills to make them more adept at problem solving. The role-play activities provided during this lesson will enable students to strengthen their communications skills.

**Standards Addressed:**
Mindset Standard 2: Self-confidence in ability to succeed
Mindset Standard 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
Behavior Learning Standard 1: Demonstrate critical-thinking skills to make informed decisions
Behavior Learning Standard 9: Gather evidence and consider multiple perspectives to make informed decisions
Behavior Self-Management Standard 1: Demonstrate the ability to assume responsibility
Behavior Self-Management Standard 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
Behavior Social Skills Standard 1: Use effective oral and written communication skills and listening skills
Behavior Social Skills Standard 2: Create positive and supporting relationships with other students
Behavior Social Skills Standard 3: Create relationships with adults that support success

Behavior Social Skills Standard 7: Use leadership and teamwork skills to work effectively in diverse teams

**Assessment Evidence:** K-W-L Charts, Student responses to scenario questions, and Student Surveys

**Activities:**
1. Skills for Success K-W-L charts in small groups. Give students the K-W-L chart and ask them what success skills they already know about and have them record their answers in column one. In the second column, students can write in what skills they would like to know about this topic. Give students Skills for Success handout which gives examples of positive personal character traits and interpersonal skills. After reviewing the sheet, ask students to fill in the third column by adding in what they have learned about success skills.
2. What If? Small group activity- Within small groups hand out 3 What If? Cards which contain relevant scenarios. Have students answer the questions: What would you do in this situation? What skills would you use? Have a class discussion and offer more solution possibilities.
3. Have students volunteer to role-play scripts where they need to use strong communication skills to work out conflicts with an employer. We will then have follow-up questions to discuss the skills used during the role plays and what may have worked better.

**Materials:** K-W-L Charts, Skills for Success handout, Index Cards, Role Plays, and Surveys

**GRADE 7**
**Lesson 3**
**Career Interest and Exploration**

**Enduring Question:** What are my personal and career interests? What are some occupations that interest me at this point? What are the details regarding those occupations? How can I plan on achieving future career goals?

**Enduring Understanding:** Students will begin to explore their talents and interests while making connections regarding how they can be applied to a future career. They will learn about their career interests and how they can prepare for and plan for their future goals.

**Learning Objectives:** During this lesson, students will explore future career interests by taking a Career Cluster Inventory. Students will also gain knowledge about different occupations through the activities provided on the Mass CIS website.

**Standards Addressed:**
Mindset Standard 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success.
Behavior Learning Standard 7: Identify long- and short-term academic, career and social/emotional goals.
Behavior Self-Management Standard 3: Demonstrate the ability to work independently
Behavior Self-Management Standard 5: Demonstrate perseverance to achieve long-and short-term goals.

**Assessment Evidence:** Student portfolios on Mass CIS website, survey

**Activities:**
1. Teacher will explain that MassCIS is an online career awareness/exploration website that has a lot of tools for exploring their career interests, requirements to gain occupations in that field, expected salary, etc... They will be informed how research indicates that students with goals and plans do better in school. It can also assist them in identifying future life goals and making plans to successfully achieve these goals.
2. They will be instructed how to go onto the Mass CIS Junior website.

3. Students will create their own username and password with teacher assistance.
4. They will create a personal account, called a portfolio on Mass CIS Junior.
5. Students will then take the Career Cluster Inventory to match their interests and the activities that they enjoy with the occupations with the 16 National Career Clusters.
6. On completion of the Career Cluster Inventory, students can explore the website to view lists of occupations under each Career Cluster, explore occupations in detail that matched their inventory, and explore topics related to their results.

**Materials:**
Computer access for each student, Student Login information for Mass CIS, survey

# Grade 8

**Lesson 1**
**Healthy Habits and  Goal Setting**
**Trimester 1 Fall 2016**

**Enduring Question:**  What are the necessary steps for goal achievement and goal attainment? What skills, knowledge, and attitudes are need to be an effective learner?

**Enduring Understanding:**  Learners will gain knowledge in order to achieve academic and personal success. Students will gain knowledge and demonstrate the ability to make decisions, set goals, and take the necessary action to achieve the goals.

**Learning Objective:**  Through the activities provided in this lesson, students will learn what healthy habits are that can support academic and personal growth. Students will also learn about setting goals and the different aspects of long term vs. short term goals. Students will also discuss how goal setting can be applied to both personal and academic achievement.

**Standards Addressed**
Mindset Standard 1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well being
Mindset Standard 2: Self-confidence in ability to succeed
Mindset Standard 6: Positive attitude toward learning
Behavior Learning Standard 2: Demonstrate Creativity
Behavior Learning Standard 3: Use time-management, organizational and study skills
Behavior Learning Standard 4: Apply self-motivation and self direction to learning
Behavior Learning Standard 6: Set high standards of quality
Behavior Self-Management Standard 2: Demonstrate self discipline and self control
Behavior Self Management  Standard 5: Demonstrate perseverance to achieve long and short term goals
Behavior Self Management  Standard 8: Demonstrate the ability to balance school, home and community activities

**Assessment Evidence:** Goal Setting Worksheet (short term), Goal Setting Worksheet (long term), Student Survey

**Activities:**

1. Introductions and expectations
2. Getting ready for the year: What's important? Have students participate in a small group Chalk Talk Activity. Have students break into small groups to brainstorm what healthy habits and behaviors are. Class discussion and review of the following:
   a. Healthy habits (eating, sleeping, screen time, exercise.)
   b. Attendance & being on time to school.
   c. Grades/Performance and how it relates to high school placement.
   d. Setting a structure for homework/study time without distractions.
   e. Using your agenda and keeping organized
   f. Get involved in After School Activities (sports, art, clubs, community activities)

3. Goal Setting: Why is it Important?
4. Examples of Short term vs. Long Term Goals.
5. Short term goal Activity- Study Skills: Setting Goals completed in Small Groups
6. Long term goal activity-Goal Setting Form
7. Surveys

**Materials:** Worksheets

# Grade 8
## Lesson 2
## Skills for Success, Coping Skills, High School Transition
## Trimester 2

**Enduring Question:** What are the Skills for Success? What are some positive coping skills that students can utilize when they are feeling anxious or stressed? Can students identify some people they can go to for support? What do I want to know about high school in order to prepare for the transition?

**Enduring Understanding:** Learners will acquire the knowledge of necessary skills to help them achieve future success and that will prepare them for transitioning to High School.

**Learning Objective:** Through the activities taught in this lesson, students will learn specific skills that will assist them in finding success. They will also learn about stress/anxiety and review positive coping skills and strategies that can support them in having reduced levels of stress. Students will also complete an activity that will help prepare them for the transition to High School.

**Standards Addressed**
Mindset Standard 1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well being
Mindset Standard 4: Understanding that post secondary education and lifelong learning are necessary for long-term career success.
Mindset Standard 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes.
Mindset Standard 6: Positive attitude toward work and learning.
Behavior Self Management Standard 5: Demonstrate perseverance to achieve long and short term goals
Behavior Self Management Standard 7: Demonstrate effective coping skills when faced with a problem?
Behavior Social Skills Standard 6:Use effective collaboration and cooperation skills.

**Assessment Evidence:** completed questions from students on cards

**Activities:**
1. Skills for success (Chalk Talk Activity)
2. Students will brainstorm and learn about positive coping skills that can use when faced with stress, anxiety, or a difficult situation.
3. Discuss who students can go to or speak with when they are feeling stressed or upset.
4. Future Planning & High School
5. Index card activity: What I know about high school, What I want to know or wonder about high school, What I hope or plan to do after high school
6. Discussion/question answer time after activity
7. Students can share questions during high school presentation Q & A (time and scheduling permitting)
8. Complete Survey


**Materials:** Index cards, Skills for Success worksheet

# Grade 8
## Lesson 3
## Learning Styles, Career Interest and Exploration

**Enduring Question:** What are my personal and career interests? In which ways do I learn best? What are some occupations that interest me at this point? What are the details regarding those occupations? How can I work towards achieving future career goals?

**Enduring Understanding:** Students will begin to explore their talents, interests, and learning styles while making connections regarding how they can be applied to a future career. They will learn more about their career interests, potential career options, and how they can plan for their future goals.

**Learning Objectives:** During this lesson, students will explore future career interests, occupations, as well as learn about their personal learning styles through the activities and surveys provided on the Mass CIS website.

**Standards Addressed:**
Mindset Standard 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
Behavior Learning Standard 7: Identify long- and short-term academic, career and social/emotional goals.
Behavior Self-Management Standard 3: Demonstrate the ability to work independently
Behavior Self-Management Standard 5: Demonstrate perseverance to achieve long-and short-term goals.

