

## College and Career Readiness Delivery Plan

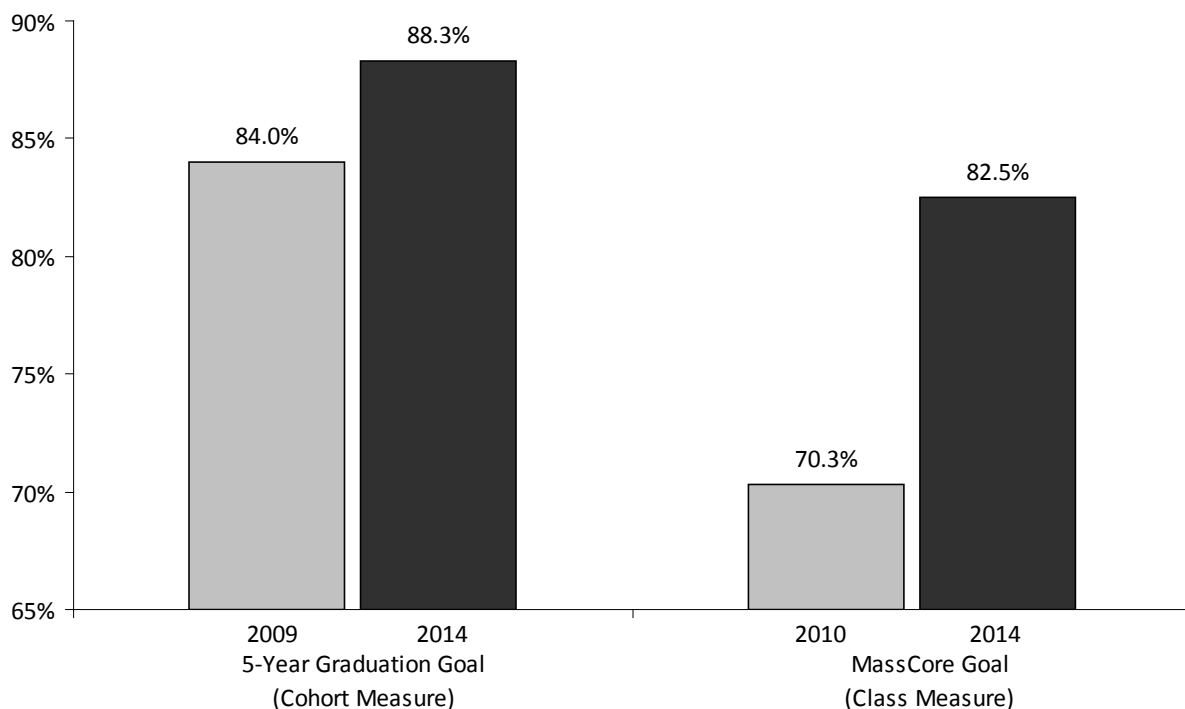
Revised as of April 27, 2011

Definition of college and career readiness: being college and career ready means that an individual has the knowledge and skills necessary for success in postsecondary education and economically viable career pathways in a 21st century economy.

**State goal:** Prepare students to succeed in entry level college credit-bearing courses and for entry level jobs with career opportunities.

**State strategy:** While continuing to promote the current high school graduation requirements (i.e., earning a Competency Determination and meeting local requirements), the Department's strategy to increase College and Career Readiness is to provide additional opportunities for students to participate in quality, upper level high school coursework and implement new approaches to assist them with the completion of high school and with the transition to higher education and the workforce.

**Target:** There are two main components to the College and Career Readiness Target: 1) *Increase the Graduation Rate* – Increase the number of students who graduate from high school in 5 years to 88.3 percent and 2) *Increase the MassCore Completion Rate*– Increase the number of students completing the rigorous MassCore program of study to 82.5 percent.



**Target selection:** The five-year graduation rate is used to recognize the importance of earning a high school diploma as the first step on the ladder towards success in post-secondary education and/or a career. The five-year rate (rather than four-year rate) is included as the target measure to increase innovative support and programmatic opportunities for student success throughout high school, particularly for those students for whom it may take a longer period of time to graduate (i.e. English language learners) and to recognize the overall importance of earning a high school diploma.

The current MassCore target is used to measure the value of completing a rigorous high school course of study in preparation for college and career. Taking a rigorous, well-rounded course of study is among our strongest policies to

ensure that a student is prepared for future education and training. Among the goals of MassCore is to reduce the percentage of students who are required to take remedial non-credit developmental courses in college.

We will measure our success based on the overall gains made in these two outcome measures. While progress in the aggregate is central to our effort, we will also pay close attention to the individual subgroups that make up these outcome measures. After all, those students who aren't graduating within five years and aren't completing MassCore are disproportionately found in low income, special education, limited English proficient, and racial/ethnic minority groups. We are mindful of closing the achievement gap on these measures by focusing resources and our priority projects specifically on students in these groups. We have projected that, through our combined efforts on these projects, we will see the following improvement by 2014 (note the percentage changes for subgroups compared to the percentage changes in the aggregate):

5-year Cohort Graduation Rate

Subgroup	2009		2014		Percentage Point Difference	Percent Change
	Number	Percent	Number	Percent		
Limited English Proficient	3,124	63.3%	3,475	71.4%	8.1%	11.3%
Hispanic	6,679	64.6%	7,390	72.5%	7.8%	10.6%
Student with Disability	10,288	69.3%	11,173	76.3%	7.0%	8.6%
Low-Income	21,026	71.3%	22,668	77.9%	6.6%	7.8%
Black/African American	5,093	73.7%	5,445	79.9%	6.2%	6.9%
Male	32,187	81.7%	33,585	86.4%	4.7%	4.3%
Overall	64,737	84.0%	55,242	88.3%	4.3%	3.7%
Female	32,550	86.4%	33,542	90.3%	3.8%	3.0%
White	48,632	88.7%	49,836	92.1%	3.4%	2.5%
Asian	3,217	89.1%	3,294	92.4%	3.4%	2.4%

Percentage of Graduates Completing MassCore

Subgroup	2010		2014		Percentage Point Difference	Percent Change
	Number	Percent	Number	Percent		
Limited English Proficient	384	29.7%	913	66.5%	36.8%	137.8%
Black/African American	2,291	46.8%	3,811	73.2%	26.5%	66.3%
Hispanic	3,536	53.5%	5,323	75.9%	22.4%	50.5%
Low-Income	8,950	55.2%	13,185	76.6%	21.4%	47.3%
Students with Disability	4,175	60.4%	5,767	78.6%	18.2%	38.1%
Male	21,492	69.1%	27,097	82.0%	12.9%	26.1%
Overall	44,311	70.3%	55,242	82.5%	12.2%	24.7%
Asian	2,260	70.9%	2,801	82.7%	11.8%	23.9%
Female	22,819	71.4%	28,145	82.9%	11.5%	23.3%
White	35,395	75.0%	42,264	84.3%	9.3%	19.4%

Furthermore, in the spirit of continually increasing our awareness of what it means to be ready for college and career, one of the developmental projects of the Department included in this *College and Career Readiness Delivery Plan* is to identify a more comprehensive measure of what college and career readiness entails for a well-rounded and well-prepared student. In addition to the implementation of the Partnership for the Assessment of College and Career Readiness (PARCC), many existing measures (see p.10), as well as newly developed ones, may be used to develop this more direct measure.

