

Understanding the Greater Nubian Education-to-Career Pathway Ecosystem

MAY 2026

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Executive Summary

The Boston Foundation's (TBF) Pathways to Postsecondary Success team works toward the goal of increasing the number of Boston high school graduates who complete postsecondary credentials and land good jobs. Postsecondary credentials are drivers of economic mobility, leading to higher long-term earnings and financial stability. TBF's North Star goal of 73% of Boston Public School (BPS) graduates earning credentials is projected to lead to millions in additional total annual income and billions in total lifetime earnings for graduates from each high school class.

As part of this effort, the TBF team is exploring a place-based approach to structure its support of Boston's education-to-career pathways efforts, with an initial focus on the Greater Nubian neighborhood. State pathways align coursework and student experiences towards career sectors, supported by post-graduation planning through My Career and Academic Plan (MyCAP). These pathways bring together high school coursework, college classes, and work-based learning to prepare students to be ready for college, further training or the workforce upon graduation.

The Nubian area of Roxbury is well positioned for ongoing implementation of pathways strategies. It is a hub of BPS high schools and students, and a region with a density of community based organizations, higher education institutions, training providers, and employers across a range of sectors.

TBF and Agncy engaged in a range of primary and secondary research over a nine-month period in 2025 and 2026. Our analysis seeks to highlight

the area's resources, to amplify the good work of pathways teams in the neighborhood, and to identify opportunities to strengthen and innovate this ecosystem.

Stakeholders engaged through this process were passionate about what pathways strategies can enable for students, employers, and communities. Across a range of perspectives, a fairly consistent vision emerged—one that centers a student experience and weaves together different ways and types of learning.

Stakeholders were also clear that the ecosystem needs to reorient around a breadth of student experiences, not only academic tasks, but the learning, growth, and support that happens through engagement with work, community, and self. These conversations reframed the end goal: not just grades, test scores, graduation, or college enrollment, but advancing the dignity, choice, economic advancement, and empowerment of young people.

Resetting the aperture creates a new mandate for the ecosystem of providers who come together to deliver on this promise. We outline here opportunities to invest in structural changes to advance the student experience, support the work of pathways teams, develop robust ecosystem infrastructure, and shift policies to enable and advance pathways strategies.



Student Experience

Opportunities

What we heard:

- Access to pathways and opportunities is largely limited to the school a student is enrolled in
- Pathways experiences are defined by school-based partnerships, which take a lot of time to cultivate and allow the teams to manage students' experiences on an individual basis
- Pathways are seen as a way to learn what you don't want to do, as much as what you do
- Pathways teams focus on students' confidence, creating mechanisms so that a student can feel successful, even if they don't thrive in a course or pathway

What we heard:

- Students are learning through work, afterschool programs, community activities, and more
- Ecosystem stakeholders identified the need for a tracking system that allows students to get "credit" for a range of learning experiences
- Aligning how student learning is credited can better reflect the values of the ecosystem

What we heard:

- Students and families value empowered choices and being able to make decisions from a place of insight
- Students and families are eager for life skills and pathways activities are aligned to these goals
- Students and families highlight the need for connection and community, such as in neighborhood afterschool programs or jobs at a neighborhood business
- Students and families seek support in understanding what opportunities are available, and being matched to ones that are a good fit for them and their interests

Increase equitable access to programming

- Increase programming opportunities not attached only to a high school
- Enable students to move between pathways district- or city-wide
- Create portability of experiences across schools

Develop a new framework for crediting student learning

- Look beyond class grades, test scores, and industry credentials
- Consider the range of learning experiences that are integrated into robust pathways

Invest in student and family engagement

- Support decision-making and ecosystem navigation
- Deepen understanding of pathways options



Pathways Teams

Opportunities

What we heard:

- Pathways teams may be building as they go, without the time or space to do long-term planning and strategy
- Educators beyond pathways teams may be resistant to the shifts pathways implementation requires, or have misconceptions about the goals and intentions of pathways work

Support long-term planning and culture-building

- Provide space, facilitation, and stipends for long(er) term planning, outside of the day-to-day student support
- Offer district-wide professional development and narrative building for educators around pathways work

What we heard:

- Pathways teams are constantly problem-solving, addressing institutional barriers and meeting student needs. Each team holds unique know-how and insight
- High school, higher education institutions (higher ed), and employer partners are in constant touch within a team, but are eager for opportunities to learn from and share with other teams

Build shared pathways practices and networks

- Create mechanisms for school-based teams to share practices and problem-solving approaches with each other

What we heard:

- Pathways teams have a unique view of system barriers and the experience of working through these. They are responsible for navigating their institutions and state designations and so have a pathways-specific understanding of what structures need to change—and ways that these changes can be approached

Engage pathways teams in structural problem-solving

- Convene system players at different levels to tackle specific structural issues



Ecosystem Infrastructure

Opportunities

What we heard:

- Some schools have established vertically-aligned curriculum; some are developing it as their program grows
- There are some pockets of industry-driven thinking about educational experiences for middle and high school, but typically industry engagement in curriculum happens at the school level. This means that curriculum reflects the inputs of a limited industry perspective

What we heard:

- Teams are working closely day-to-day to support students, using texts and emails. We did not hear about a common student data system that bridges organizations
- The differences between high school and college schedules present challenges in managing a student's daily/weekly schedule and in managing when and how different institutions plan their course offerings

What we heard:

- There's shared energy across the ecosystem—and the need to be clear about the incentives and motivations for each system player

What we heard:

- Local small businesses and community organizations are interested in engaging with students, but may not have the current infrastructure to manage it

Invest in shared curriculum or frameworks

- Develop tools that are immediately useful across high schools and higher education partners
- Invest in a process to develop and update these collaboration with high schools, higher education, industry and community partners, and students/alums

Address shared systems and data

- Alleviate the need for school-by-school and partner-by-partner problem-solving
- Co-create and pilot pathways-specific approaches to scheduling

Create a shared pathways vision, inclusive of high school, higher education, industry, community, family and student perspectives

Support the engagement of a range of organizations in pathways work



Policy

What we heard:

- There's appetite for pursuing state funding commitments for localized investment
- Reimbursement rates may not be adequate for all course types (e.g., college lab courses may not be fully funded at current levels)

What we heard:

- Programs such as The Possible Zone's collaboration with BPS and Wentworth Institute of Technology (WIT) create opportunities for pathways access beyond what exists at a student's high school
- There's the opportunity to create greater flexibility across high schools, for example to provide access to specialty courses
- Boston's politics and concentrations of power are a challenge to coordination