**Assessment Evidence:** Student portfolios on Mass CIS website, survey

**Activities:**
1. Teacher will explain that MassCIS is an online career awareness/exploration website that has a lot of tools for exploring their learning styles, career interests, requirements to gain occupations in that field, expected salary, etc... They will be informed how research indicates that students with goals and plans do better in school. It can also assist them in identifying future life goals and making plans to successfully achieve these goals.

2. Students will review instructions about how to go onto the Mass CIS Junior website.
3. Students will create their own username and password with teacher assistance or will log-in if have previous account information.
4. If needed, students will create a personal account, called a portfolio on Mass CIS Junior.
5. Students will take the Career Cluster Inventory if not previously taken or will review their Inventory results.
6. Students will then take the Interest Profiler Short Form which will assist students in identifying their interests, matching them with career options, and helping them to organize their interests in six broad career categories.
7. They will then take the Learning Styles Survey which will help the students to identify the ways that they learn best.


**Materials:**
Computer access for each student, Student Login information for Mass CIS, survey

# Freshmen Guidance Seminar

## Lessons Fall/Spring

## FALL

**Enduring Question:** How are individual strengths and areas of growth connected to learning styles and skills?

**Enduring Understanding:** Students will gain the ability to assess their strengths and areas of growth and apply them to different environments.

**Learning Objective:** Introduce students to Naviance where they will complete the Learning Styles Inventory (LSI) online assessment in Naviance. This inventory details students' unique learning styles based on an analysis of their personal preferences in 22 different areas. A personally tailored report identifies each student's unique environmental, emotional, sociological, and physical preferences while building their self esteem with more successful learning experiences.

**Standards Addressed**
Mindset Standard 2: Self-confidence in ability to succeed
Behavior Learning Standard 4: Apply self-motivation and self-direction to learning
Behavior Self-Management Standard 7: Demonstrate the ability to balance school home and community activities
Behavior Social Skills Standard 8: Demonstrate Advocacy skills and ability to assert self when necessary

**Assessment Evidence:** Learning Style Inventory results in Naviance

**Activities:**
1. A brief description of Naviance will be provided. Counselors will explain how to use the program throughout high school.
    a. Learning Styles Inventory during the 9th grade year
    b. Future use will include but not limited to: Do What You Are, Career Clusters, Surveys, College Search, College Forms, College Application Materials, Other Post Secondary Options, and Enrichment programs
    c. Naviance codes will be disseminated and students will log into the program

2. Check with students to make sure they can log into their accounts.
3. Once Logged in, direct students to the Learning Styles Inventory under the "About Me" tab.
4. Follow the completion of the inventory, counselors should reflect with students on the different types of preferences (references in the summary) and tying these styles to academic, career, and or college planning.
   a. Key question: Do you have only one type of learning style?
5. Once completed, students will break into groups based on their learning style and discuss best study strategies within the small group. Study strategies will be written down on poster board paper.
6. After about 5-10 minutes, students will share their top three study strategies with the rest of the class.
7. If time is available, students will reflect on their results by writing a small journal entry in their Naviance accounts detailing:
   i. How can I use these results to improve my academic progress at school?
   ii. Did anything in the results surprise you and why?
   iii. What do you do well? What can be improved?

**Materials:**
IPads
Student Naviance Login information
Poster board paper
Markers

**SPRING**

**Enduring Question:** How are the processes for goal setting and time management linked?

**Enduring Understanding:** Students will gain the ability to assess and provide strategies for goal setting and how to achieve them through time management and organization.

**Learning Objective:** Students will develop tools and strategies for positive academic progress by writing SMART goals and understanding time management in relation to school success.

**Standards Addressed:**
Mindset Standard 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
Behavior Learning Standard 7: Identify long and short term academic, career and social/emotional goals
Behavior Self-Management Standard 5: Demonstrate perseverance to achieve long and short term goals

**Assessment Evidence:** SMART Goals written in Naviance and Pie of Life worksheet completed

**Activities:**
1. Play soulpancake video: https://www.youtube.com/watch?v=I-gQLqv9f4o
2. Following the video, discuss students ideals and interests in relation to post graduation plans. Introduce SMART goals (Specific, Measurable, Attainable, Realistic, Timely)
3. Have students login to Naviance and write 2-3 smart goals in relation to school and post graduation plans
4. When completed, introduce the "Pie of Life" concept - Complete Pie of Life worksheet
5. Have students break into groups and discuss their Pie of Life along with strategies for organization and time management
6. Handout worksheet on time management for personal reference

**IDEA:** Invite upper classmen to visit seminars as a panel to discuss what they've learned/if I knew then what I know now

**Materials:**
Computers
Access to Naviance
Pie of Life Worksheet (Create)
Time Management strategies worksheet (Create)

# Sophomore Guidance Seminar

## Lessons Fall/Spring

## FALL

**Enduring Question:** How are lifestyles and occupations linked with future goals?

**Enduring Understanding:** Students will gain the ability to assess how lifestyles and occupations are interlinked and what it means to plan a future.

**Learning Objective:** By participating in this activity, students will be able to see what kind of career/salary they would need to obtain to have the lifestyle they desire and make selective choices.

**Standards Addressed :**
Mindset Standard
Behavior Learning Standard 9: Gather evidence and consider multiple perspectives to make informed decisions
Behavior Self-Management Standard 3: Demonstrate the ability to work independently
Behavior Social Skills Standard 1: Use effective oral and written communication skills and listening skills

**Assessment Evidence:** Journal entry in Naviance

**Activities:**
1. Using the computer as a visual, counselors will walk students through the process of assessing the MASS CIS Reality Check activity
   a. Go to http://masscis.intocareers.org
   b. Click on: Massachusetts resident
   c. Choose CIS HS
   d. Select UXBRIDGE from the drop down menu and enter 01569 as ZIP code
   e. Under "Learn About Myself/View", click on "Reality Check"
2. Allow students 10-15 minutes to complete the "Reality Check"
3. Following the completion of the survey, ask students to break into groups and share their thoughts about their results.

a. In particular, ask students to consider the salary information for the occupation they choose on the Career Interest Inventory Summary; how does this relate to the results of the MASS CIS.

b. Time pending, counselors can also discuss how taxes are factored into the MASS CIS results.

4. Students will log into their Naviance accounts and create a journal entry, titled Reality Check Reflection, by going to the "About Me" tab and scrolling down to "Interesting Things About Me" section. The "Journal" is under this sections.

a. The journal entry should detail the student's reflection on the activity.

**Materials:**
Ipads
MASS CIS Handout (create)

**SPRING**

**Enduring Question:** What are the components of the resume? How do they project an effective version of the student as a candidate for school or work?

**Enduring Understanding:** Students will learn the purpose of developing a resume at different stages in their life.

**Learning Objective:** Students will create a resume that may be used for current and future job prospects and for college.

**Standards Addressed :**
Mindset Standard 6: Positive attitude toward working and learning
Behavior Learning Standard 9: Gather evidence and consider multiple perspectives to make informed decisions
Behavior Self-Management Standard 3: Demonstrate the ability to work independently
Behavior Social Skills Standard 1: Use effective oral and written communication skills and listening skills

**Assessment Evidence:** A complete resume created in google docs. Students will be asked to share this with their guidance counselors.

**Activities:**
1. Counselors will pass out the Resume Writing Packet and address the following talking points.
   a. Purpose: Why Write a Resume?
      i. Encourage students to guess the purpose and share what they do know about resumes.
      ii. A Resume is about selling yourself and highlighting accomplishments.
   b. Other important points
      i. It's not about you... it's about what you can do for the employer/ college
      ii. Be relevant... select information that supports your job / college objective and enhances your qualification
      iii. Be brief...be as complete as possible while trying to stay under 1 page.

        iv.    Be Consistent.... Layout and style should remain the same throughout the whole resume (bold, italics, etc)

  c. Tips to remember
      i.    Avoid the first person.
      ii.    Your current positions should be written in the present tense and previous positions should be written in past tense.
      iii.    Use strong action verbs to emphasize and draw attention to your skills in a creative way that will grab the employer's attention.

  d. Format - Design format using Google Docs. Resume should present in reverse chronological order.
      i.    Headings and Categories typically used (you do not have to use all of them)
          1. Contact Information, Education, Experience, Work, Athletics, Extracurriculars, Community Service, Relevant Courses
          2. May also include Honors and Awards, Languages, Special Skills, Computer Skills, Memberships, Leadership, Publications, and References.