**Priority projects, leadership, and management:** The Executive Sponsor for the College and Career Readiness Delivery Plan is Deputy Commissioner Jeff Nellhaus. The following table includes the “priority projects” of this Delivery Plan and the Project Managers responsible for each.

Priority Projects Addressing the Target:	Project Managers:
1) Academic Support	Nyal Fuentes
2) Early Warning Indicator System	Harry Hart (Jenny Curtin is the Lead Customer Rep)
3) High School Graduation Initiative	Jenny Curtin
4) High School Turnaround	TBD (support from C&CR office staff)
5) MassCore Policy and Implementation	Nyal Fuentes
6) Mass Model for School Counseling	Karen DeCoster (support from Keith Westrich)
7) School to Career Connecting Activities	Keith Westrich

**Timeframe for changes among priority projects:** The following table depicts the time periods of implementing substantive policy or programmatic changes at the Department. After the shaded time period is complete it is expected the project will be operating as “business as usual.”

Projects	Calendar Year															
	2010				2011				2012				2013			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Academic Support									*							
Early Warning Index															*	
High School Graduation Initiative					*											
High School Turnaround					*											
MassCore Policy and Implementation									*							
Mass Model for School Counseling					*											
School to Career Connecting Activities									*							

\* = start of impact on targets

**Introduction to the *College and Career Readiness Delivery Plan Process*:** Many projects managed by the Department, and particularly the College and Career Readiness Unit, will have an effect on the preliminary College and Career Readiness target described above. The projects identified as priorities for reaching the target were selected due to their potential for: 1) substantially affecting the target in the near future; and 2) supporting broader systemic impact on a more direct indicator of college and career readiness which will be developed in the future (see p.11). In fact, many projects on the elementary and middle school levels not listed here are more likely to have a substantial impact on college and career readiness in the long term, such as: implementation of the new MA Curriculum Frameworks, incorporating the Common Core State Standards, ESE/EEC literacy initiatives, and the pre-AP training initiative.

Academic Support and Connecting Activities are two priority projects that have been in place for eight and twelve years respectively, but could have some immediate impact on the target if the proposed changes in policy and implementation are made over the next two years (see projects descriptions). Newer projects include the Massachusetts High School Graduation Initiative, the Early Warning Indicator System, MassCore Policy and Implementation, MA Model for School Counseling, and Secondary School Turnaround efforts. These projects are likely to have some short-term impact, but will also have long-term impact on college and career readiness as system building efforts.

While the perfect tools do not yet exist for either the measurement or implementation of programming that support college and career readiness for all students, the intent is for these initiatives to work in concert with other Department initiatives to support schools, districts, and communities to better prepare them for success in post-secondary opportunities.

**Overarching Themes of the Delivery Plan: *Feedback from external stakeholders*** – Prior to finalizing this Delivery Plan, Department staff received feedback from a small group of external stakeholders on the content of the plan. The themes below surfaced from the group’s discussion and will be incorporated across the execution of the entire Delivery Plan and in individual initiatives.

- Increase the focus on students earlier in the pipeline – The College and Career Readiness Delivery Plan should not be focused solely on grades 9-12. More attention should be given to the transition from grade 8 to grade 9 and the impact of earlier grades on high school outcomes.
- It is essential to engage students in creative, high quality pathways to meet graduation requirements – Students need to be engaged or they will not graduate college and career ready. In fact, many will continue to drop out. Work-based learning, community service-learning, and student participation in other community-based educational experiences are important to ensure that students remain engaged through graduation.
- Stronger communication from the Department is needed to promote the concepts in the Delivery Plan – The College and Career Readiness Delivery Plan will be perceived positively as the Department places more emphasis on students’ entire high school experience, not simply their earning a Competency Determination. This shift is important, and the Department needs to clearly communicate this to stakeholders across the state. Communication from the Department should also include more sharing of promising practices, including innovative practices that give “permission” to districts and schools to try new, high quality ideas.
- Career readiness should be emphasized more in the Delivery Plan – The goal of preparing students to be career ready as well as college ready is not evident in the target measures, which appear to emphasize college readiness rather than career readiness. A more comprehensive target should be in place to help drive a more comprehensive strategy for college and career readiness.
- Resources are necessary for high quality, creative implementation across the state – Resources including funding, technical assistance, and sharing of good practice are needed to meet the targets of the overall Delivery Plan and the objectives of the individual priority initiatives. These resources are especially important for the implementation of innovative programming and services to reach the hardest-to-serve students.
- External partners are key links in the delivery chain. External public and private partners at both the state and local levels are important for successful implementation of each of the priority initiatives, as well as to provide ongoing feedback and support to the overall Delivery Plan.

**Common Risks:** The following list summarizes the risks that are common across all of the priority projects and the Delivery Plan as a whole.

The overall risks include a ***lack of:***

- 1) External partners (public and private) in decision making on the state, regional, and local levels
- 2) Resources – both human and financial – in what will be an extremely tight FY12 budget year
- 3) Innovation (and perceived permission) to support non-traditional multiple education and employment pathways
- 4) Timely and comprehensive communication protocols with schools, districts, and external partners
- 5) Timely and comprehensive communication protocols with internal (Department) staff across various units
- 6) Avenues and internal capacity to share promising practices across the state.