What we heard:

- Enrollment policies at higher education institutions can create hurdles for early college students. For example, one partnership is working to address a policy may require reapplication if a student hasn't attended for a period.
- Shared access to higher education learning management systems enables high school teams to access students' coursework and messages from professors.
- Hiring practices and contracts can restrict flexibility around staffing early college courses

Opportunities

State

- Local legislation to support program pilots and funding
- Align pathways designations and funding structures to emerging learning from ongoing implementation

District

- Support greater student mobility across schools and learning opportunities through examination of structures such as credit policies
- Align incentives to pathways goals, for example through school staffing funding or graduation requirements

Institutional

- Identify and surface contractual obstacles to pathways practices to engage relevant unions in discussions
- Work with higher education to integrate early college/dual enrollment student considerations into enrollment and registration policies
- Invest in legal/technical/policy shifts to enable shared data visibility

Neighborhood Pathways Snapshot

CAREER CLUSTER

CURRENT BPS PATHWAYS BY CLUSTER

HIGH SCHOOL

Agriculture & Natural Resources

There are no active pathways in this cluster at the time of this report.

Business & Consumer Services

- Design & Visual
- Media Arts
- Graphic Communications

- Madison Park

Construction

- Building & Property
- Carpentry
- Electricity
- Metal Fabrication & Joining
- Plumbing

- Madison Park

Education

There are no active pathways in this cluster at the time of this report.

Healthcare

- Health and Life Sciences

- Dearborn

- Health Science

- Fenway

- Dental Assisting
- Health Assisting
- Medical Assisting

- Madison Park

Hospitality and Tourism

- Culinary Arts
- Hospitality Management

- Madison Park

Information Technology Services

- Computer Science

- Dearborn

- Computer Science

- O'Bryant

- Information Tech & Networking
- Programming & Web Development

- Madison Park

Legal Protections & Services

There are no active pathways in this cluster at the time of this report.

Manufacturing, Engineering & Technology

- Engineering
- Biomedical Science

- O'Bryant

Transportation

- Auto Collision Repair and Refinishing

- Madison Park

Introduction

The Boston Foundation's (TBF) Pathways to Postsecondary Success team works towards the goal of increasing the number of Boston high school graduates who complete postsecondary credentials and land good jobs. Postsecondary credentials are drivers of economic mobility, leading to higher long-term earnings and financial stability.

Reaching TBF's goal of 73% of Boston Public School (BPS) graduates earning postsecondary credentials—to match the share of jobs that will require it—will lead to millions in additional total annual income and billions in total lifetime earnings for graduates from each high school class.¹

As part of this effort, the TBF team is exploring a place-based approach to structure its support of Boston's education-to-career pathways efforts, with an initial focus on the Greater Nubian neighborhood. The Nubian area of Roxbury is a hub of BPS high schools and students, and a region with a density of community based organizations, higher education institutions, training providers, and employers across a range of sectors. State pathways align coursework and student experiences towards career sectors, supported by post-graduation planning through My Career and Academic Plan (MyCAP). These pathways bring together high school coursework, college classes, and work-based learning to prepare students to be ready for college, further training or the workforce upon graduation.

The Nubian area of Roxbury is well positioned for ongoing implementation of pathways strategies. It is a hub of BPS high schools and students, and a region with a density of community based organizations, higher education institutions, training providers, and employers across a range of sectors.

Agncy was engaged to complete a landscape analysis to understand the assets and opportunities of the Greater Nubian neighborhood, with the objective of supporting TBF in generating ideas for collective and institutional action, catalyzing strategic partnerships or initiatives, improving coordination, and advancing the momentum that exists in the neighborhood—toward the goal of strengthening the ecosystem to enable robust, equitable, and sustained education-to-career pathways.

TBF and Agncy undertook a range of primary and secondary research over a nine-month period in 2025 and 2026. Our analysis seeks to highlight the area's resources, to amplify the good work of pathways teams in the neighborhood, and to identify opportunities to strengthen and innovate this ecosystem.

1. *Georgetown University Center for Education and the Workforce. The College Payoff More Education Doesn't Always Mean More Earnings (2023).*

About This Report

This report identifies a set of opportunities to strengthen pathways experiences for students and young people in the neighborhood.

SECTIONS OF THE REPORT:

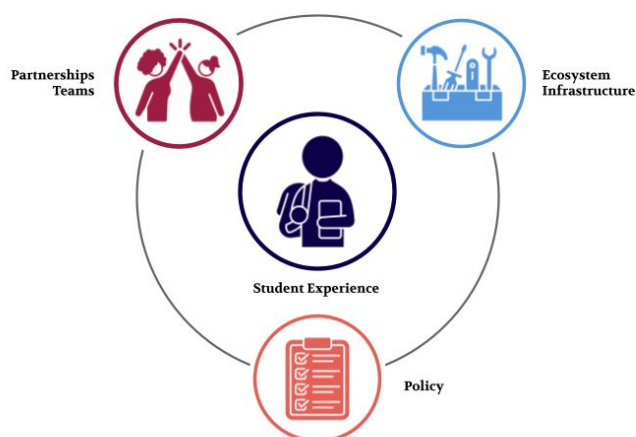


Visit the [Appendix](#) for detailed views of:

- [High School Profiles](#)
- [Pathways Resources](#)
- [Sources of data](#)

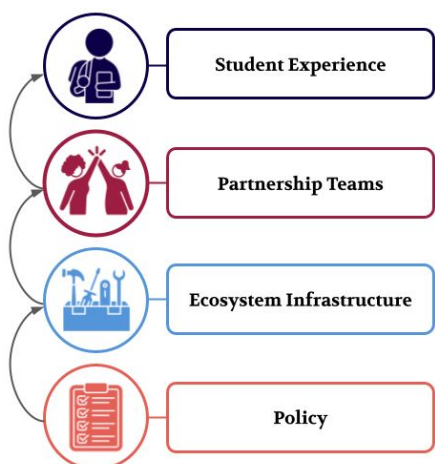
Neighborhood & Pathways Context

Highlights neighborhood characteristics and current pathways programming and engagement



The Pathway Vision

Describes a shared vision for the ecosystem and the benefits of a pathways approach