2. Students should be prompted to go to Google drive and begin creating a resume on google docs. Each document should be shared with his or her guidance counselor when completed.

3. Allow students the remainder of the period to work on their resume. Counselors should filter through the room checking in with individual students, reminding students that resume building is an ongoing process.

**Materials:**
Ipads
Resume packets

# Junior Guidance Seminar

## Lessons Fall/Spring

## FALL

**Enduring Question:** How do we apply the knowledge of school and self to post secondary planning?

**Enduring Understanding:** Students will gain the ability to understand one's self and apply this understanding to multiple career paths.

**Learning Objectives:** Learn about their personality and be exposed to complementary career paths. When finished, students will have a list of careers to guide their post secondary plans in the spring.

**Standards Addressed:**
Mindset Standard: Positive attitude toward working and earning
Behavior Standard Learning Strategies: Demonstrate critical-thinking skills to make informed decisions
Behavior Standard Learning Strategies: Gather evidence and consider multiple perspectives to make informed decisions
Behavior Standard Self Management Skills: Demonstrate the ability to work independently
Behavior Standard Social Skills: Use effective oral and written communication skills and listening skills

**Assessment Evidence:** Completion of the "Do What You Are" survey and list 3 careers in Naviance

**Activities:**
1. Students will log into their Naviance/ Family connection account and complete the "Do What You Are," Meyers-Briggs Type Personality Inventory following brief description and overview. The link is located under the "About Me" section.
2. When students complete the task, have them read through their test results and how they relate to college majors and career selections.
3. Counselors will review how to read test results focusing on their 4 digit code, strengths and blind spots, education and training, career and field study,

employment details and how the results relate to their intended college major and study.

      a. Counselors can log into "Lilly Guidance" account and use the profile in Naviance to demonstrate the View full report and see related career links.
4. Have students select 3 careers and save them under " My favorite Career Clusters"

**Materials:**
IPads

**Reference Sheet for Personality Types:**
<u>4-Digit Code Descriptions</u>
<u>Introvert (I)</u>: I like getting my energy from dealing with the ideas, pictures, memories, and reactions that are inside my head, in my inner world. I often prefer doing things alone or with one or two people I feel comfortable with. I take time to reflect so that I have a clear idea of what I'll be doing when I decide to act. Ideas are almost solid things for me. Sometimes I like the idea of something better than the real thing.

The following statements generally apply to me:
- I am seen as "reflective" or "reserved."
- I feel comfortable being alone and like things I can do on my own.
- I prefer to know just a few people well.
- I sometimes spend too much time reflecting and don't move into action quickly enough.
- I sometimes forget to check with the outside world to see if my ideas really fit the experience.

<u>Extrovert (E)</u>: I like getting my energy from active involvement in events and having a lot of different activities. I'm excited when I'm around people and I like to energize other people. I like moving into action and making things happen. I generally feel at home in the world. I often understand a problem better when I can talk out loud about it and hear what others have to say.

The following statements generally apply to me:
- I am seen as "outgoing" or as a "people person."
- I feel comfortable in groups and like working in them.
- I have a wide range of friends and know lots of people.
- I sometimes jump too quickly into an activity and don't allow enough time to think it over.

- Before I start a project, I sometimes forget to stop and get clear on what I want to do and why

Sensing (S): Paying attention to physical reality, what I see, hear, touch, taste, and smell. I'm concerned with what is actual, present, current, and real. I notice facts and I remember details that are important to me. I like to see the practical use of things and learn best when I see how to use what I'm learning. Experience speaks to me louder than words.

The following statements generally apply to me:
- I remember events as snapshots of what actually happened.
- I solve problems by working through facts until I understand the problem.
- I am pragmatic and look to the "bottom line."
- I start with facts and then form a big picture.
- I trust experience first and trust words and symbols less.
- Sometimes I pay so much attention to facts, either present or past, that I miss new possibilities.

Intuition (N): Paying the most attention to impressions or the meaning and patterns of the information I get. I would rather learn by thinking a problem through than by hands-on experience. I'm interested in new things and what might be possible, so that I think more about the future than the past. I like to work with symbols or abstract theories, even if I don't know how I will use them. I remember events more as an impression of what it was like than as actual facts or details of what happened.

The following statements generally apply to me:
- I remember events by what I read "between the lines" about their meaning.
- I solve problems by leaping between different ideas and possibilities.
- I am interested in doing things that are new and different.
- I like to see the big picture, then to find out the facts.
- I trust impressions, symbols, and metaphors more than what I actually experienced
- Sometimes I think so much about new possibilities that I never look at how to make them a reality.

Feeling (F): When I make a decision, I like to find the basic truth or principle to be applied, regardless of the specific situation involved. I like to analyze pros and cons, and then be consistent and logical in deciding. I try to be impersonal, so I won't let my personal wishes--or other people's wishes--influence me.

The following statements generally apply to me:
- I enjoy technical and scientific fields where logic is important.
- I notice inconsistencies.
- I look for logical explanations or solutions to most everything.
- I make decisions with my head and want to be fair.
- I believe telling the truth is more important than being tactful.
- Sometimes I miss or don't value the "people" part of a situation.
- I can be seen as too task-oriented, uncaring, or indifferent.


Thinking (T): I believe I can make the best decisions by weighing what people care about and the points-of-view of persons involved in a situation. I am concerned with values and what is the best for the people involved. I like to do whatever will establish or maintain harmony. In my relationships, I appear caring, warm, and tactful.

The following statements generally apply to me:
- I have a people or communications orientation.
- I am concerned with harmony and nervous when it is missing.
- I look for what is important to others and express concern for others.
- I make decisions with my heart and want to be compassionate.
- I believe being tactful is more important than telling the "cold" truth.
- Sometimes I miss seeing or communicating the "hard truth" of situations.
- I am sometimes experienced by others as too idealistic, mushy, or indirect.

Judging (J): I use my decision-making (Judging) preference (whether it is Thinking or Feeling) in my outer life. To others, I seem to prefer a planned or orderly way of life, like to have things settled and organized, feel more comfortable when decisions are made, and like to bring life under control as much as possible. Since this pair only describes what I prefer in the outer world, I may, inside, feel flexible and open to new information (which I am). Do not confuse Judging with judgmental, in its negative sense about people and events. They are not related.

The following statements generally apply to me:
- I like to have things decided.
- I appear to be task oriented.
- I like to make lists of things to do.
- I like to get my work done before playing.
- I plan work to avoid rushing just before a deadline.

- Sometimes I focus so much on the goal that I miss new information.

<u>Perceiving (P)</u>: I use my perceiving function (whether it is Sensing or Intuition) in my outer life. To others, I seem to prefer a flexible and spontaneous way of life, and I like to understand and adapt to the world rather than organize it. Others see me staying open to new experiences and information. Since this pair only describes what I prefer in the outer world,inside I may feel very planful or decisive (which I am). Remember, in type language perceiving means "preferring to take in information." It does not mean being "perceptive" in the sense of having quick and accurate perceptions about people and events.

The following statements generally apply to me:
- I like to stay open to respond to whatever happens.
- I appear to be loose and casual. I like to keep plans to a minimum.
- I like to approach work as play or mix work and play.
- I work in bursts of energy.
- I am stimulated by an approaching deadline.
- Sometimes I stay open to new information so long I miss making decisions when they are needed.

# SPRING

**Enduring Question:** How do we apply the knowledge of school and self to post secondary planning?

**Enduring Understanding:** Students will gain the ability to assess a future change and make plans towards meeting those changes.

**Learning Objectives:** Assess postsecondary options tailored to their academic standing and interests and begin preparing for those options. These will include: internship opportunities, preparing for the college application process, fit, selecting classes for senior year, and aligning career interests with potential majors.

**Standards Addressed:**
Mindset Standard: Self-confidence in ability to succeed
Mindset Standard: Understanding that postsecondary education and lifelong learning are necessary for long-term career success
Behavior Standard Learning Strategies: Demonstrate critical-thinking skills to make informed decisions
Behavior Standard Learning Strategies: Use time management, organizational and study skills
Behavior Standard Learning Strategies: Gather evidence and consider multiple perspectives to make informed decisions
Behavior Standard Self Management Skills: Demonstrate ability to assume responsibility
Behavior Standard Self Management Skills: Demonstrate perseverance to achieve long and short term goals
Behavior Standards Social Skills: Create relationships with adults that support success

**Assessment Evidence:** Scheduled meeting with guidance counselor to discuss post-secondary planning, sign up for a standardized test in the spring, schedule several college visits, request teacher recommendations and submit a senior information sheet

**Activities:**
Open with a Quote: "College is a powerfully unique opportunity. As Deresiewicz writes, "College is an opportunity to stand outside the world for a few years, between the orthodoxy of your family and the exigencies of career, and contemplate things from a distance."