**Target:** 1) Increase the five-year graduation rate to 88.3% by 2014 and 2) Increase the MassCore Completion Rate to 82.5% by 2014

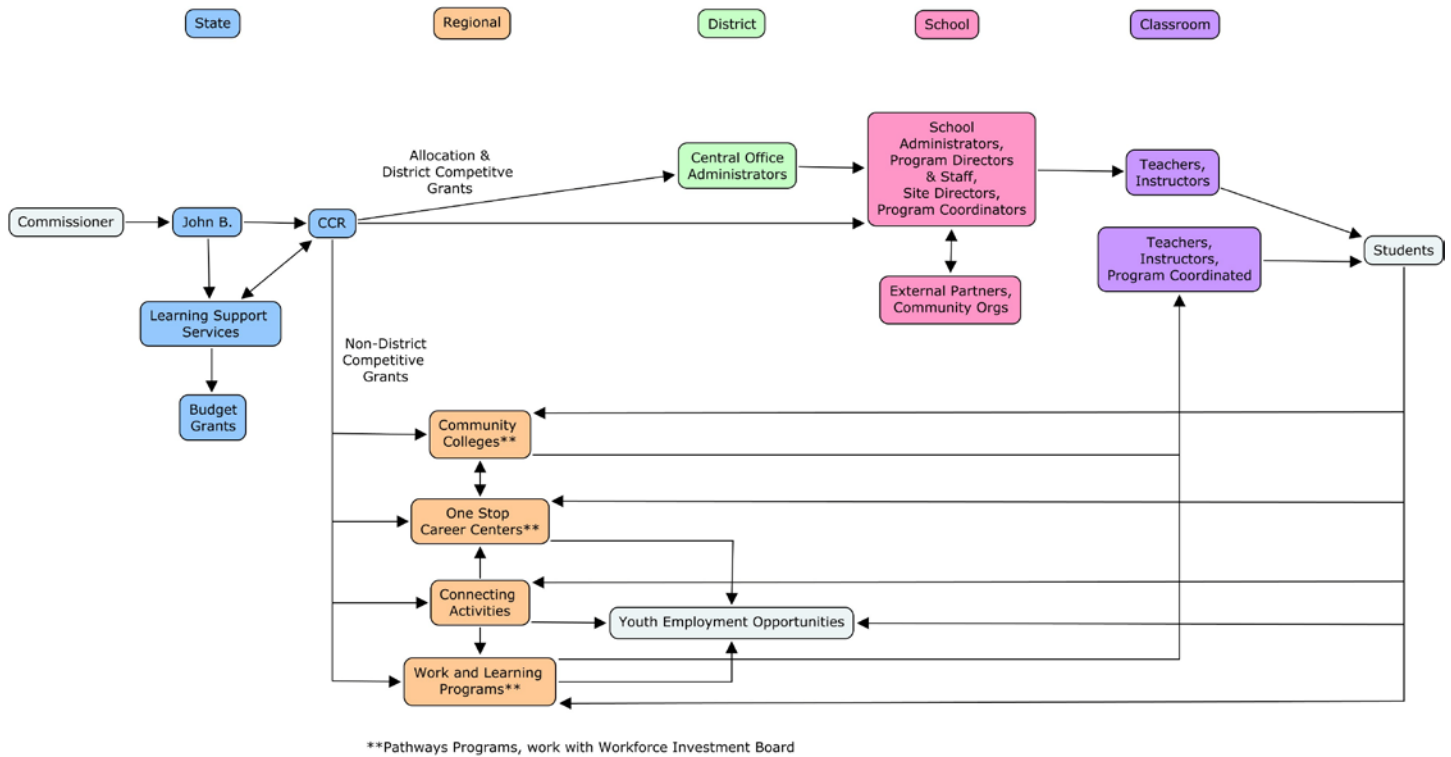
## 1) Academic Support

<b>Project Description</b>	Academic Support provides academic support and remediation services to secondary school students scoring in warning/failing and needs improvement on the mathematics, English language arts and science/technology and engineering MCAS.
<b>Project Scope</b>	In fiscal year 2011, line item 7061-9404 provided nearly \$9.3 million for services to be delivered through the five allocation and competitive MCAS Academic Support programs serving school districts, community colleges, work and learning programs, and one-stop career centers.
<b>Project Activities</b>	<ul style="list-style-type: none"> <li>Enhance services for 8<sup>th</sup> and 9<sup>th</sup> grade students based on early warning indicators, the growth model, and previous MCAS scores, with a goal of proficiency in these subject areas.</li> <li>Enhance services for 11<sup>th</sup>, 12<sup>th</sup>, and students who have yet to meet their CD but are not in school, with a goal of increasing the five year graduation rate particularly in STE.</li> <li>Allow competitive community college and work and learning grantees to serve students as young as the 9<sup>th</sup> grade (involves change to current budget language) with a goal of academic proficiency.</li> <li>Focus TA efforts and attention on level 3 and 4 schools (differing applications and accountability measures).</li> <li>Serve students in the classes of 2003-2016 who have yet to meet their competency determination and/or are scoring below proficiency on the STE, math and ELA MCAS in the 7<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades.</li> <li>Provide Additional academic support and wraparound services for students who have yet to meet their competency determination using more detailed academic data (growth model, EWL, etc) to target services.</li> </ul>
<b>Project Timeline</b>	<ul style="list-style-type: none"> <li>Winter 2010-11 – Ensure budget language and internal policy are consistent with proposed changes, create data set and budget projections that will measure the impact of projected changes</li> <li>Spring 2011 – Create RFPs, provide information sessions on projected changes in Academic Support</li> <li>Fall 2011 – Implementation of programming, TA and site visits, incorporation of wraparound and behavioral health services into programming</li> <li>Spring 2012 – Management of project, business as usual</li> </ul>
<b>Effects on the Target</b>	<p>5-Year Graduation Rate:</p> <p><b>2011-12:</b> 65 additional graduates from where we are now (65 more than the previous year)</p> <p><b>2012-13:</b> 195 additional graduates from where we are now (130 more than the previous year)</p> <p><b>2013-14:</b> 390 additional graduates from where we are now (195 more than the previous year)</p> <p>MassCore Completion Rate:</p> <p><b>2012-13:</b> 270 additional completers from where we are now (270 more than the previous year)</p> <p><b>2013-14:</b> 540 additional completers from where we are now (270 more than the previous year)</p>
<b>Risks in the Delivery Process</b>	<ol style="list-style-type: none"> <li>Lack of staffing and financial resources to serve the number of programs and students to be served.</li> <li>Resistance to and capacity for policy change and program management/implementation structure.</li> <li>Struggle to communicate changes for target populations and additional program focus of proficiency to superintendents and central office staff.</li> <li>Lack of capacity to inform and provide technical assistance and guidance to direct program staff with program changes that will affect the target.</li> </ol>

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**Target:** 1) Increase the five-year graduation rate to 88.3% by 2014 and 2) Increase the MassCore Completion Rate to 82.5% by 2014

## Delivery Chain



Risks/Weaknesses	Solutions
No expert staff dedicated to Academic Support at ESE.	
Confusion regarding roles and responsibilities between C&CR and Learning Support Services.	Build a strong relationship between the two offices initiated by the Associate Commissioner.
Discontinued youth funding.	