Opportunities

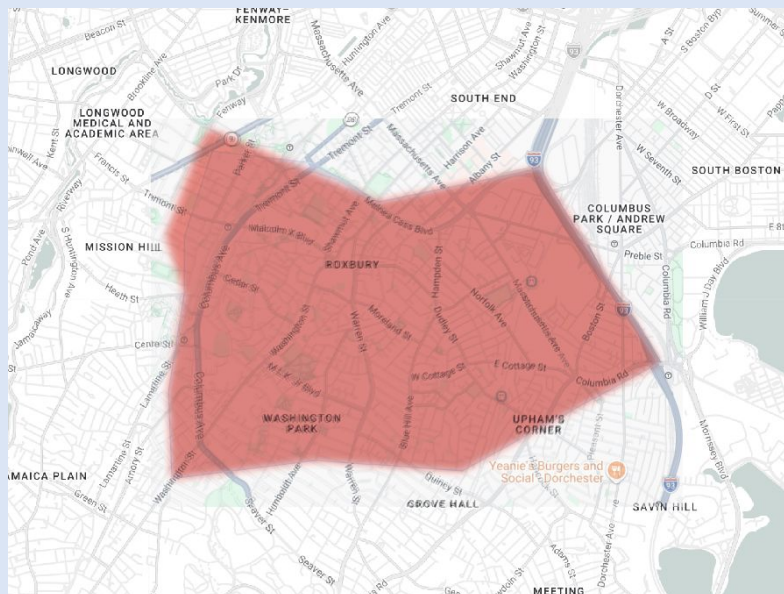
Expands upon existing practices to identify opportunities to strengthen the neighborhood's pathways work

Neighborhood Context

Our definition of the Greater Nubian neighborhood extends beyond the immediate area surrounding Nubian Square's transit, retail, and educational hub.

Nubian Square Ecosystem Map

This map contains Boston Public Schools, colleges and universities, workforce development training organizations, businesses, nonprofits and community-based organizations as they relate to the Nubian Square neighborhood.

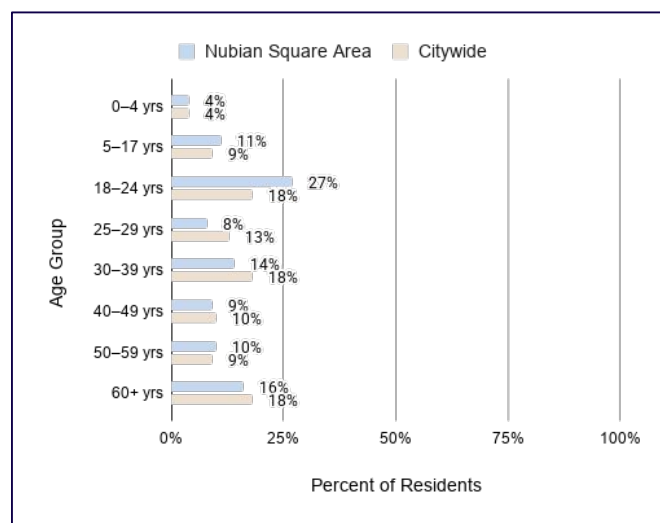


Demographic and Socioeconomic Characteristics

The Greater Nubian neighborhood provides rich opportunity for a place-based approach to pathways programming and investment.

It is a neighborhood that is, on average, younger than Boston overall, with 42% of residents under the age of 24 and more likely to be currently enrolled in school (both K-12 and higher education). The neighborhood is also home to five BPS high schools, serving almost a quarter (21%) of the district's students in grades 9 through 12.

At the same time, this is a neighborhood for which equitable access to opportunity can have outsized impact. Nubian residents have lower educational attainment levels than city averages: They are more likely than citywide residents to have some college or less, and less likely to have earned a four-year or graduate degree. More than half

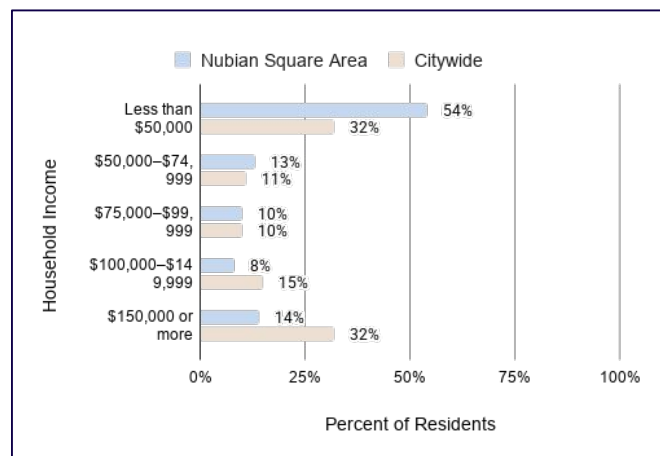


Residents by Age Group

Source: City Of Boston Planning Department Research Division Estimates, City of Boston Planning Department Division of GIS & Division of Research Analysis

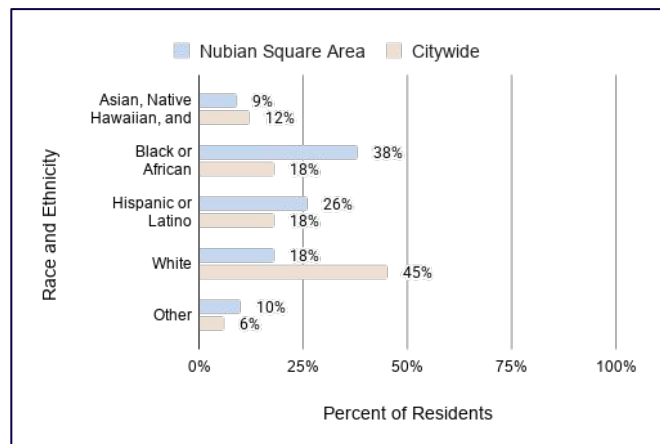
(54%) of Nubian residents have household incomes of less than \$50,000. Almost three in ten Nubian residents have incomes below the poverty level. Advancing the postsecondary credential attainment of young people in this area has the potential to contribute to increases in wages and long-term wealth-building in these communities.

The racial and ethnic composition of the neighborhood also presents an opportunity. Nearly two thirds of Nubian residents are Black or Latino (64%), compared with 31% of Boston residents citywide. Building sustainable pathways into a range of stable or growing industry sectors can move the needle in diversifying Boston's workforce, strengthening our organizations, and bringing a range of lived experiences into our workplaces.