1. Open with a discussion about different post-secondary plans and how to prepare. This should include
    a. Grades and Senior Course Selection
    b. Internships
    c. Extra-Curricular activities
2. Present powerpoint presentation on "Preparing for the College Application"
    a. SAT/ACT
        i. Super Scores
        ii. Signing up
        iii. Study Guides
        iv. SAT/ACT optional colleges
    b. Visiting college campuses
    c. Fit and creating a list that includes Reach, Match, Safety
        i. Discuss GPA Scale and competitive courses with students
    d. Subjective and objective data admissions counselors will consider in their application
    e. Schedule interviews with admission counselors
    f. Use Naviance to manage college list
3. Brainstorm various factors for students to consider when looking at colleges - Break students into groups and have them write ideas on poster board paper. Do a share out towards the end
    a. Requesting letters of recommendations and hand out Senior Information Sheets
4. Have them create a Common Application account
5. Request students to schedule appointments with their guidance counselor to go over college list

Materials:
1. IPad
2. SAT/ACT Study Guides
3. To Do List Junior and Senior Planner

# Senior Guidance Seminar

## Lessons Fall/Spring

### Fall

**Enduring Question:** How do I make sure I don't live in my parent's basement until I am 35?

**Enduring Understanding:** Gain the ability to research opportunities, assess personal ability in relation to future goals, organize next steps, and understand the application process. Once these understandings are established, begin application process.

**Learning Objectives:** Students will become familiar with all aspects of the college application process. This will include:

- Educating students on their roles and the guidance counselors roles for ensuring the delivery of materials to colleges in a timely matter
- Helping students understand the importance of their grades and transcript
- Helping students accurately filling out the necessary forms for the college application process through the Common Application and Naviance
- Exposing students to alternate post secondary opportunities

**Standards Addressed:**

Mindset Standard: Self-confidence in ability to succeed

Mindset Standard: Understanding that postsecondary education and lifelong learning are necessary for long-term career success

Behavior Standard Learning Strategies: Demonstrate critical-thinking skills to make informed decisions

Behavior Standard Learning Strategies: Use time management, organizational and study skills

Behavior Standard Learning Strategies: Apply media and technology skills

Behavior Standard Learning Strategies: Set high standards of quality

Behavior Standard Learning Strategies: Gather evidence and consider multiple perspectives to make informed decisions

Behavior Standard Self Management Skills: Demonstrate ability to assume responsibility

Behavior Standard Self Management Skills: Demonstrate perseverance to achieve long and short term goals
Behavior Standards Social Skills: Create relationships with adults that support success
Behavior Standards Social Skills: Use effective oral and written communication skills and listening skills.
Behavior Standards Social Skills: Demonstrate social maturity and behaviors appropriate to the situation and environment

**Assessment Evidence:** Counselor will check with students for understanding throughout discussion, and will check progress on Naviance forms when applicable.

**Activities:**
1. Discuss upcoming college events
    a. SAT and ACT registration deadlines, timing for transcript requests, UHS College Fair (October 16th), MEFA night (November 2) and College Night (October 6th)
2. Handout Senior Information Sheets and discuss the importance of filling them out. Seniors may submit them in person or upload them into Naviance
3. Using a powerpoint and student IPads, discuss the following
    a. Types of application admissions (early action, early decision, regular decision, rolling admissions) and who should apply to which categories
    b. Filling out the Common Application and other application forms
        i. Have students login to their common application and add one college
        ii. Have students sign the FERPA through the common app and sync it with their Naviance account
        iii. Talk to students about their transcript and the info they will need in order to fill out portions of the application (rank, GPA)
    c. Requesting teacher and guidance counselor recommendations through Naviance
        i. All students should ask a teacher ASAP if they haven't already
    d. Requesting Transcripts
        i. Students must put colleges in the common app list before they request transcripts - We can't send the transcript if the college is not on the list
        ii. If none of the student's college application are on the CA, students must fill out the FERPA waiver form in the guidance office
        iii. Guidance counselors will only send documents once the student has applied

      e. Requesting SAT/ACT scores

      f. Essay and other writing portions of the application

      g. Submitting applications (particularly the common application)

4. Researching colleges and scheduling visits with their top choice schools

5. Financial Aid and filling out the FAFSA

      a. FASID

      b. FAFSA open on October 1st

      c. CSS Profile

**Materials:**

IPad

Computer/Projector

**Spring 2016**

**Enduring Question:** What are the qualities I need to obtain in order to succeed in my post-secondary plans?

**Enduring Understanding:** Students will gain the ability to research and assess the academic, social, and emotional qualities necessary to succeed in a future endeavor.

**Learning Objectives:** Know the qualities of a successful college student and employee, and create a success plan.

**Standards Addressed:**
Mindset Standard: Self-confidence in ability to succeed
Mindset Standard: Understanding that postsecondary education and lifelong learning are necessary for long-term career success
Behavior Standard Learning Strategies: Demonstrate critical-thinking skills to make informed decisions
Behavior Standard Learning Strategies: Use time management, organizational and study skills
Behavior Standard Learning Strategies: Set high standards of quality
Behavior Standard Learning Strategies: Gather evidence and consider multiple perspectives to make informed decisions
Behavior Standard Self Management Skills: Demonstrate ability to assume responsibility
Behavior Standard Self Management Skills: Demonstrate perseverance to achieve long and short term goals
Behavior Standards Social Skills: Create relationships with adults that support success
Behavior Standards Social Skills: Use effective oral and written communication skills and listening skills.
Behavior Standards Social Skills: Demonstrate social maturity and behaviors appropriate to the situation and environment

**Assessment Evidence:** A success plan written out with SMART goals and objectives specifically for college.

**Activities:**
**This session will be held as a discussion group in relation to a college class**

1. Discuss the transition from High School to College, fears, excitement, thoughts, etc.
2. Discuss how students cultivate the "Big Six" experiences found by Gallup Research.
    a. A professor who made them excited about learning
    b. Professors who cared about them as a person
    c. A mentor who encouraged them to pursue their goals and dreams
    d. Worked on a long term project
    e. Had a job or internship where they applied what they were learning
    f. Were extremely involved in extracurricular activities
        i. Guiding questions to ask:
            1. How can students cultivate these experiences in order to capitalize on their success?
            2. Why does research indicate these 6 experiences cultivate future success?
3. Present a Powerpoint presentation on behaviors that will lead to a successful college experience. This will include
    a. Events to Attend
        i. Attend an open house to meet new students
        ii. Sign up and attend registration events to enroll in classes
    b. Transition Year
        i. Discuss transition year and how it relates to GPA
        ii. Define full time status and how to manage course load in your first year
        iii. Getting involved in extracurricular activities the College Offers
    c. Time Management and Time Management Strategies
        i. Keep a calendar
        ii. Create a daily to-do list
        iii. Do the tough tasks first
        iv. Break projects down into smaller pieces
        v. Consolidating similar tasks
        vi. Do not procrastinate - it doesn't help in the long run
        vii. Realize that you can't do it all
    d. Good Study Habits
        i. Study at your high energy times
        ii. Study everywhere and anywhere
        iii. Get and stay organized
        iv. Be flexible, patient, and persistent

        v.     Work with others - Create study groups in order to teach each other the material
- e. Other Helpful Tips
    - i. Surround yourself with supportive people
    - ii. Reward yourself
    - iii. Don't expect perfection
- f. Resources to Utilize
    - i. Career Center
    - ii. Learning Centers
    - iii. Advising Center
    - iv. Library
    - v. Health Center
    - vi. Counseling Center
    - vii. Student Activities Office
    - viii. Recreational Centers
    - ix. Alumni Association
    - x. Security
    - xi. Financial Aid Office
    - xii. Rate my professor
- g. Commuting Students
    - i. Participate in school activities
    - ii. Use onsite resources
    - iii. Connect with others
    - iv. Listen to recorded lectures during travel time
    - v. Pack snacks to save money
    - vi. Get support from your family
4. Have students write a success plan incorporating some of the suggested behaviors above. On the same form students should write at least 2 smart goals for college