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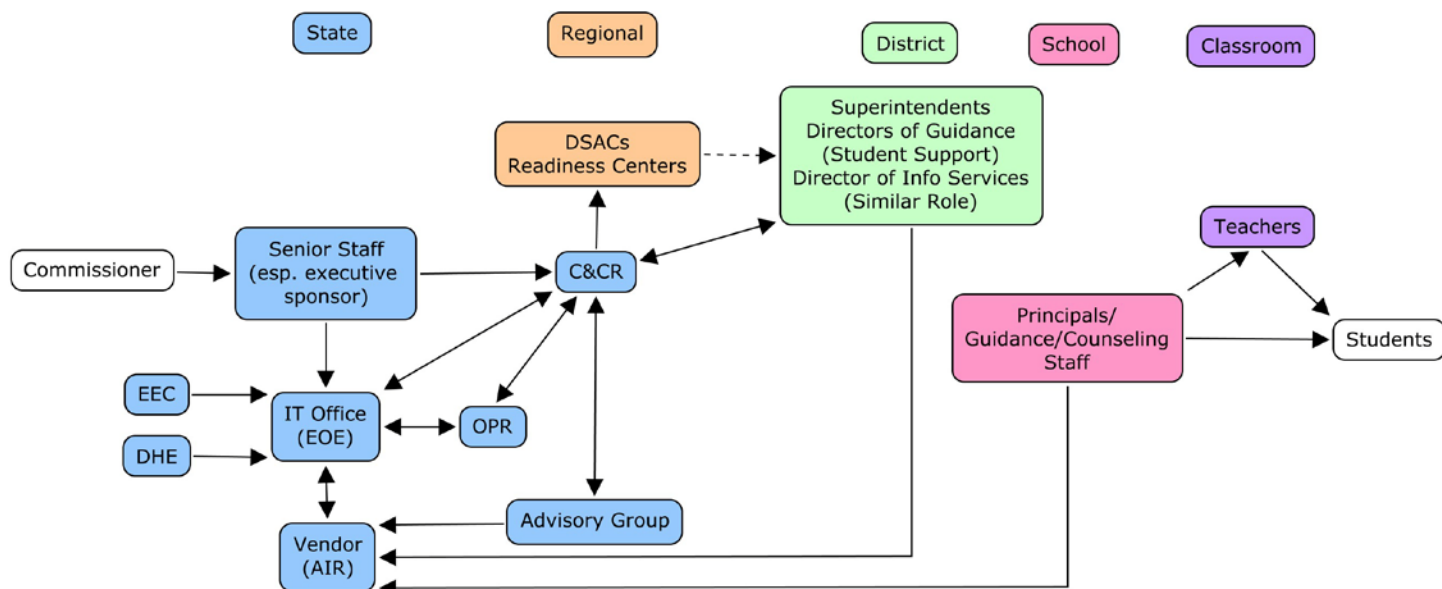
## 2) Early Warning Indicator System

<b>Project Description</b>	The Early Warning Indicator System (EWIS) is a data-driven system to identify students K-12 that are potentially “off-track” for grade-level or developmental age, including those students that are off-track for high school graduation (potential dropouts). This project is funded through the federal Longitudinal Data System Grant Program (LDS-2) and will build off of the current Early Warning Indicator Index (EWII) developed by the Department.
<b>Project Scope</b>	\$633,289 of the LDS-2 grant is budgeted for this project. The new version of the EWIS is expected to impact all school districts, and all grade levels (K-12).
<b>Project Activities</b>	The new EWIS will build-off of the current, internally developed EWII that is based on middle school data and is made available to districts at a single point in time. The Department will hire an outside expert in the field of early indicators to review the current system and propose a methodology to incorporate data from EEC and ESE (across all grade levels). The new system will provide K-12 student-level data to schools and districts and indicate students’ risk level for becoming “off track” for developmental age or grade level. The new system will also provide the data in a more user-friendly technical format.
<b>Project Timeline</b>	<p>Begin – August 2010</p> <ul style="list-style-type: none"> <li>Fall 2010 – initial release of current EWII to all districts</li> <li>Fall/winter 2010 – development of project charter and RFR for a researcher</li> <li>Winter/spring 2011 – researcher begins review of current system and development of expanded system</li> <li>Winter 2012 – initial release of new EWIS, pilot technical solution for data delivery</li> <li>Spring /summer 2012 – release of final version of EWIS and training for educators on use</li> </ul> <p>End – Fall 2012 (business as usual)  <i>Note: the LDS project ends in 2013</i></p>
<b>Effects on the Target</b>	<p>5-Year Graduation Rate:  <b>2013-14:</b> 660 additional graduates from where we are now (660 more than the previous year)</p> <p>MassCore Completion Rate:  <b>2013-14:</b> 528 additional completers from where we are now (528 more than the previous year)</p>
<b>Risks in the Delivery Process</b>	<ol style="list-style-type: none"> <li>Lack of internal communication and collaboration with all ESE units on the use of the EWIS data to inform all types of state and local level programming efforts, including creating incentives for districts to use the EWIS.</li> <li>Lack of communication, training, and ongoing support of school and district level staff on the technical use of the EWIS.</li> <li>Lack of communication, training, and ongoing support of school- and district-level staff on the use of the EWIS to inform and implement student interventions.</li> <li>Failure to provide timely, user-friendly EWIS data through an appropriate technical solution.</li> </ol>

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**Target:** 1) Increase the five-year graduation rate to 88.3% by 2014 and 2) Increase the MassCore Completion Rate to 82.5% by 2014

## Delivery Chain



Risks/Weaknesses	Solutions
Confusion over responsibilities. There is overlap between Program Manager and C&CR.	
Meeting needs of multiple stakeholders and perspectives, including staff that were involved in creating the current system	Garner feedback through advisory group & individual meetings
Strained relationship between IT Office and ESE general	
Lack of Executive Sponsor	Get an Executive Sponsor
Program Manager's lack of knowledge/expertise and project focus results in project team members carrying out too much of the work	
Heavy reliance on IT Office for creation of the technical solution phase (after completion of AIR's work)	