Residents by Household Income

Source: City Of Boston Planning Department Research Division Estimates, City of Boston Planning Department Division of GIS & Division of Research Analysis



Residents by Race & Ethnicity

Source: City Of Boston Planning Department Research Division Estimates, City of Boston Planning Department Division of GIS & Division of Research Analysis

A Changing Neighborhood

The neighborhood is also experiencing high-profile attention and investment of development dollars. New projects are bringing housing, commercial and cultural spaces, labs, and educational facilities, just a few of which include:

Education

Benjamin Franklin Cummings Institute of Technology (FC Tech) recently opened its new building, with facilities built to support the school's workforce-focused programming and integrate with the neighborhood, where around 15% of its students reside. FC Tech's enrollment has doubled in the past five years as a majority-minority institution where nearly all students receive financial aid. And the school's technical and trade education pays off—around 80% of graduates get jobs post-graduation at an average starting salary of nearly \$60,000.

Housing

The Whittier Street Apartments have been home to generations of low-income Boston families since they were built in the 1950s. This year, the city celebrated the completion of the final phase of a multi-year development process that has replaced the original 200 public housing units with 210 affordable homes and 262 mixed-income rental units. The process included a \$30 million HUD grant, a \$24 million state subsidy, and \$8.8 million City investment.

Cultural and Commercial

Nubian Ascends is a mixed-use project that brings together cultural facilities and high-tech spaces. Approved by BPDA in 2023, it could bring artist housing, a cultural hall, public market, and office space to the neighborhood. The project emphasizes opportunities to bring life science

research to the neighborhood, contributing to the scientific, academic, and medical footprint in the area.

While new development infuses the neighborhood with resources, it also highlights the need for growth to reflect community perspectives, resist displacement, and acknowledge the area's rich history. Development without investment in community-led processes and respect for current assets has contributed to mistrust in the past. Future additions to the neighborhood must be woven into its current fabric, informed by community-engaged approaches to planning and development.

They also cannot mask the need for continued attention to deeper issues in the neighborhood. New buildings and businesses do not eliminate systemic challenges. Interviews for this program emphasized that public safety concerns are ongoing, contributed to by a spillover from Mass & Cass encampments, and require addressing in a way that mitigates root causes, not just surface symptoms.

Pathways Context

State pathways align coursework and student experiences toward career sectors, supported by post-graduation planning through My Career and Academic Plan (MyCAP). These pathways bring together high school coursework, college classes, and work-based learning to prepare students to be ready for college, further training or the workforce upon graduation.

The Greater Nubian neighborhood holds a concentration of organizations equipped to design and implement this pathways programming, including:

- BPS High Schools
- Higher Education Institutions
- Community-Based Organizations
- Employers



Early College

In this structured, state-designated program, high school students earn a minimum of 12 college credits and as much as an associate's degree by completing college-level academics through a higher education partner. Early College pathways are aligned to an industry and career cluster.

Chapter 74 Career Technical Education

In this structured, state-designated program, students complete 900+ hours of cooperative education with employers and coursework and earn industry credentials aligned to their career focus. Chapter 74 pathways are aligned to an industry and career cluster.

Innovation Career Pathways

In this structured, state-designated program, students take advanced courses, participate in work-based learning and complete 100 hours of an internship or a capstone project. Innovation career pathways are aligned to an industry and career cluster.

Dual Enrollment

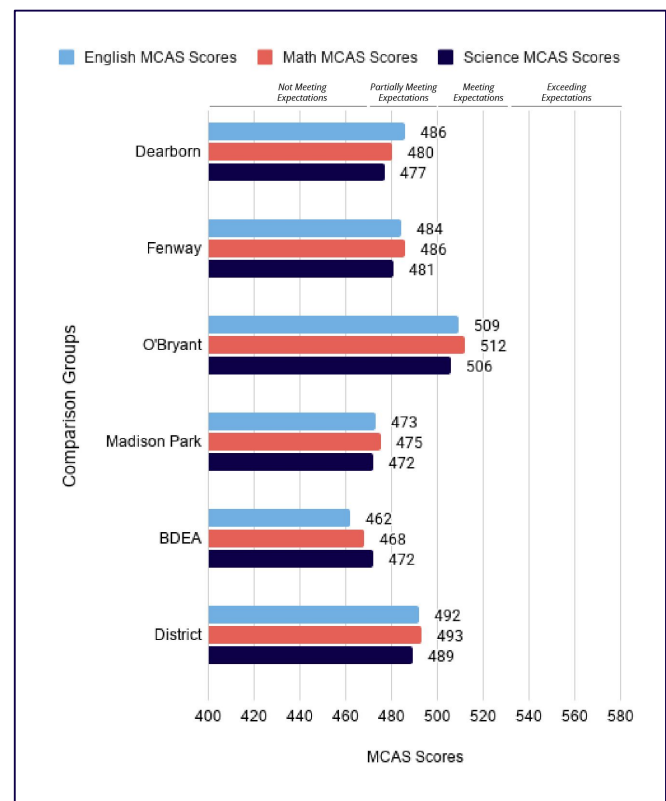
Students are able to explore individual courses and earn college credits while still enrolled in high school, regardless of their participation in an industry-aligned pathway

BPS High Schools

We focused on the Nubian area's five BPS high schools, which serve 21% of the district's grade 9–12 students. While we also reviewed the programming of non-BPS neighborhood schools, BPS is centered in this report both because of the concentration of schools here and the district's commitment to pathways programming.

This cluster of schools presents an exciting opportunity for pathways exploration. The schools represent a range of types of high schools and approaches to pathways programming. Investing in and learning about pathways across this group of schools offers insight into what implementation requires in a range of contexts. Profiles of each of these five schools are included in the appendix.

- **Dearborn STEM Academy (DSA)** is an open-enrollment school for all students. It has a robust pathways strategy with a range of pathway designs and full student participation.
- **Fenway High School (Fenway)** is a special enrollment school requiring application. It's a wall-to-wall early college school.
- **Madison Park Technical Vocational High School (Madison Park)** is the district's technical vocational high school, with a concentration of Chapter 74 programs as well as early college pathways.
- **John D. O'Bryant School of Math & Science (O'Bryant)** is an exam school. Its pathways programs are an option for students, alongside rigorous high school curriculum focused on college prep.
- **Boston Day & Evening Academy (BDEA)** is an alternative school. Its pathways strategy is emergent; the program it is developing will be the district's first for an alternative school.