**Materials:**
IPad

*STEAM GRANTS MATRIX*

| Source | Deadline | Amount | Website; Application & Description |
|---|---|---|---|
| American Association of Universities Mini-Grants | | | AAU Awarded Grants to 12 Universities to Improve Undergraduate STEM Education AAU selected a second cohort of 12 member campuses to receive small grants to further existing efforts to improve undergraduate education in STEM disciplines. |
| American Association of University Women Community Action Grants | December (Opens August 1st) | Up to $7,000 (one year grant) Up to $10,000 (Two year grant) | https://www.aauw.org/what-we-do/educational-funding-and-awards/community-action-grants/ https://www.aauw.org/what-we-do/educational-funding-and-awards/ Eligibility includes individuals, AAUW branches and states, and nonprofit organizations to fund innovative programs or nondegree research projects that promote education and equity for women and girls |
| American Association of University Women Educational Funding and Awards | | Up to $35,000 | https://www.aauw.org/what-we-do/educational-funding-and-awards/ One of the world's largest sources of funding for graduate women, AAUW is providing $3.9 million in funding for fellowships and grants to 250 outstanding women and nonprofit organizations in the 2018–19 academic year. Variety of education grants including: American Fellowships <br>• Career Development Grants <br>• Community Action Grants (See above) <br>• International Fellowships <br>• International Project Grants <br>• Research Publication Grant in engineering, Medicine and Science |

| 3M | https://www.3m.com/3M/en_US/gives-us/nonprofit-guidelines/ |
|---|---|
| | **Giving Focus Areas** |
| | 3M strives to maximize our social impact within our communities and support a culture of service among our people. To do this, 3Mgives partners with leading organizations that are aligned to our global footprint and have proven track records for making a difference in our three areas of focus. |
| | Since 2003, 3M has provided $4.1 million in 3M Ingenuity Grants to support classroom STEM projects that enhance learning. |
| | **Education** |
| | 3M supports initiatives that advance equitable outcomes in STEM and business for under-represented and under-resourced populations. Our goal is to help build a diverse pipeline of global talent by increasing student interest and achievement in STEM (science, technology, engineering and mathematics). |
| | 3M partners with schools, universities and other community organizations around the globe to ensure students and teachers have the tools, resources and knowledge they need to succeed. It is through these interactions that we support the next generation of great leaders, thinkers and creators. |
| | **Goals** |
| | • Increase student achievement in STEM and business curriculum |
| | • Support post-secondary programs that attract, retain and develop graduate students |
| | • Promote equity by driving access to quality education for all communities |
| | **Education Grant Cycles:** |
| | ▪ K-12 Education: April to June |
| | ▪ Higher Education: July to September |

| | | |
|---|---|---|
| **Braitmayer Foundation** | up to $35,000 | https://www.braitmayerfoundation.org/guidelines/<br>**Objectives & Guidelines**<br>The Braitmayer Foundation, located in Marion, Massachusetts, was established in 1964 through a gift from Marian S. Braitmayer. Currently five members of the family direct the activities of the Foundation.<br>**Objectives**<br>The Foundation is interested in proposals utilizing **innovative practices** in K-12 education **throughout the United States**. Of particular interest are:<br>  • Curricular and school reform initiatives.<br>  • Preparation of and professional development opportunities for teachers, particularly those which encourage people of high ability and diverse background to enter and remain in K-12 teaching.<br>Awards are made to schools who demonstrate innovative practices in K-12 education. |
| **Charles Lafitte Foundation** | Up to $5 million | https://charleslafitte.org/about/<br>**Mission**<br>Established CLF in 1999, The Charles Lafitte Foundation (CLF) supports innovative and effective ways of helping people help themselves and others around them to achieve healthy, satisfying and enriched lives.<br>Diverse in scope, The Charles Lafitte Foundation (CLF) supports four primary causes: education, children's advocacy, medical research & initiatives, and the arts. The foundation is flexible in its approach, sometimes giving a one-time grant to initiate a specific project while also making annual contributions.<br>  • prefers underwriting specific projects with distinct goals, and targets grants that will have a notable impact and make a material difference<br>  • looks for creativity, innovation and initiative<br>  • promotes inclusiveness and diversity, and likes projects that remove barriers to full economic and/or social participation in society<br>Recently gifted Duke University $5 million dollars to be allocated towards multiple divisions including the Trinity School, Office of the Administration, and the Sarah P. Duke Gardens Fund and a $1 million founding gift to the Duke Incubation Endowment Fund. |

| DeMatteis Family Foundation | | http://foundationcenter.org/grantmaker/dematteis/index.html **Mission**: to make life better by serving human needs through support to institutions involved in: <br>• Education <br>• Health and Human Services <br>• Medical Research <br>• Social Services <br>• The Arts <br>with a primary emphasis on the New York Metropolitan area <br>In general, grants are restricted and may be made for projects and programs that enable the applicant to enhance its mission of serving the needs of the community. These projects include: <br>• Facilities construction, expansion, renovation. <br>• Acquisition of capital equipment. <br>• Scientific/Medical research. <br>• Projects and programs that enable the applicant to expand its mission through new or expanded programs to reach a greater segment of the community served. <br>• Capital campaigns must be project oriented. <br>The Foundation will generally not consider grant requests if the Foundation represents majority support for the project/program. Evidence of significant support from other donors must be submitted with the completed application. <br>**Grant Size** <br>Applicants are to provide details of the project/program costs, other sources of support, and remaining need for which aid is requested: applicants are asked not to request a specific grant amount; the Board of Trustees decides on the approved grant level. |
|---|---|---|
| Excelon | | http://www.exeloncorp.com/community/grants <br>**Education:** Programs that encourage students to stay in school and develop their full potential, promote math and science, improve workforce skills, and encourage personal development through scholarships, mentoring and internships. <br>**Environment:** Programs that improve the quality of our environment; promote environmental education, conservation and preservation; develop cleaner sources of energy; protect endangered species; and beautify neighborhoods. <br>**Arts & Culture:** Cultural institutions with broad public exposure and programs designed to make arts and culture more accessible to a wider and more diverse audience. <br>**Neighborhood Development:** Programs and nonprofit organizations that support a range of offerings from health and human services to after-school programming. We contribute to many of these organizations through our Exelon employee United Way campaign, but we also make a limited amount of grants to local nonprofit organizations. |

| Henry Luce Foundation | https://www.hluce.org/programs/ |
| | |

Luce programs seek to advance and disseminate knowledge, ensuring that new ideas have an impact in the world.

The Henry Luce Foundation advances its work through seven grantmaking programs and two leadership programs. Several of these trace their origins back to the founder; others took shape more recently as the board sought to address contemporary challenges relevant to the Foundation's mission. All of the programs reflect the Foundation's commitments to education and research, knowledge-based leadership, and the dissemination of ideas to the public.

The Foundation is committed to identifying the most promising ideas and projects for support, partnering with a wide range of organizations in pursuit of its mission. For this reason, all of the Foundation's programs accept unsolicited inquiries, which can be submitted through our online portal.

https://www.hluce.org/programs/higher-education/

Higher education has been a focus of the Foundation's grantmaking since the Foundation's very first grant in 1936 to Yenching University in Beijing. Over half of all grant monies awarded since the Foundation's establishment have been to higher education institutions.

The Higher Education program today makes only a small number of grants each year. These grants primarily support projects involving faculty and doctoral students in the humanities and qualitative social sciences. Such grants aim to:

- stimulate and support scholarship, especially projects that break new ground and that cross disciplinary and geographic boundaries
- ensure that high-quality research informs policymaking and public discussion prepare the next generation of diverse faculty and academic leaders

HIGHER EDUCATION
General Foundation Guidelines

The Luce Foundation pursues its mission through eight grant-making programs. Prospective grantees should visit the relevant program page to familiarize themselves with that program's goals and priorities before applying through the online portal. Below are the general guidelines for submitting a grant application. Please read the requirements and restrictions below, in addition to the details outlined for the relevant grant category, before beginning the application process.

If you have difficulty registering for the online portal or submitting an inquiry through the portal, please contact the grants administrator at grants@hluce.org.

General Eligibility Requirements and Restrictions

- Grants are only made to institutions and cannot be made directly to individuals,

with the sole exception of the Luce Scholars Program; however, individuals may seek funding from Luce-supported programs administered by other organizations.

- Typically, grants are made to U.S. not-for-profit organizations or their international equivalents.
- The Foundation does not support healthcare, medical, disaster relief, or international development projects.
- The Foundation does not provide support to political parties or political campaigns, or for lobbying or other political activities.
- The Foundation does not contribute to annual funds, fundraising events, endowments, or building campaigns.

General Application Process

1. Complete an eligibility quiz verifying that you meet the basic requirements for potential grantees.

2. If eligible, create an account on our online portal and complete the Letter of Inquiry form.
   Information requested on the Letter of Inquiry form includes: a description of the project—its goals, significance, contribution to the field; anticipated outcomes and deliverables; the anticipated timeframe; team members; the project's total budget; the amount requested from the Foundation; and other existing or potential sources of funding. Note: Do not prepare your inquiry on the basis of this summary. Please use the form in the online portal, which includes a complete list of requirements.

