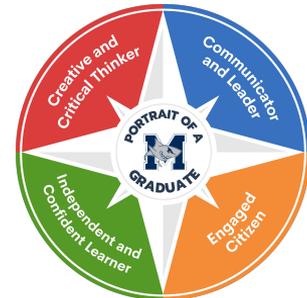




Innovation Career Pathways



MONOMOY REGIONAL SCHOOL DISTRICT





MONOMOY
REGIONAL SCHOOL DISTRICT



Agenda

- Introductions
- Overview of the MRSD Strategic Plan and our connections to the Innovation Career Pathways program
- Overview of ICP programming and insight from a district partner
- Next steps: preparing a vision, a plan for program development, a plan for curriculum development, a plan for grant writing

MRSD Strategic Plan



- **Portrait of a Graduate Implementation: Develop and implement a comprehensive plan to ensure that every graduate possesses the skills, attributes, and characteristics necessary for success in college, career, and life.**
 - *Engagement*
 - Engage families and caregivers, community members, and local businesses and organizations in understanding and supporting the Portrait of a Graduate initiative
 - Expand partnerships with local businesses and organizations to provide additional resources and opportunities for students to develop the Portrait of a Graduate skills and attributes

MRSD Strategic Plan



- **Learning and Academics**: Foster a rigorous, equitable, and inclusive academic environment that nurtures the competencies of the Portrait of a Graduate to prepare students for college, career, and life.
 - *Multiple Learning and Exploration Pathways*
 - Expand life skills instruction into the curriculum, covering areas such as health and wellness, personal finance, and career exploration
 - Nurture partnerships with local businesses and organizations to provide real-world experiences and mentorship opportunities
 - Expand career pathways, including and beyond Project Lead the Way, to allow students to explore careers, potential college majors, and other post-high school training
 - Empower students, through the implementation of the POG competencies, to become self-advocates who can navigate their learning journey and future aspirations



Goals to Accomplish:

- Understand Innovation Career Pathways
- Understand the process of applying for designation, and resources to support teams in the planning and application process
- Build connections across the prospective industry partners and the district
- Create and submit a plan for design and implementation of MRSD Innovation Career Pathways programming
- Create a plan for grant writing and submission
- Create and submit a plan for design and high-quality instructional resource review for MRSD Innovation Career Pathways programming

What are Innovation Career Pathways?

- Innovation Career Pathways connect student learning to one of six broadly defined industry sectors that are in demand in the state economy, and guide students toward relevant post-secondary education and training options.
- Pathways are designed to equitably prepare all students for life after graduation by eliminating barriers to student participation and success in academic and work-based learning.

Massachusetts Department of Elementary and Secondary Education

MASSACHUSETTS CAREER DEVELOPMENT MODEL



In an exemplary Career Development Model (CDM), students participate in a well-designed sequence of career development lessons and activities that become progressively deeper and more intensive as the students gain skills and maturity. This sequence of activities helps students move from the self-discovery phase into cognitive and experiential learning.

Self Discovery

MIDDLE SCHOOL
grades 6-7

Students discover who they are to align career interests:

- Personal interests
- Skills
- Talents
- Passions
- Self-awareness activities

Career Awareness

MIDDLE SCHOOL
grades 7-8

Students learn about the world of work, including its broad range of industries and occupations:

- Career Speakers
- Career Days
- Career Fairs
- Career Interest Inventories
- Career research reports

Career Exploration

MIDDLE/HIGH
grades 8-10

Students learn through activities and work experiences that help them explore career options:

- Job Shadowing
- Informational Interviews
- Job Skills Portfolio
- Community Service
- Service Learning
- Leadership in Career Clubs
- Contextual Learning
- Coursework
- Labor Market Information

Career Immersion

HIGH SCHOOL
grades 10-12

Students engage in immersive work experiences that prepare them for choices about postsecondary education and careers:

- Capstone Projects
- Internships
- Apprenticeship
- Entrepreneurial Enterprise
- Clinical Experiences
- Part-Time Employment
- CVTE Cooperative Education