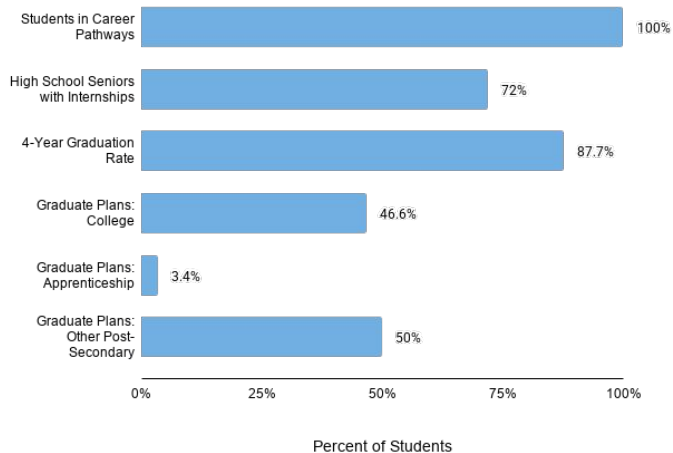


10th Grade MCAS Scores (2025)

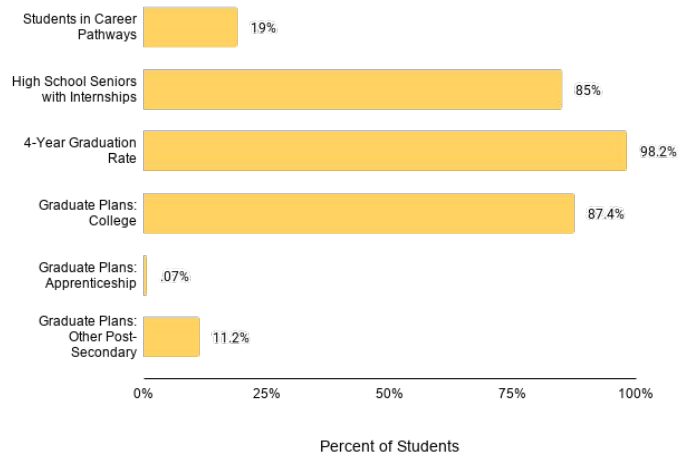
Source: 2025 Student Achievement, School and District Profile, MCAS (Average Scaled Scores), Massachusetts Department of Elementary and Secondary Education

HIGH SCHOOL PROFILES

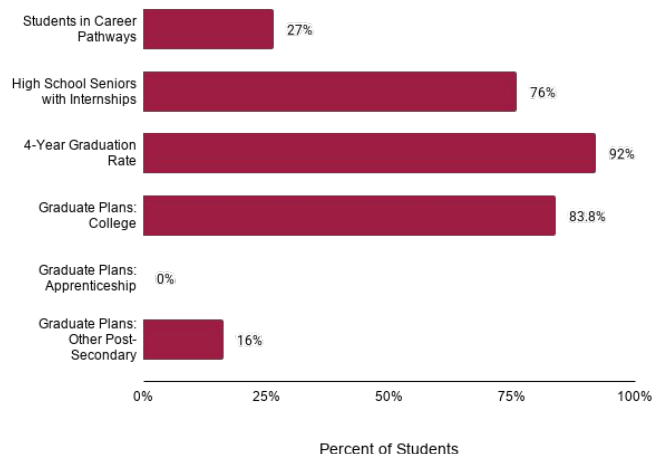
Dearborn STEM Academy



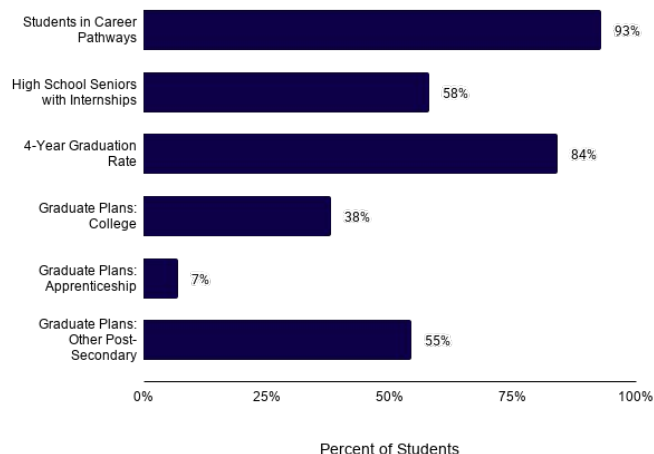
John D. O'Bryant School



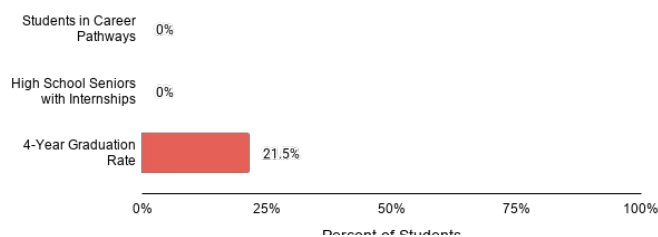
Fenway High School



Madison Park High School



Boston Day and Evening Academy



Higher Education Institutions

The neighborhood is also home to a number of institutions of higher education—particularly those serving students of color and/or focusing on career education. Our deep dive focused on three colleges. While there are additional schools in the area (e.g. Northeastern, MassArt, School of the Museum of Fine Arts), we looked at Roxbury Community College, Wentworth Institute of Technology and Franklin Cummings Tech because of these schools’ active pathways partnerships with the neighborhood’s high schools.

ROXBURY COMMUNITY COLLEGE

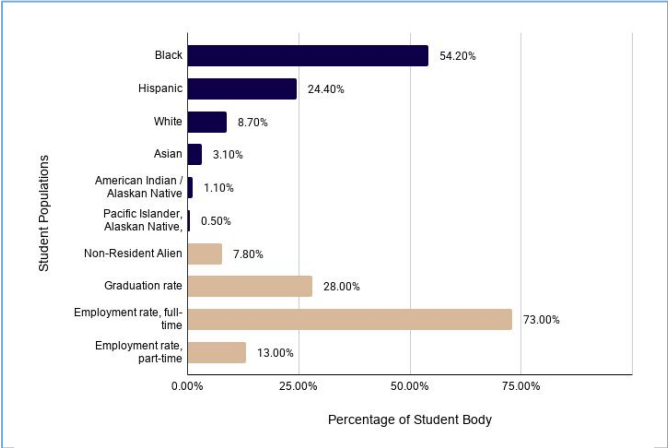
Roxbury Community College (RCC) enrolls 2,200+ students in programs that range from the humanities to the trades.