3. Following review by Foundation program staff, selected applicants will be invited to submit detailed proposals through our online portal.
   The formal proposal will require: an executive summary; a full description of the project—its goals, significance, contribution to the field; the project's timeline; primary participants and their curriculum vitae; anticipated outcomes and benchmarks of success, and how the project will be evaluated; the total budget for the project and the amount requested from the Foundation; and other existing or potential sources of funding, including in-kind as well as financial support from the applicant and other participating institutions. Note: Do not prepare your proposal on the basis of this summary. Please use the form in the online portal, which includes a complete list of requirements.

4. Recommended proposals will be presented to the Foundation's board of directors for consideration three times each year—in March, June, and November. The inquiry review and proposal development process generally take 3 to 4 months, and can take longer, so institutions should plan accordingly.

| Honda | | https://www.honda.com/community/applying-for-a-grant<br>**Mission Statement**<br>Help meet the needs of American society in the areas of youth and scientific education by awarding grants to nonprofits, while strategically assisting communities in deriving long-term benefits. |
|---|---|---|
| Infosys<br>Foundation<br>USA | | http://www.infymakers.com/<br>Through the Infy Maker Awards, Infosys Foundation USA has expanded opportunities for more students across the U.S. to engage in making and has supported Makers with innovative solutions to important local and global problems. The contest is open to K–12 schools and youth-serving organizations who aim to create more opportunities for students to engage in hands-on, interdisciplinary learning through making.<br>Ten organizations will each receive a $10,000 grant. Winners may also receive Maker professional development for two staff members during the Pathfinders Summer Institute and travel support to attend CrossRoads, Infosys Foundation USA's annual CS and Maker education conference if hosted in 2019. The grant can be used for a variety of purposes including: materials and equipment, structural improvements, additional professional development, projects for students, impact and assessment research or community outreach and engagement.<br>The Infy Maker Awards are part of the foundation's focus on supporting Maker education, which also includes the #WhyIMake initiative aimed at enabling Makers to share their stories. |
| Lynch<br>Foundation | | http://www.thelynchfoundation.com/how-to-apply<br>**Application Process**<br>The Lynch Foundation has a rolling application process that welcomes any not-for-profit organization to submit a concept paper through our website at any time. All proposals should include a concise overview of the organization, relevant program information and describe how the organization shares our mission to create sustainable social change. Once received, the Lynch Foundation will examine the applicant's merits and inform them of their decision. |
| Max and<br>Victoria<br>Dreyfus<br>Foundation | | https://www.mvdreyfusfoundation.org/application-guidelines<br>Grants are considered for IRS-qualified non-profit organizations located within the United States, and typically range from $1,000 to $20,000. The Foundation will consider requests to support museums, cultural, and performing arts programs; schools, hospitals, educational and skills training programs, programs for youth, seniors, and persons with disabilities; environmental and wildlife protection activities; and other community-based organizations and their programs. |

| | | |
|---|---|---|
| McCarthy Dressman Teacher Development Grants | | https://mccarthydressman.org/teacher-development-grants/ |
| Michael And Susan Dell Foundation | | https://www.msdf.org/apply/ **Foundation priorities:** The Michael & Susan Dell Foundation only accepts unsolicited proposals for specific areas within the education, family economic stability and childhood health sectors in select countries where we work, namely the United States, India and South Africa. |
| Motorola Solutions Foundation | up to $50,000.00 | https://www.motorolasolutions.com/en_us/about/company-overview/corporate-responsibility/motorola-solutions-foundation.html **Education** – Supporting programs that advance science, technology, engineering and math (STEM) education, preparing our next generation of innovators **Grant Program Focus Areas:** (1) STEM education, specifically focused on technology and engineering, (2) public safety education and (3) blended public safety and technology & engineering education programs. Overarching Priorities include: • Impact: Organizations with proven evaluation processes, including quantifiable metrics and outcomes, will be prioritized • Reaches females and other underrepresented populations • Engages Motorola Solutions employees • Leverages robust partnerships with other non-profit organizations and institutions • Exhibits strong organizational financial health **Technology & Engineering Education Priorities** • Engages students in innovative, hands-on technology and engineering activities, such as coding, programming and robotic • Provides vocational skills, scholarships, certifications and workforce placement opportunities in engineering and information technology • Helps teachers improve their teaching of STEM subjects • High priority will be placed on middle school-university programs |

| National Endowment of the Arts | | https://www.arts.gov |
|---|---|---|
| NEA Foundation | | https://www.neafoundation.org/for-districts/stem/<br>Through past work in districts throughout the United States, the Foundation has learned that STEM education is most successful when students develop personal connections to specific STEM activities and the associated academic fields, and that both formal (courses or integrated content) and informal (after school and summer programs) opportunities can support such experiences.<br>Through this initiative, we are working with districts to improve student access to STEM learning by helping educators, administrators, and key partners implement systems that allow experiential learning to help improve outcomes for students.<br>Programs in our partnering districts will:<br>1. Grow and scale the number of existing promising STEM practices within the district<br>2. Increase the number of high-need students receiving a high-quality STEM education<br>3. Emphasize cross-curricular project-based learning<br>4. Give educators a key role in designing and implementing district-wide STEM initiatives and curriculum<br>5. Develop partnerships with key members of the community and work with partners to expand STEM activities within and beyond the district<br>We have awarded $150,000 grants to two districts to increase student engagement and motivation around STEM: |
| Alfred P. Sloan Foundation | | https://sloan.org/about<br>https://sloan.org/programs/higher-education<br>**Mission**<br>The makes grants primarily to support original research and education related to science, technology, engineering, mathematics, and economics. The Foundation believes that these fields—and the scholars and practitioners who work in them—are chief drivers of the nation's health and prosperity. The Foundation also believes that a reasoned, systematic understanding of the forces of nature and society, when applied inventively and wisely, can lead to a better world for all.<br><br>Sloan Foundation STEM Higher Education interests in scientific education focus exclusively on training at the college, graduate, and post-graduate level. |

The Foundation believes that increases in human welfare are largely driven by increases in our understanding and mastery of the forces of nature and society. The health of the scientific enterprise is thus an issue of fundamental concern to us. This includes the quality of scientific training and inquiry, the structure of scientific careers, the diversity of the scientific workforce, the strength of scientific educational institutions, and the openness and accessibility of scientific education and training to all.
https://sloan.org/programs/higher-education/education-underrepresented-groups/minority-phd-program

Grantmaking in this program takes the form of support for the creation and administration of nine University Centers of Exemplary Mentoring (UCEMs). UCEMs are campus-based initiatives that provide scholarships, faculty and peer mentoring, professional development activities, and seminars and other resources aimed at promoting successful completion of graduate study.

Selected through a competitive review process, UCEM host institutions were chosen based on a number of criteria, including

- historical success in recruiting and mentoring doctoral students from underrepresented minorities
- quality of the departments and programs constituting the UCEM;
- quality, breadth, and creativity of planned future activities;
- strength of institutional commitment to furthering education for underrepresented minorities in the natural and physical sciences, mathematics, and engineering.

Almost all funds provided through the Minority Ph.D. program go directly to students in the form of scholarships or stipends.
https://sloan.org/programs/higher-education/science-of-learning-stem

To enhance the persistence and success of students in STEM majors and programs through the improvement of STEM pedagogies that incorporate evidence-based principles of how people learn and account for differences in achievement among student groups, e.g., race/ethnicity and gender.