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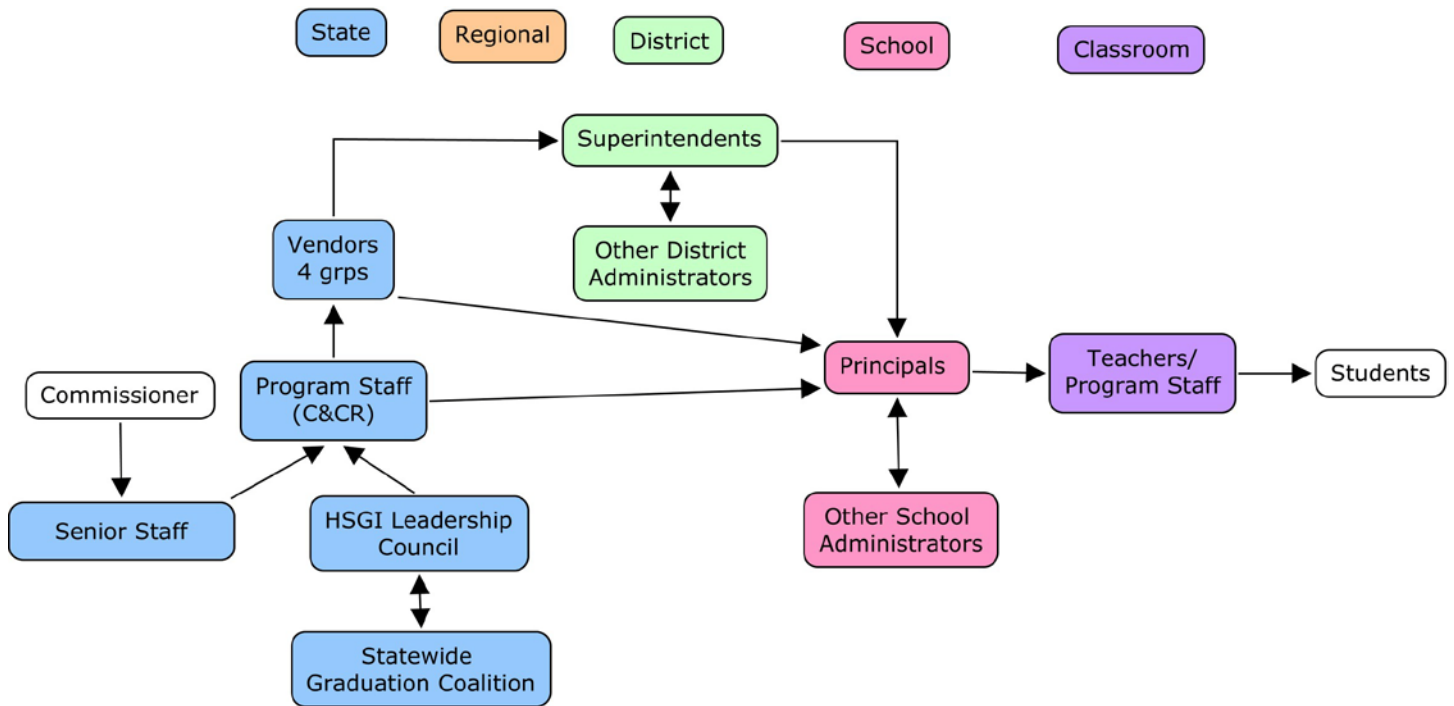
### 3) High School Graduation Initiative

<b>Project Description</b>	The High School Graduation Initiative is a new federal project that will support several new and expanded programs to decrease Massachusetts' statewide dropout rate. The 133 high schools that exceeded our statewide dropout rate average in 2008-09 are the target for the project. These high schools are eligible to participate in new networking, technical assistance, training, and competitive grant opportunities.
<b>Project Scope</b>	ESE will receive \$15 million over the next five years (\$3 million a year starting with the 2010-11 school year). There are 133 high schools (76 districts) eligible for new training, networking, and grant opportunities. These high schools enroll over 100,000 students and have an aggregate dropout rate of 6.2 percent (6,234 students).
<b>Project Activities</b>	<p><u>New projects:</u></p> <ol style="list-style-type: none"> <li>1) State high school graduation Coalition – PR campaign, information sharing, networking, and new collaborations</li> <li>2) High school graduation Leadership Council – inter-agency and cross-sector sharing, alignment of state initiatives, informing the work of the ESE, PR campaign</li> <li>3) Implementation grants – competitive grant program to support new programs and services directly serving students</li> <li>4) Gateway to College program implementation – competitive grant program to implement three new Gateway to College program sites in MA.</li> </ol> <p><u>Augmented projects:</u></p> <ol style="list-style-type: none"> <li>5) Planning grants – competitive grant program to support new planning and needs assessment processes within targeted schools. Formerly only available to 18 of the urban districts – now will be open to all 133 eligible schools.</li> <li>6) Dropout Prevention and Recovery Work Group – teams of school/district staff meet together and share their strategies/challenges with other district teams. Formerly only available to the urban districts – now will be open to all 133 eligible schools.</li> </ol>
<b>Project Timeline</b>	<p>Begin – October 2010 (grant from USED awarded)</p> <ul style="list-style-type: none"> <li>• Fall 2010 – High school graduation Leadership Council begins convening</li> <li>• Winter 2011 – First round of competitive grants awarded</li> <li>• Winter/spring 2011 – Work Group, Coalition, and grantee convening/training/etc. begin</li> <li>• Fall 2011 – Second round of competitive grants awarded</li> </ul> <p>End – January 2012 (business as usual) Note: the federal project ends Sept. 2015</p>
<b>Effects on the Target</b>	<p>5-Year Graduation Rate:</p> <p><b>2010-11:</b> 233 additional graduates from where we are now (233 more than the previous year)</p> <p><b>2011-12:</b> 666 additional graduates from where we are now (433 more than the previous year)</p> <p><b>2012-13:</b> 1,315 additional graduates from where we are now (649 more than the previous year)</p> <p><b>2013-14:</b> 2,180 additional graduates from where we are now (865 more than the previous year)</p>
<b>Risks in the Delivery Process</b>	<ol style="list-style-type: none"> <li>1. Lack of internal communication, collaboration, and alignment of programming with other units, including UDA, SEPP, and OLA.</li> <li>2. Lack of communication and engagement of target schools ("HSGI School Cohort"), in a collaborative effort, particularly those that are not grant recipients.</li> <li>3. Lack of buy in of administration on the district/school level, including alignment and coordination of activities with other school improvement efforts.</li> <li>4. Failure to incorporate ongoing feedback and recommendations into the state-level plans from a diverse group of partners, including the inter-agency HSGI Leadership Council, and the state-level partners.</li> </ol>

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## Delivery Chain



Risks/Weaknesses	Solutions
Leadership Council offers little substantive feedback during program implementation	
Lack of clarity/comfort about roles that wasn't expressed clearly enough at first	Maintain ongoing communication Give more explicit information regarding next work order

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#### 4) High School Turnaround