Innovation Career Pathway Fundamentals

- ★ Based in collaboration between high schools, local MassHire workforce boards, and employers/industry sector partners
- ★ Broad industry sector alignment, not occupation-specific
- ★ Wall-to-wall CTE schools are not eligible to apply
- ★ Two year-long technical courses aligned to industry-recognized content and credentials
- ★ Two year-long advanced courses (e.g., AP, IB, dual enrollment) aligned to relevant content and skills
- ★ 100-hour culminating work-based learning experience (internship or capstone)

Broad Industry Sectors (MA DESE)

- Advanced Manufacturing
- Business / Finance
- Clean Energy
- Environmental / Life Sciences
- Healthcare / Social Assistance
- Information



Current Pathways by Sector

SECTOR→ YEAR↓	Advanced Manu- facturing	Business & Finance	Information	Health Care & Social Assistance	Environmental & Life Sciences	Clean Energy
2024	53	41	42	47	34	5
2025	66	50	47	59	37	10

(Worcester received designation in 2018 for a pathway in “Civil Engineering” which is no longer an ICP sector)



DESE Funding Sources for Innovation Career Pathways

- ★ DESE Planning Grants to support preparing for designation
 - Competitive RFP, maximum award: Up to \$15,000
 - Preference given to LEAs who have not received Innovation Career Pathways grants in the past
 - Due annually in midsummer
- ★ DESE Implementation Grants for newly designated programs
 - Staffing, instructional materials, career resources
 - FY25 Maximum award: \$75,000
- ★ DESE Support Grants for designated programs in Year 2 and beyond (\$50,000 max. award)
- ★ Technology & Equipment: Workforce Skills Cabinet Skills Capital grant program (information will be shared when available)

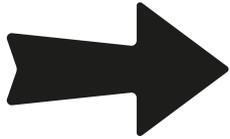


Phase I: Building our Team and Vision (Fairhaven's Advice)

- Form a diverse, cohesive team (district and building leaders, teachers, counselors, external partners) to develop the vision and plan for pathways
- Familiarize the team with the ICP guiding principles, and rely on them to design/analyze all program components as you develop them
 - Equitable Access
 - Guided Academic Pathways
 - Enhanced Student Support
 - Connection to Career
 - Effective Partnerships

Understanding Guiding Principles: ICP Site Self-Assessment Tool

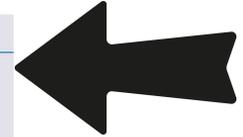
Read guiding principles 1-5 including the definitions and established/sustained practice elements.



GUIDING PRINCIPLE 1: EQUITABLE ACCESS FOR ALL STUDENTS

Designated programs should prioritize students underrepresented in education enrollment and completion. To facilitate this, programs should be structured to eliminate barriers to student participation. Design might therefore include, but not be limited to, tuition-free participation, open enrollment without regard to prior academic performance, student supports to promote success, scalability, multiple entry points for students, and student supports to prepare students for entry into the program.

Initiating Practice	Emerging/Developing	Established/Sustained Practice
<p><i>Equity and access in recruitment of students</i></p> <ul style="list-style-type: none">• Students, families and community members are unaware of pathway options and there is little or no parent/caregiver engagement.• There are no materials/social media or a communications/recruitment activities plan in place to support efforts to raise awareness and understanding of pathways opportunities among students and families. <p><i>Enrollment and completion of students across diverse student populations</i></p> <ul style="list-style-type: none">• There are no established goals for recruitment and/or enrollment.• There are policies or practices in place that restrict or limit participation (e.g. a GPA minimum, recommendation from a teacher/counselor etc.) and/or some courses charge tuition.• Pathways currently enroll only a cross-section of students that is not representative of school/school district demographics.	<p><i>Equity and access in recruitment of students</i></p> <ul style="list-style-type: none">• Students, families and community members are somewhat informed about the pathways work, but information may not be tailored to various audiences.• There is limited awareness of pathways among students, parents/caregivers from historically underserved communities.• Materials and recruitment/awareness activities have consistent messaging and are not tailored to various audiences.• Promotion of pathways to students, families and community members begins in high school. <p><i>Enrollment and completion of students across diverse student populations</i></p> <ul style="list-style-type: none">• There are goals for recruitment and/or enrollment, but they do not include goals for different student populations.• All pathway courses are tuition-free, but there are policies or practices in place that restrict or limit participation.• Pathways enroll a range of students representative of school/school district demographics.	<p><i>Equity and access in recruitment of students</i></p> <ul style="list-style-type: none">• Promotion of pathways to students, families and community members begins in middle school and continues throughout high school.• Materials and recruitment/ awareness activities include specific strategies to reach historically underserved populations who understand the available pathways, how to enroll as well as supports available.• Pathways offer multiple entry and exit points to enable students to change paths as their interests and goals evolve. <p><i>Enrollment and completion of students across diverse student populations</i></p> <ul style="list-style-type: none">• All pathway courses are tuition-free and offer open enrollment to ensure that pathways enroll a range of students representative of school/school district demographics.• Completion of pathways is equitable across student populations (e.g. by gender, race/ethnicity, student income background, disability and English Learner status)