Strategy

- This program is transitioning from a focus on studying patterns of undergraduate entrance, attrition, and persistence in STEM majors to helping institutions improve student learning and better prepare undergraduates for graduate study and careers in STEM fields.
- Emphasis will continue on hypothesis-driven projects that are sensitive to the heterogeneity of STEM disciplines, attentive to differences in student demographics and motivations, and concerned with the dissemination of findings and the portability of lessons learned to other institutions.

| | |
|---|---|
| | • Pre-2010, when the program was called "Student Retention," grantmaking focused on encouraging universities to collect and use information on student pathways through STEM fields, including retention rate and time-to-degree. |
| **Toshiba America Foundation (TAF)** | Toshiba America Foundation (TAF) grants fund the projects ideas and materials teachers need to innovate in their Science, technology, engineering and math classrooms. TAF is interested in funding innovative projects designed by teachers or small teams of teachers for use in their own schools and classroom.<br><br>Toshiba America Foundation believes science and mathematics are exciting fields in which all students can succeed with the proper tools and instruction.<br><br>Toshiba America Foundation grants support public and nonprofit private schools throughout the United States.<br><br>Founded in 1990, with support from Toshiba Corporation and the Toshiba America Group Companies, Toshiba America Foundation (TAF) is dedicated to helping classroom teachers make STEM learning fun and successful for students in U.S. schools.<br><br>An application form is required. TAF uses two application forms:<br>   An elementary school application (Grades K-5)<br>   A middle and high school application (Grades 6-12)<br><br>Grade K-5 applications are accepted once a year on October 1st.<br>Grade 6-12 applications for $5,000 or less are accepted on a rolling basis, throughout the calendar year. But our deadlines are 6/1, 9/1, 12/1, 3/1. Grant requests of more than $5,000 are reviewed twice a year. Applications for grants of more than $5,000 are due November 1st and May 1st each year.<br>Please note the following:<br>We only accept on-line applications through the designated links above.<br>Applications must be for project based learning. We do not consider requests solely for computers. |

## SCHOLARSHIPS

| Program | Description |
|---|---|
| **Albert Einstein Distinguished Educator Fellowship (AEF) Program** | https://science.energy.gov/wdts/einstein/how-to-apply/<br>The Albert Einstein Distinguished Educator Fellowship (AEF) Program provides a unique opportunity for accomplished K-12 educators in the fields of science, technology, engineering, and mathematics (STEM) to serve in the national education arena. Fellows spend eleven months working in Federal agencies or in U.S. Congressional offices, applying their extensive knowledge and classroom experiences to national education program and/or education policy efforts. At the end of the Fellowship, educators are prepared to return home, equipped with access to a national network of education leaders and programs, a better understanding of the challenges and possibilities in STEM education, and a renewed passion for teaching, ready to make significant contributions to their schools and school districts. |
| **Charles Koch Foundation** | https://www.charleskochfoundation.org/apply-for-grants/<br>grants support scholars from diverse disciplines backgrounds, and institutions pursuing their ideas and research that will move us toward a society of mutual benefit where people succeed by helping others improve their lives. |
| **NYS STEM Incentive Program** | www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/nys-science-technology-engineering-and-mathematics-stem-incentive-program.html<br>The NYS STEM Incentive Program provides tuition awards to students who are New York State residents attending a public or private degree-granting college or university located in New York State. Recipients must be in the top 10 percent of students of their high school graduating class, pursue an approved, two or four-year STEM degree program and agree to live in NYS and work in a STEM field in NYS for five years after graduation.<br>**Eligibility**<br>An applicant must:<br>be a NYS resident and have resided in NYS for 12 continuous months prior to the beginning of the fall college term;<br>be a U.S. citizen or eligible non-citizen;<br>be a high school senior/recent high school graduate who will be enrolled full time at a public or private college located in NYS, beginning in the fall term following his or her high school graduation;<br>be ranked in the top 10 percent of his/her high school graduating class at a NYS high school;<br>be matriculated in an approved undergraduate program leading to a degree in Science, Technology, Engineering or Mathematics at a public or private college located in NYS; |

maintain a cumulative grade point average (GPA) of 2.5 or higher; execute a Service Contract agreeing to reside and work in the field of Science, Technology, Engineering or Mathematics in NYS for five years. View the terms and conditions of the service contract.

Students matriculated in these programs of study may be eligible for a STEM Incentive Program award. The program of study must result in an approved occupation.

Award Amount

A recipient receives an annual award for full-time study up to the annual tuition charged to NYS resident students attending an undergraduate program at the State University of New York (SUNY), or actual tuition charged, whichever is less. For the 2018-2019 academic year, the standard SUNY tuition rate is a maximum of $6,870 per year. The STEM Incentive Program award will be reduced by the amount of any other tuition-only assistance award, such as the NYS Tuition Assistance Program (TAP), received.

## BOSTON ARCHITECTURAL COLLEGE AND
## MAYNARD PUBLIC SCHOOLS
## MEMORANDUM OF UNDERSTANDING

**THIS MEMORANDUM OF UNDERSTANDING (hereinafter the "MOU")** is made this
_April 9_ , 2019, by and between Boston Architectural College (hereinafter "BAC") located at
320 Newbury St, Boston, MA 02115 and Maynard Public Schools (hereinafter "Maynard ")
located at 3-R Tiger Drive, Maynard MA 01754 (collectively also hereinafter the "parties").

*ACKNOWLEDGMENTS*

WHEREAS, Boston Architectural College is New England's largest private college
of spatial design, offering bachelor's and master's degrees in architecture, interior architecture,
landscape architecture and design studies as well as continuing education credits and
certificates and a BAC Summer Academy for high school students.

WHEREAS, the mission of the BAC is to provide excellence in design education
emerging from practice and accessible to diverse communities.

WHEREAS, the vision of the BAC is to be the recognized leader in the education of
design professionals, connecting theory and practice and engaging educators, practitioners, allied
professions, and the public.

WHEREAS, the mission of Maynard Public Schools is to provide a superior academic
experience for Maynard's students that prepare them to be productive citizens in an
interconnected technological world.

WHEREAS, the parties desire to collaborate for purposes of delivering Early College
degree and certificate completion programs, credit recognition, experiential learning, dual and
concurrent enrollment opportunities.

WHEREAS, the parties desire to collaborate and provide career-specific Early College enrollment opportunities in the fields of architecture, interior architecture, landscape architecture and design studies.

WHEREAS, the parties are desirous of affiliating with one another for purposes of advancing common interests in the attainment of their respective educational missions and goals, and for the mutual betterment of the students, faculties, employers and communities which they serve;

NOW, THEREFORE, in consideration of the mutual covenants, obligations, terms and conditions set forth herein, and in consideration of the mutual benefits to be derived therefrom, the parties hereby expressly agree to collaborate in accordance with the provisions of this MOU.

## 1. PURPOSE OF MEMORANDUM OF UNDERSTANDING

The purpose of the MOU is to create an educational partnership and to advance the common missions and interests of the BAC and Maynard Public Schools. This MOU memorializes the agreed upon means and methods of providing Early College enrollment opportunities for the benefit of Maynard Public Schools students.

## 2. OBLIGATIONS OF THE PARTIES

In undertaking the aforementioned collaboration, the parties agree as follows:

### *BAC's' Obligations and Responsibilities*

BAC agrees to provide the following:

(i) A letter of acceptance shall be given to eligible and qualified Maynard Public Schools students after a review of high school transcripts, references, and completed BAC application in accordance with BAC admissions standards.

(ii) Provide public information on Maynard Public Schools Early College transfer opportunities.

(iii) Provide opportunities for Maynard Public Schools to participate in Open Houses, career days, and other employment recruitment events at BAC.

(iv) Provide presentations and public information sessions to appropriate Maynard Public Schools faculty, staff, transfer counselors, advisors, and admissions staff.

(v) May explore offering select BAC courses onsite at Maynard Public Schools.

(vi) In Year 1 of this Agreement, BAC shall offer one 3-credit online course to be taught by BAC faculty.

### *Maynard Public Schools' Obligations and Responsibilities;*

Maynard Public Schools' obligations shall include:

(i) Maintain its status and good standing as an institution licensed by the Massachusetts Department of Elementary and Secondary Education ("MA DESE") and accredited by the New England Association of Schools and Colleges ("NEASC").

(ii) Award a high school diploma to each student who successfully completes Maynard Public Schools' graduation requirements;

(iii) Provide Massachusetts Department of Elementary and Secondary Education (MADESE) certificate training programs and courses at the Associate and Bachelor degree levels as mutually agreed to by the parties including, but not limited to those required by BAC and Maynard Public Schools.

(iv) Post the Maynard Public Schools transfer pathway information in the School's Program of Studies website.

(v) Provide significant opportunities for BAC to participate in Maynard Public Schools Open Houses, Early College and career days, and employment recruitment events or other appropriate activities at Maynard Public Schools.

(vi) Provide opportunities for BAC to make presentations to Maynard Public Schools students in class and at extra-curricular events.

(vii) Provide opportunities for BAC to make short presentations to Maynard Public Schools students, guidance counselors, and faculty and staff advisors.

(viii) Eligible and qualified Maynard Public Schools students may enroll in BAC Early College degree and certificate programs, courses of instruction, and experiential learning opportunities on a dual and concurrent basis. Upon graduation from Maynard Public Schools, qualified students who submit complete applications may transfer to BAC.