WENTWORTH INSTITUTE OF TECHNOLOGY

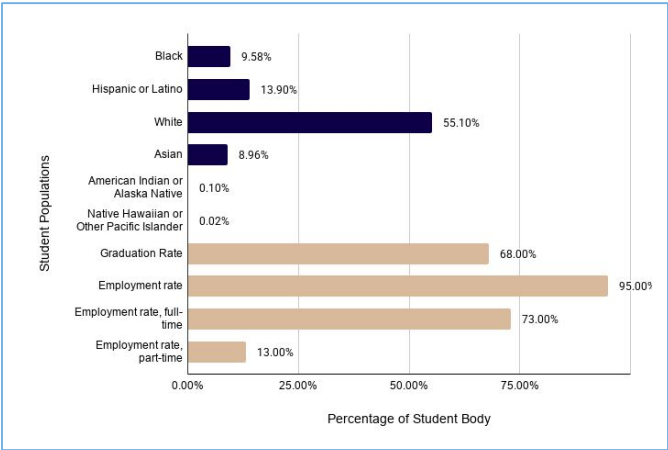
Wentworth Institute of Technology (WIT) enrolls nearly 4200 students in career-focused bachelor’s and master’s degrees.

FRANKLIN CUMMINGS TECH

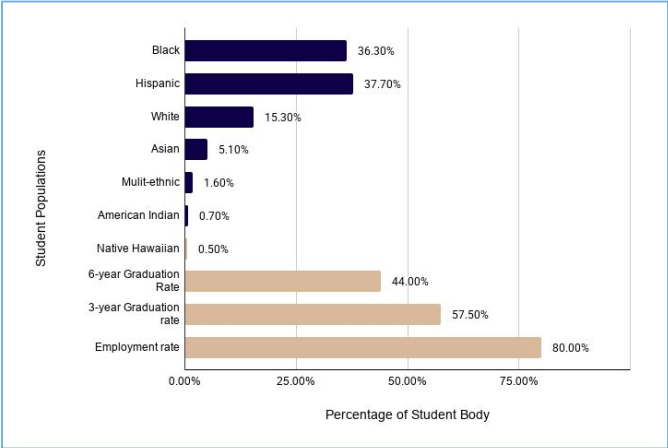
Franklin Cummings Tech (FCTech) enrolls 1,100+ students in its technical and trade programs.



Roxbury Community College Student Body Profile
Source: Fast Facts, Student Demographics, Roxbury Community College



Wentworth Student Body Profile
Source: Common Data Set 2025-2026, Institutional Effectiveness, Wentworth Institution of Technology



Franklin Cumming Tech Student Body Profile
Source: Fall - 2025 Student Information-Core Students Demographics, Franklin Cummings Tech

Community-Based Organizations

In addition to these educational anchors, the neighborhood holds a rich concentration of community-based organizations (CBOs) and training programs. Neighborhood programming ranges from youth development to the arts to wrap-around resources to focused career training. This range of organizations presents the opportunity to further integrate out-of-school experiences, resources, and supports for students and their families into a comprehensive high school experience design.

CBOs, BY ACTIVITY	# OF ORGS
Human Services	31
Religion Related	27
Education Institutions	26
Community Improvement	26
Art, Culture and Humanities	21
Housing	20
Youth Development	15
Health and Mental Health	13
Recreation, Sports, Leisure	6
Food Agriculture, Nutrition	5
Civil Rights	5
Employment	4
Public, Society Benefit	4
Environmental Quality and Animal Related	3
Crime, Legal Related	2
International, Foreign Affairs	2
Science and Technology	2

Source: National Taxonomy of Exempt Entities, IRS

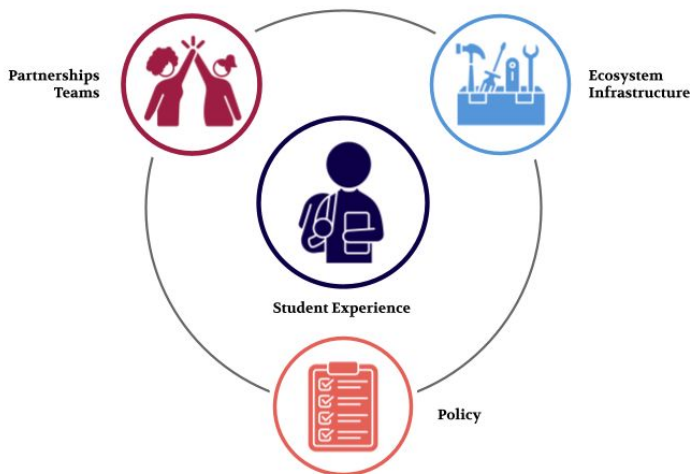
Employers

Finally, the area is home to a spectrum of businesses. Across a range of industries, these include larger employers, as well as a density of small and micro businesses, with an average business size of 14 (compared to a county average of 33). This richness of sector insight and expertise and community-based businesses provides opportunity to bring a diversity of employer perspectives into pathways program design — and to provide work-based learning experiences for students that are grounded in their own communities.

BUSINESSES BY INDUSTRY GROUPING	# OF BUSINESSES
Professional & Business Services	142
Healthcare & Education	131
Production, Construction and Logistics	73
Food, Hospitality & Entertainment	44
Retail Trade	64
Other Services	60

Source: Boston Neighborhood Change Explorer, City of Boston Planning Department Research Division

The Pathways Vision



Stakeholders engaged through this process were passionate about what pathways strategies can enable for students, employers, and communities. Across a range of perspectives, a fairly consistent vision emerged—one that centers a student experience that weaves together different ways and types of learning.

People we spoke with were clear that **the ecosystem needs to reorient around a breadth of student experiences, not only academic tasks, but the learning, growth, and support that happens through engagement with work, community, and self.** These conversations reframed the end goal: not just grades, test scores, graduation, or college enrollment, but advancing the dignity, choice, economic advancement, and empowerment of young people. Resetting the aperture creates a new mandate for the ecosystem of providers who come together to deliver on this promise.

It's also clear that **meeting this vision of student experience requires a fundamental shifting of the center of gravity for high school, redefining where learning happens and broadening the types of learning experiences provided for students.** To enable this broader view of a student's growth, we need to shift our conception of an educational journey. Stakeholders emphasized the importance of work experience, the flexibility of agile, applied models like bootcamps, and out-of-school learning.