Ideas and/or Thoughts?



Phase II: Choosing Industry Sectors (Fairhaven)

- Study Labor Market Information (regional workforce blueprints and local economic development plans) to understand potential industry sectors
- Study school/district demographics to understand student needs, interests, and how pathways could serve them
- Make the connection between the two by seeking input from internal and external stakeholders
- Outline your proposal vision

Phase III: Core Elements of the Pathway (Fairhaven)

- Inventory existing courses (technical and advanced) that align with the proposed pathway(s)
- Determine if you need additional course offerings and if so, initiate contact with dual enrollment (or other) providers
- Research and select industry-recognized credentials (IRCs) that align to the sector
- Build/enhance partnerships with MassHire and other potential employer/community partners who can support career readiness and work-based learning opportunities (including internships/capstones) for your pathways
- Crosswalk your planned pathways with your MyCAP program/curriculum + mode of delivery and Profile of a Learner
- Consider how you will provide enhanced student supports (academic, social-emotional, linguistic) as well as accommodations and safety policies and procedures for on and off the school site
- Determine staffing and provision of educator supports (curriculum resources, specialized training, MAICP Community of Practice)

Phase IV: Budget and Funding Sources (Fairhaven)

Potential Expenses:

- Recruitment and instructional materials
- Equipment and training
- Stipends
- Transportation
- Industry credential costs
- Tutors
- Intrepretors/translations

Potential Sources:

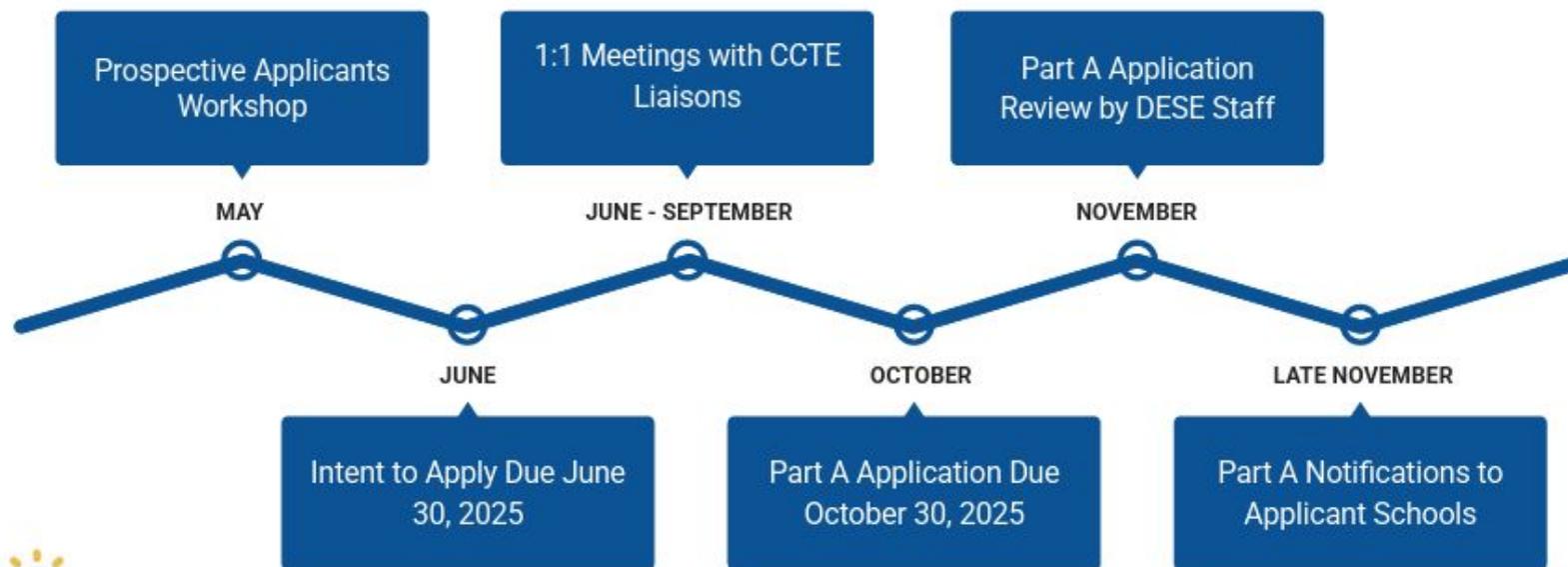
- Planning grant funding
- Mass Hire support
- Community partner contributions
- Local LEA funds
- Implementation grant money (post-designation)