## 3. EDUCATIONAL PROGRAMS

The curriculum for all affiliated class work under this MOU is and shall be administered, as follows:

A. This Early College program shall involve students pursuing BAC degrees and certificates in architecture, interior architecture, landscape architecture and design studies who meet BAC's admissions standards. Maynard Public Schools Early College students may attend Maynard Public Schools and BAC through dual and concurrent enrollment.

B. BAC shall be solely responsible for all course development and instruction for courses offered for BAC credit and shall provide the curriculum for all class work for such courses.

C. BAC shall be responsible for curriculum development and quality of instruction of BAC Early College programs and courses; provided further that BAC shall be responsible for BAC Early College faculty development, academic appointment, faculty evaluation, and teaching learning outcomes assessment.

D. The partners may agree to provide shared administrative and student services and non-academic support.

E. Programs and courses offered by BAC to Maynard Public Schools students shall be reviewed by BAC on an annual basis.

F. In accordance with state law, instructors in the program must submit to a CORI and fingerprinting.

## 4. BAC AND MAYNARD PUBLIC SCHOOLS FACULTY

BAC shall hire, evaluate, and supervise all faculty who teach BAC for-credit college courses including Early College courses onsite at Maynard Public Schools.

Maynard Public Schools instructors may apply for BAC Early College faculty teaching opportunities.

Maynard Public Schools faculty who teach in programs covered by this MOU shall meet the prior approval of BAC and receive joint appointment, provided that such faculty be subject to the credentials requirements of BAC as well as applicable state licensing and certification requirements and regional accreditation standards.

All faculty and staff assignments shall be in accordance with applicable provisions of the academic personnel policies of collective bargaining agreements whichever shall apply and provided further, that nothing contained in this MOU shall place at risk the respective licensure and accreditation of BAC and Maynard Public Schools.

A Master list of faculty is attached as Exhibit A and herein incorporated by reference.

## 5. EARLY COLLEGE ADMISSIONS

BAC shall apply its Early College admissions standards to eligible and qualified Maynard Public Schools students on the same basis as it applies its standards to other Early College applicants.

## 6. TERM, TERMINATION, AND TEACH-OUT

A. This MOU shall take effect on the date of execution and shall have a term of two (2) years, which may renew automatically for successive 2 year terms unless terminated by either party.

B. Each party reserves the right to terminate this MOU upon 90 days' prior written notice provided further that this MOU may be terminated earlier by mutual agreement or for cause.

6

C. In the event of termination, the parties agree to use an equitable exit strategy that will permit enrolled Early College students to complete their coursework and academic program.

## 7. TUITION AND FEES; REVENUE AND EXPENSES

A. The tuition for Maynard Public Schools students shall be as follows:

Year 1 - $100 for one 3-credit online course

Year 2 - $199 per 3 credit course

Year 3 - $299 per 3 credit course

This rate applies to the partnership with Maynard Public Schools and not to individual students.

The parties shall agree on operating budget, which will incorporated by reference in this agreement.

## 8. ACADEMIC QUALITY, ASSURANCE AND ASSESSMENT

A. BAC shall be responsible for academic quality and outcomes assessment of for-credit Early College courses, degrees, programs, and post-secondary certificates.

B. BAC shall be responsible for Early College accreditation and academic licensing requirements.

C. Nothing contained in this MOU shall be construed or operate to place at risk the academic licensure and accreditation status of either party.

D. Maynard Public Schools and BAC shall maintain their respective regulatory and accreditation recognition status. Any adverse change in regulatory status or accreditation recognition of Maynard Public Schools or BAC shall be considered a material breach by the party subject to such action provided further that the other party shall have the option to terminate this MOU upon 90 days written notice.

**9. SERVICES AND EXPENSE SHARING**

BAC shall provide library privileges to Maynard Public Schools' Early College students. Maynard Public Schools students enrolled in BAC's program shall have access to applicable BAC distance learning opportunities.

**10. MARKETING AND RECRUITMENT**

All Early College public information, enrollment marketing, promotional, recruitment materials, publications, course, and program announcements shall be subject to the approval of BAC and Maynard Public Schools.

**11. FACILITIES**

Maynard Public Schools and BAC shall provide access to campus facilities and equipment in accordance with the respective institution's facilities use policies and procedures.

**12. ACADEMIC CALENDARS:**

   A. Implementation of the programs set forth in this MOU shall commence on or after the date of the execution of this MOU and shall continue thereafter, until officially terminated by the Parties. They have incorporated by reference in this MOU their respective calendars for the 2019-2020 academic year.

   B. BAC and Maynard Public Schools shall develop and publish a list of scheduled courses and sections with the final schedule of courses and sections to be mutually agreed upon by the parties in a timely manner to allow for publication of the course schedule.

**13. STUDENT FINANCIAL AID**

State and federal financial aid and work study monies shall be administered by the parties in accordance with their respective institutional eligibility and participation agreements and in compliance with applicable law. Neither institution shall be obligated to provide scholarships, financial aid, or work monies to students attending the other institution.

## 14. PROGRAM SUPPORT

The parties agree to use their best good faith efforts to establish and assure the continued operation and development of the educational collaborative programs and activities provided under this MOU.

Nothing in this MOU shall be construed so as to create a burden of review, control, or compliance by one party upon the other regarding the courses taught at their respective institutions, however, both parties covenant to be bound by and comply with the respective rules, regulations, both codified and in case law, that govern this MOU.

## 15. DESIGNATED REPRESENTATIVE

Upon the execution of this MOU each of the parties shall designate one of its staff to serve as the primary Early College contact person and program liaison, to represent the respective institution's interests during the period of this MOU.

## 16. EARLY COLLEGE PROGRAM COLLABORATION AND COOPERATION

In furtherance of the purposes of this MOU to establish and provide Early College programs and courses to Maynard Public Schools students, the parties shall fully cooperate on all programs, services and activities mutually agreed upon hereafter in accordance with the standards, policies, and practices of licensing and accrediting agencies.

## 17. COMPLIANCE WITH LAW

The parties shall comply with applicable provisions of federal, state and local law and academic licensing and accreditation requirements governing any and all matters covered by this MOU.

## 18. PRIVACY AND CONFIDENTIALITY

The parties shall comply with applicable provisions of federal, state, and local law governing the privacy and confidentiality of all BAC and Maynard Public Schools Early College students, institutional, group and individual records and personnel data maintained in connection with this MOU.

**19. <u>NOTICE</u>**

Any notice which can or ought to be given pursuant to the terms of this MOU shall be in writing and shall be deemed delivered when given in person to either party or upon the date of mailing by U.S. certified mail return receipt requested or overnight delivery service and addressed as follows, unless otherwise designated in writing by either party:

| | |
|---|---|
| **Boston Architectural College** | **Maynard Public Schools** |
| 320 Newbury St | 3-R Tiger Drive |
| Boston, MA 02115 | Maynard MA 01754 |
| ATTN:_____ | ATTN:_____ |

The foregoing provisions for service notwithstanding, any such notice shall contain a written Certificate of Service page which shall conform substantially to Exhibit C attached hereto and made a part of this MOU by reference.
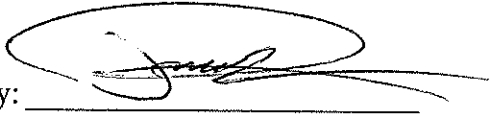
**20. <u>ENTIRE AGREEMENT: AMENDMENTS; LAW OF THE FORUM</u>**

A. This MOU constitutes the entire agreement between the parties with respect to the subject matter governed herein, and shall not be deemed to be waived, added to, or modified orally; and no waiver, addition, modification, or amendments shall be valid unless signed by the parties hereto and confirmed in writing within ten days by registered mail,

B. This MOU, its validity, construction and effect shall be governed by the laws of the Commonwealth of Massachusetts.

**IN WITNESS WHEREOF,** the parties hereto have caused this MOU to be signed by a duly authorized representative, on the date and year as written above.
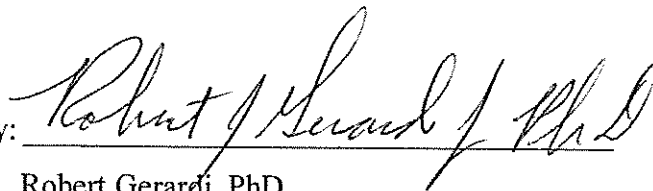
**FOR BOSTON ARCHITECTURAL COLLEGE**

By: _____     Date: ___4/9/19___

James Ryan, PhD

VP of Enrollment Management & Student Services

**FOR MAYARD PUBLIC SCHOOLS**

By: _____     Date: ___4/9/2019___

Robert Gerardi, PhD

Superintendent of Schools, Maynard Public Schools