The promise of pathways programming results in both short- and long-term benefits, including:

- ***Exploration and Agency***
- ***Identity and Confidence***
- ***Cost and Time Savings***
- ***Employment Pipelines***

Exploration and Agency

- There is an overarching goal around **optionality** for students, both during their pathways work and in what it enables for their future. Programs are designed with on-ramps and off-ramps to provide flexibility for students. Pathways offer both industry-specific learning and create long-term options for students by developing sector insight, learning about self, and gaining transferable skills.
- Pathways experiences **build skills beyond the academic** that are aligned with the district's and state's graduate vision, from critical thinking and executive functioning to professional communications, self-advocacy, and the ability to deal with bureaucracy. Whether taking classes on a college campus or completing an internship with a local employer, stakeholders highlighted the range of skills that students have a chance to develop through pathways experiences.
- Pathways support students' learning about and **exploration** of career possibilities. Students are able to learn what they don't like as much as what they like and get a glimpse into careers they may not know exist. Stakeholders talked about the need for early, broad exposure and foundational learning that leads to specialization once a student has had the chance to make an informed choice.

“

What I keep pushing around here is we gotta make sure when they're 25, they have options.”

— PATHWAY TEAM MEMBER

Identity and Confidence

- Pathways expose high school students to college-level coursework and campus culture, building their familiarity with this context. Feeling successful in a course and a sense of belonging in the space can be as important as making a certain grade, as it builds students' **sense of identity as a college-goer**. This helps students gain confidence in their skills and abilities.
- Teams are intentionally **building readiness** for this experience, scaffolding students' exposure through courses taught at the high school and on-campus courses taught to high school cohorts before integrating students into standard college courses.

“

Why don't we get students who didn't even think this [college] was possible? Get them excited and engaged and starting on that pathway and allow them to see themselves in that space [college].”

— PATHWAY TEAM MEMBER

Employment Pipelines

- Pathways are a strategic opportunity to **develop pipelines** to fill hiring needs over time. In sectors experiencing or facing staffing shortages, pathways engagement is a way of supporting business goals.
- Pathways strategies are centered on equitable outcomes. They can build pipelines of **diverse candidates** into high-growth sectors and living wage careers. Diverse workforces strengthen companies and drive innovation.
- Small businesses in the neighborhood highlight the power of **community-based jobs**. Relationships with these businesses help young people feel welcome, known, and rooted in their communities as they consider life after school. Pathways programming is a way to build youth engagement and invest in community—while addressing capacity limitations of small businesses.

“

The big overarching goals of the partnership are ultimately to connect more [school] students to meaningful long-term healthcare careers with pathways to growth so that we can solve the healthcare staffing shortage and so that these local Boston Public School students can achieve their dreams and advance in terms of economic mobility and family-sustaining wages.”

— PATHWAY TEAM MEMBER

Cost and Time Savings

- Early college and dual enrollment saves students **time and money** by accruing college credits before their high school graduation.
- This looks different for students. For some, this allows them to **explore their interests** without bearing the cost. For others, it gives them **a jump start**, allowing them to start college with credits towards their goals.

“

What are we trying to accomplish? Obviously, opportunity for students in our school, but also in the Nubian Square area. Access to college while still in high school, which means they save time and they save money, removing barriers.”

— PATHWAY TEAM MEMBER

In addition to this direct feedback from stakeholders actively engaged in the work, data point to the impact of pathways programs on student outcomes, the relevance of work-based learning, and the continued value of higher education.

College Readiness, Enrollment, and Persistence:

- *Do Innovative Career Pathways in Massachusetts High Schools Promote Equitable Access to Higher Education?* from the Annenberg Institute at Brown University explores the impact of participation in Innovation Pathways on college readiness and attendance. The report estimates that Innovation Pathways participants are 1.55 times more likely to be college ready, relative to non-participants, are 1.34 times more likely to enroll in college the year after completing high school, and 1.33 times more likely to persist to a second year of college.
- A MassINC report, *New Data Shows Early College is Delivering as Promised for Massachusetts*, focuses on the impact of Early College. It reports that 69% of early college students enrolled in college immediately after high school, compared to 54% of matched peers. The authors emphasize the importance not only of college enrollment, but continuing to college from high school without interruption, a predictor that a student will eventually earn a degree. The report also reflects that 60% of early college students persisted to a second year of postsecondary studies, compared to 44% of matched peers. This finding is highlighted as a proof point that early college programming is not only leading students to pursue post-secondary studies, but preparing them for success in college.

Earning Potential:

- The Massachusetts Department of Higher Education's report *The Earnings Outcomes of Public Postsecondary Education* provides current data on the value of a postsecondary degree: "The typical Massachusetts public college associate degree holder earns approximately \$20,000 a year more than the typical high school graduate five years after postsecondary education completion. The typical Massachusetts public university bachelor's degree holder earns approximately \$30,000 a year more than the typical high school graduate five years after postsecondary education completion."

Internships and Work-based Learning:

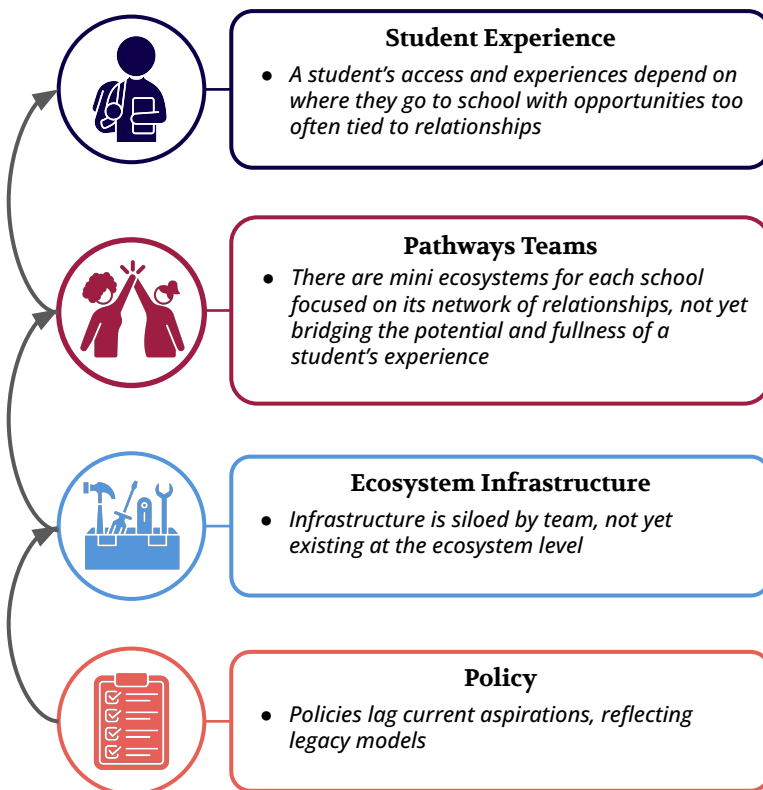
- *The Power of Work-Based Learning* from Strada Education Network outlines the diverse benefits of internships, outlining evidence that shows increases in academic performance, confidence in career-planning decisions, employability, and career satisfaction. Activities such as apprenticeships and co-ops show benefits to academic success and college enrollment, as well as job placement and starting salaries.
- *Mobilizing for Opportunity: Connecting Low-Income College Students to Internships and Good First Jobs* by NextGen Talent, the Boston Private Industry Council, and Burning Glass Technologies for The Boston Foundation looks at the impact of internships for college students: "Students who completed at least one internship had a higher rate of achieving a BA-level job (75% compared to 63% of students who had no internship)."