<b>Project Description</b>	<p>Through a combination of a federal funds available through Title I Section 1003(g) and the American Recovery and Reinvestment Act (ARRA), grant funding is available to eligible Massachusetts schools to engage in school turnaround work, redesigning the way their schools operate by implementing one of four federally defined school intervention models—Turnaround, Restart, Transformation, or Closure.</p> <p>In addition to the turnaround grants available through this large grant program, the Department is also creating a second funding stream to support school improvement efforts among alternative education schools and programs.</p>
<b>Project Scope</b>	<p>There are four level-4 high schools and 65 level-3 high schools. All eligible high schools have a four-year cohort graduation rate that is less than 60 percent.</p> <p>The total number of schools that will receive funding for high school turnaround will be determined in winter 2011.</p>
<b>Project Activities</b>	<p>Large grants will be awarded to districts to support eligible schools in a wide range of activities to improve systems.</p> <p>Specific technical assistance and support will be provided to the alternative education programs and schools receiving funds, as well as a broader network of alternative education locations in high-need districts.</p>
<b>Project Timeline</b>	<p>Begin – Summer 2010</p> <ul style="list-style-type: none"> <li>• August 2010 – 1<sup>st</sup> round of grants awarded to districts</li> <li>• Winter 2011 – 2<sup>nd</sup> round of grants awarded to districts</li> <li>• Winter/spring 2011 – Alternative Education turnaround grants awarded to districts</li> <li>• Fall 2011 – Alternative Education improvement networking/TA series</li> </ul> <p>End – August 2013 (business as usual)</p>
<b>Effects on the Target</b>	<p>5-Year Graduation Rate:</p> <p><b>2010-11:</b> 2 additional graduates from where we are now (2 more than the previous year)</p> <p><b>2011-12:</b> 8 additional graduates from where we are now (6 more than the previous year)</p> <p><b>2012-13:</b> 22 additional graduates from where we are now (14 more than the previous year)</p> <p><b>2013-14:</b> 43 additional graduates from where we are now (21 more than the previous year)</p> <p>MassCore Completion Rate:</p> <p><b>2011-12:</b> 10 additional completers from where we are now (10 more than the previous year)</p> <p><b>2012-13:</b> 26 additional completers from where we are now (16 more than the previous year)</p> <p><b>2013-14:</b> 58 additional completers from where we are now (32 more than the previous year)</p>
<b>Risks in the Delivery Process</b>	<ol style="list-style-type: none"> <li>1. Lack of internal communication, collaboration, and alignment of programming with other units.</li> <li>2. Lack of capacity to provide appropriate training and support to schools and districts on the alignment of these large, systemic efforts with other state initiatives and funding streams that will be available after the STG ends.</li> <li>3. Lack of capacity to share promising approaches among STG high schools, as they tackle turnaround efforts through different strategies, different partners, etc.</li> </ol>

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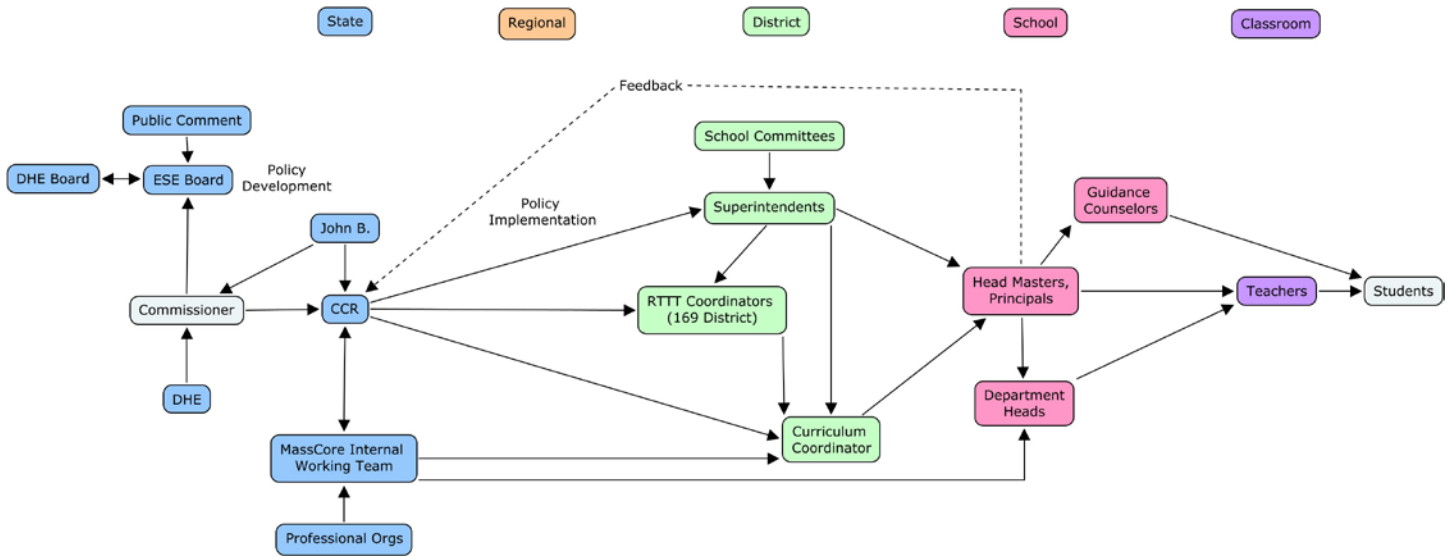
## 5) MassCore Policy and Implementation

<b>Project Description</b>	MassCore is the Board of Education's recommended program of high school studies, which includes four years of English and mathematics (including Algebra II), three years of history and social science, three years of lab sciences, two years of foreign language, a year of the arts, and physical education. It also encourages students to take electives, including Advanced Placement (AP), a capstone senior project; dual enrollment (courses taken for both high school and college credit); online course for high school or college credit; service learning; and work-based learning. Core courses and electives should total a minimum of 22 credits.
<b>Project Scope</b>	Encouraging a course of study for all high school students in the Commonwealth. 169 districts have listed MassCore as a RTTT priority. Those districts have identified \$1.07 million of RTTT local funds for MassCore for year 1 of RTTT funding.
<b>Project Activities</b>	<ul style="list-style-type: none"> <li>• Implementation support for districts will take the form of allowing districts to use local RTTT funds to expand sections of existing courses and create new courses so that all students will have access to the courses they will need to complete MassCore. Additionally, the Department will develop policy options for Board of Education to consider adopting that will incentivize students to complete MassCore, including supporting the Board of Higher Education in adopting course requirements for college-entry that will encourage students to complete MassCore.</li> <li>• Develop model high school course syllabi, based on the new Massachusetts Curriculum Frameworks.</li> <li>• Disseminate information relating to best practices.</li> <li>• Work internally with licensure, technology and curriculum and instruction units to enhance student access to rigorous coursework.</li> <li>• Improve data collection and analysis of MassCore.</li> </ul>
<b>Project Timeline</b>	<b>Spring 2011:</b> Report to Board on policy options. We don't expect that schools will have been able to add courses, expand/improve existing ones, or have higher quality courses until 2011-2012 at the earliest. The impact of this initiative will grow over the next several years.
<b>Effects on the Target</b>	MassCore Completion Rate: <b>2011-12:</b> 654 additional completers from where we are now (654 more than the previous year) <b>2012-13:</b> 6,588 additional completers from where we are now (5,934 more than the previous year) <b>2013-14:</b> 14,018 additional completers from where we are now (7,430 more than the previous year)
<b>Risks in the Delivery Process</b>	<ol style="list-style-type: none"> <li>1. Lack of internal communication and collaboration of programming with other units, in particular Licensure, Curriculum and Instruction, Technology.</li> <li>2. Lack of integration of policy work with BESE and DHE (coordination with admissions requirements) and implementation efforts at the Department.</li> <li>3. Lack of capacity for messaging, clarifying policy and changes with school committees, superintendents and other school staff.</li> </ol>

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**Target:** 1) Increase the five-year graduation rate to 88.3% by 2014 and 2) Increase the MassCore Completion Rate to 82.5% by 2014

## Delivery Chain



Risks/Weaknesses	Solutions
The loss of Deputy Commissioner Jeff Nellhaus has delayed progress and has rid the department of a MassCore “flag bearer.”	
Hiring a Senior Associate Commissioner creates more people along the vertical path to the Commissioner.	
Inability to provide districts with technical assistance about alterative students.	
Not enough teachers to ensure every student can complete MassCore.	