Contacts and Resources



- Ignacio Chaparro, DESE CTE Liaison
- Kara O'Donnell-Galvin (Executive Director) and Samantha Fonseca (Youth Services Director), C & I MA Hire
- MAICP network, <https://maicp.org/website-help/>
- Higher education/dual enrollment (for technical and advanced courses) and industry sector training partners (for industry-recognized credentials)
- Monomoy educators, [firstinitiallastname@monomoy.edu](mailto:firstname.lastname@monomoy.edu); High School: 508-430-7200 (Principal Police), Middle School: 508-945-5140 (Dr. Dudley); Central Office: 508-945-5130 * Also, [the MRSD website has a searchable Staff Directory](#)

Part A Application Cycle



Part B Application Cycle



Next steps ~ Preparing Part A Submission



Tasks to complete:

- Gathering Materials for Part A
- Proposal narrative: needs assessment, goals, target student #s
- Partnerships: regional demand; MOUs with MassHire Workforce Board, employer(s), other partners; stakeholder involvement in pathway development
- Equitable Access: strategies and sustainability to advance equity in YOUR context
- Part A Application due to DESE: **October 30, 2025**

Next steps:

- Part A writing team will complete draft of Part A between September 4 and September 17; sections will be chosen/assigned digitally;
- MRSD ICP Team, Meeting #2 on September 17, 2025, best time?
 - Agenda for meeting #2:
 - Review draft of Part A, provide feedback for possible revisions;
 - Preview Part B
 - Assign roles and responsibility for Part B
- Send Ignacio draft of Part A by October 1 for feedback
- MRSD ICP Team, Meeting #3 on October 15, 2025, best time?
 - Agenda for meeting #3:
 - Finalize Part A and submit to state
 - Review any completed drafts of Part B and solicit feedback
- Meeting #4, November 12, 2025 – check in on draft of Part B, send Ignacio completed drafts for feedback
- Meeting #5, December 3, 2025 – check in on draft of Part B, review Ignacio’s feedback, suggestions/revisions, and then send Ignacio completed additional sections for feedback
- Meeting #6, December 17, 2025 – same agenda as above
- Meeting #7, January 7, 2026 – finalize review of feedback and finish drafting Part B
- Send full draft of Part B to Ignacio for review on January 9, 2026
- Meeting #8, January 15, 2026 – finalize Part B draft
- Submit Part B to DESE by February 5, 2026

MRSD ICP Team Links:

- [MRSD Innovation Career Pathways Grant Application Questions and Action Planning Document](#)
- [MRSD ICP Team Meeting Notes](#)
- [MA Innovation Career Pathways Resource Guide](#)



Ideas, Thoughts and/or Questions So Far?



Thank you for your partnership and support!



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