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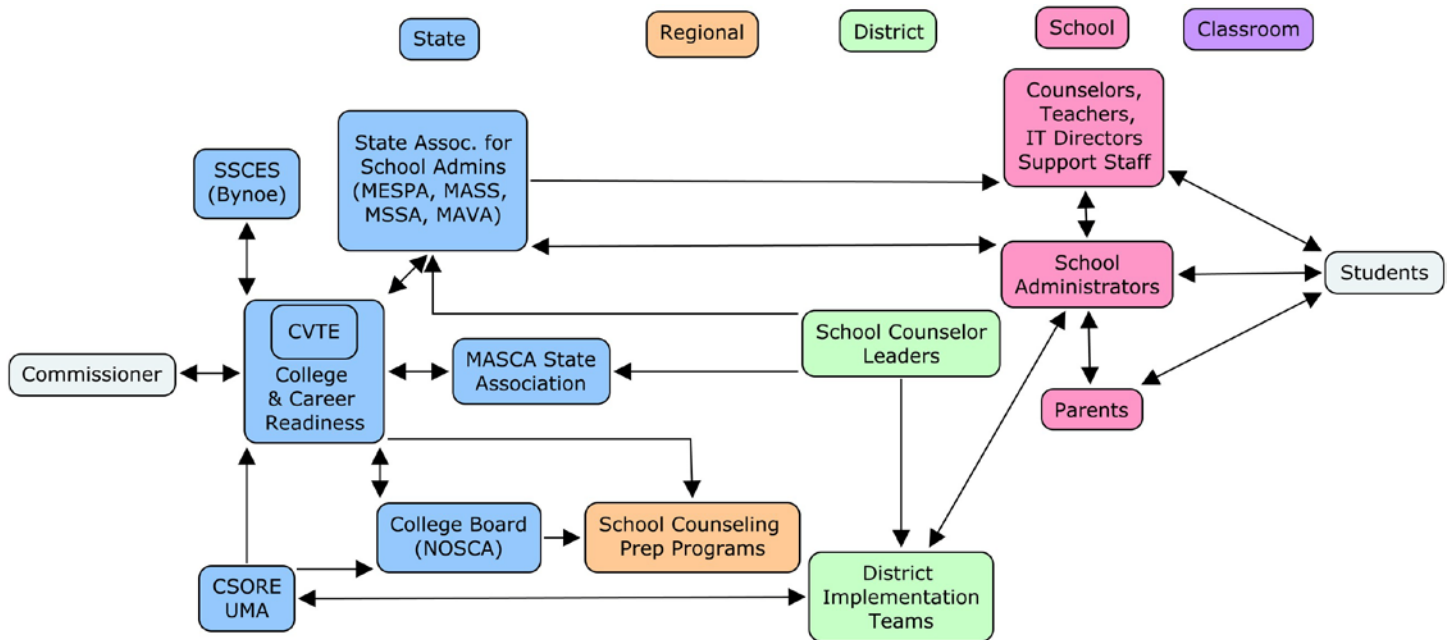
## 6) Mass School Counseling Model

<b>Project Description</b>	The Mass Model is a collaborative leadership model whereby guidance departments are charged with spearheading systemic school change to help raise student achievement in the academic/technical, workplace readiness and personal/social domains.
<b>Project Scope</b>	Forty-five districts have signed on to participate in Race to the Top under <i>College and Career Readiness</i> representing 90,506 students in Grades 8-12. Districts have identified \$113,443 of local RTTT funds in the first year to support this effort.
<b>Project Activities</b>	<ul style="list-style-type: none"> <li>Enhance and coordinate services for 8<sup>th</sup> and 9<sup>th</sup> grade students as they transition into high school based on early warning indicators, the growth model, and previous MCAS scores with a goal of proficiency in the academic/technical, workplace readiness and person/social domains.</li> <li>Focus targeted efforts on developing college and career plans for all incoming 9<sup>th</sup> graders and tracking every student's progress while making data driven adjustments to insure student success over their high school experience.</li> <li>Coordinate academic support services for students in Grades 9-12 who have yet to meet their CD by leveraging allocation and competitive academic grants designed to meet the specific needs of at-risk populations.</li> <li>Ensure all students are "on track" to graduate high school college and career ready by completing MassCore, taking all appropriate coursework and participating in experiential learning opportunities to support their success in postsecondary education, training and career pathway opportunities.</li> </ul>
<b>Project Timeline</b>	<p><b>Fall 2010:</b> Districts will identify members of a Model Implementation Team</p> <p><b>Winter 2011:</b> The Team will oversee completion of gap analyses</p> <p><b>Summer 2011:</b> The Team will conduct an in-depth review of gap analyses data</p> <p><b>Fall/Winter 2011:</b> Implementation of Model begins based on each school's strategic plan while TA and professional development is offered</p> <p><b>Fall 2012:</b> Each year the district will send members of its Model Implementation Team to attend the fall and/or spring MASCA conference</p> <p><b>Spring 2012:</b> management of project, business as usual</p>
<b>Effects on the Target</b>	<p>5-Year Graduation Rate:</p> <p><b>2011-12:</b> 122 additional graduates from where we are now (122 more than the previous year)</p> <p><b>2012-13:</b> 243 additional graduates from where we are now (121 more than the previous year)</p> <p><b>2013-14:</b> 670 additional graduates from where we are now (427 more than the previous year)</p> <p>MassCore Completion Rate:</p> <p><b>2010-11:</b> 15 additional completers from where we are now (15 more than the previous year)</p> <p><b>2011-12:</b> 499 additional completers from where we are now (484 more than the previous year)</p> <p><b>2012-13:</b> 1,248 additional completers from where we are now (749 more than the previous year)</p> <p><b>2013-14:</b> 2,274 additional completers from where we are now (1,026 more than the previous year)</p>
<b>Risks in the Delivery Process</b>	<ol style="list-style-type: none"> <li>Lack of capacity to ensure full buy-in of administration on the district/school level to support MA Model implementation, particularly in a tight FY12 budget year.</li> <li>Failure to identify and engage approved MASCA/ESE technical assistance providers that have a proven track record for supporting MA Model development and implementation.</li> <li>Lack of internal communication and collaboration of programming with other ESE units, including CVTE and Learning Support Services.</li> </ol>

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## Delivery Chain



Risks/Weaknesses	Solutions
College and Career Readiness staff have many other projects to work on and sufficient time may not be given to Mass Model	Lobby for more support staff to be hired
CVTE does not have enough staff to oversee Mass Model work	Hire new staff members and involve a recently hired staff member in Mass Model project
MASCA consultant has competing demands on time	Current consultant can identify and train a new consultant to devote more time to Mass Model. Alternatively, MASCA can use RTTT funds to hire another consultant
School Counselor Leaders stretched thin with competing priorities	
Principals may pull counselors from Mass Model work to accomplish other projects and tasks	ESE communicates the significance of Mass Model to principals. Post video of Keith explaining Mass Model on ESE website
School-level IT staff may be unable to make necessary data available to stakeholders (e.g. counselors) as a result of inadequate data skills	Offer PD for IT staff at the school level or place school IT staff members on implementation teams to work alongside counselor leaders in gathering and reporting appropriate data
Schools may not communicate effectively with families about the results of data analyses. Results may reflect poorly on school or be misinterpreted.	Using the Model Districts as examples, develop successful strategies to communicate with families and plan and implement interventions to improve student results.

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## 7) School to Career Connecting Activities

<b>Project Description</b>	Connecting Activities provides quality work-based learning experiences that are connected to classroom teaching and learning for high school students participating in school-to-career initiatives across the Commonwealth. Priority is given to students who are most at risk of dropping out or who are academically at-risk and in danger of not acquiring their CD. The primary goal of CA is to design and implement brokered “work and learning” experiences both during the school year and summer to support career development and academic achievement. Employer connections are brokered by the 16 regional Workforce Investment Boards (WIB) working in partnership with districts/schools and School to Career/Connecting Activities networks.
<b>Project Scope</b>	\$2 million state line item (7027-0019) serving 11,000+ students annually in 188 high schools representing all regions of the Commonwealth.
<b>Project Activities</b>	<ul style="list-style-type: none"> <li>• <b>FOR THE WHOLE SCHOOL:</b> Provide a scope and sequence of career development and work-based learning experiences in participating schools. This menu will include a series of activities from grades 9 to 12.</li> <li>• <b>FOR INDIVIDUAL STUDENTS:</b> Target career development/work-based learning experiences to students who have identified these activities as goals in a College and Career Plan (CCP) and/or Educational Proficiency Plan (EPP).</li> <li>• <b>FOCUS ON STUDENT NEEDS:</b> Work with school guidance programs to identify options designed to connect career development/work-based learning experiences with school success, so that schools will include these experiences as part of the intervention for students who are most at risk.</li> </ul>
<b>Project Timeline</b>	<p><b>January 2011:</b> Begin planning with CA leadership from sixteen WIB regions</p> <p><b>April 2011:</b> Release RFP with specifications for revised model and provide professional development.</p> <p><b>July 2011:</b> New program year begins and staff training for new model begins.</p> <p><b>September 2011:</b> New school year begins and Connecting Activities staff begin planning with school leadership</p>
<b>Effects on the Target</b>	<p>5-Year Graduation Rate:</p> <p><b>2011-12:</b> 75 additional graduates from where we are now (75 more than the previous year)</p> <p><b>2012-13:</b> 358 additional graduates from where we are now (283 more than the previous year)</p> <p><b>2013-14:</b> 812 additional graduates from where we are now (454 more than the previous year)</p>
<b>Risks in the Delivery Process</b>	<ol style="list-style-type: none"> <li>1. Failure to ensure that appropriate resources such as level funding (if not increased funding) from the Legislature are not obtained.</li> <li>2. Failure to successfully implement changes in policy direction in collaboration with Workforce Development partners including EOLWD, MA WIB Association, MA Association of Workforce Professionals, etc.</li> </ol>

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## College and Career Ready Beyond 2014: Developing a Comprehensive Measure of College and Career Readiness

A future objective of the Department is to develop an indicator that is a more direct measure of college and career readiness. This indicator could be treated as a college or career readiness “competency indicator.” This future measure is intended to recognize the necessity of a rigorous course of study coupled with authentic learning experiences that will prepare students for success after high school.

The chart below is based on data that are currently available, or will be available to the Department by the end of school year 2010-11. Additional items (at a cost), such as the Achieve Algebra II test, could be used as part of the measure.

	Indicator	Source of Information
<b>Dropout Reduction</b>	Dropout rate	Annual Dropout Rate 9-12
	Graduation rate	4 and 5 year Graduation Rates
	Recovered students	Students graduating after one or more SIMS reporting periods out of school/nonenrolled/dropped out
	Students in “off track” categories in 8 <sup>th</sup> grade	Early Warning Indicator System
<b>College Readiness</b> <i>(academic skills)</i>	Students scoring proficient/advanced on STE, Math and ELA by the end of 10 <sup>th</sup> grade (on track)	MCAS Scores
	SAT participation and achievement	ESE via College Board
	Students taking postsecondary coursework (simultaneous enrollment)	Student Course Schedules (SCS)
	AP class enrollment	AP Course Reported in SIMS
	Students completing Algebra II or above	SCS by 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> grade
	Students completing mathematics in the senior year	SCS by 12 <sup>th</sup> grade
	Students earning 3+ on AP Exams	ESE via College Board
	Students enrolling in 2 and 4 year colleges	National Clearinghouse Data
<b>Career Readiness</b> <i>(employability skills)</i>	Work-Based Learning Plans Completed	Aggregate Number of Online WBLP 's

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## College and Career Ready Beyond 2014: List of Projects

### **Current Priority Projects**

- Academic Support
- Early Warning Indicator System
- High School Graduation Initiative
- High School Turnaround
- MassCore Policy and Implementation
- Mass Model for School Counseling
- School to Career Connecting Activities

### **Additional Projects Supporting College and Career Readiness**

The following are current and planned projects that will help drive both the overall Delivery Plan goal and targets, as well as benefit the priority projects included in this Delivery Plan.

- Pre-AP
- STEM Early College High Schools
- Online Courses and Modules for At-Risk Students
- Certificate of Occupational Proficiency
- YourPlanforCollege.org: Get Ready for Life After High School
- Competency Determination Requirement (ELA, Math, STE) and changes to Koplik and/or Adams policy
- Educational Proficiency Plans
- State Strategies to Achieve Graduation for All (NGA)
- Alternative Education state grants
- Early College Designs Policy Initiative
- School Improvement Grants/Level 4 Schools and Districts/Alternative Education School Turnaround Support
- Forums and research briefs in partnership with the Rennie Center
- Innovation school development
- Charter school development
- Enhancing STEM instruction at high-need middle schools (Green in the Middle)