Opportunities

Interviews and focus groups with system and institutional leaders, pathways teams high schools, higher education, industry, and/or community, youth, parents/caregivers, elected officials, educators, community based organizations and small businesses provided insights into how pathways work currently comes to life – and opportunities to strengthen and scale the strategy.

In exploring leverage points for systemic impact, it's helpful to pull apart the different levels at which challenges can be observed and spark opportunities for change. Challenges and opportunities cross levels; a challenge seen at one level may require a solution that lives at a different level of the system.

We've looked at this across four levels of system experience and operation:





Student Experience

Throughout the learning, we heard the need to put student experience at the center of this ecosystem. Stakeholders were sensitive to the need for ecosystem players to align in order to deliver on a coherent landscape and journey for students that allows them to follow their interests and adapts to their growth and change.

Opportunities

Increase equitable access to programming

- Increase programming opportunities not attached only to a high school
- Enable students to move between pathways district- or city-wide
- Create portability of experiences across schools

Develop a new framework for crediting student learning

- Look beyond class grades, test scores, and industry credentials
- Consider the range of learning experiences that are integrated into robust pathways

Invest in student and family engagement

- Support decision-making and ecosystem navigation
- Deepen understanding of pathways options

Student Experience Needs and Challenges:

Coherent, Holistic Experience

Students need coherent experiences that bring together advising, high school and college coursework, work-based learning, out-of-school programming, etc. There is a need for wrap-around supports, practical life skills like financial and technology literacy, soft skills such as communication and conflict-resolution, and robust post-graduation planning.

Students highlighted the need for support with the practical skills, tools, and development that are essential to their ability to access secondary pathways and postsecondary opportunities, ranging from building credit to financial literacy education, to driver's ed and understanding how to navigate the city.

Technology literacy, access, and use was a consistent thread. Students were seen as super plugged in, but stakeholders highlighted that being online doesn't equate to the problem-solving, professional development, or technical skills needed in the workplace. The uncertainty of AI and its impact on employment loomed, with sensitivity to its potential to disproportionately harm communities of color.

Differentiated Experience

Pathways experiences must meet students where they are. The promise of pathways strategies is to increase students' access to living wage careers—and to do this for the student populations who are not currently equitably represented in such sectors. This requires intentionally designing pathways to support a range of student strengths and needs.

There is the need for systemic consideration of what it looks like to design pathways programming to be truly inclusive of multilingual learners, students with disabilities, students with a range of academic strengths and soft skills, and students from low-income families. This includes everything from accessibility of academic content to welcoming work environments to pay structures that consider the impact on public benefits. This is also a chance to reframe what have been traditionally viewed as deficits; for example, a multilingual student's language ability is an asset to some employers.

“

My son with a disability struggles with one-size-fits-all systems.”

— PARENT/CAREGIVER

ECOSYSTEM EXAMPLE:

A microbusiness described the agility that comes with its small size. It can create roles around a person, so writing a job description feels premature without understanding what young people are interested in.

Connection and Community

Youth (and their parents/caregivers) spoke about the importance of spaces to support their mental health and social connections. They highlighted the need for ways to nurture the belonging, peer connection, and community that were tested during the pandemic.

Students are tuned in to the impacts of factors such as generational trauma, systemic harms, the pandemic, and pervasive technology. They highlighted spaces and programs that help them share stories and open up to build their relationships.

We also heard about students' disconnection from their neighborhoods. The citywide enrollment can provide exposure to academic experiences, but at the cost of young people's sense of local community and attachment to trusted adults in it. Similarly, Boston as a city may be rich in resources, but travelling to access them can be “exhausting.”

Interoperability

A high-functioning pathway has students moving between schools, work experience, and other programming. This requires alignment of schedules, logistics, and systems.

The challenges here are many. Time is an issue on both small and large scale: Daily scheduling approaches are different for high school and higher education; organizational planning of semester/term course offerings happens at different times in the year; integrating a co-op experience shifts scheduling. The way that coursework, credentials, or experiences port between systems is not yet smooth and, as the landscape moves to a broader view of what “counts” as learning in a student’s journey, it needs ways to visualize and track these accomplishments: to align partners, to help students understand their skills and build confidence in their abilities, and to make clear the future paths and next steps.

“

Co-op is something that comes into play. Our students are on an ‘on week and off week’ schedule, which means they do it one academic week and one vocational week. The vocational side for the most part, we don’t have issues with except for when students are in things like medical assisting or dental where they have to do clinicals. That can be a scheduling issue.”

— PATHWAY TEAM MEMBER

Confidence and Success

Ultimately, a pathways journey should result in a student’s feeling successful in their experiences and should build their confidence in their ability to set and pursue goals.

Student readiness can challenge this, for example, in the demands of college-level coursework such as math. We heard some teams thinking about early student preparedness, scaffolding students from middle school to be ready (academically and emotionally) to tackle early college work, and intentionally braiding summer, high school, and college courses to build strength.

Family engagement is also essential to a student’s engagement with a pathway and ongoing success. Support for families in understanding school pathways, emerging career options, and the range of out-of-school opportunities is patchy, and the need to provide stronger guidance to families persists, even as schools invest in this planning with students.

PARTNERSHIP EXAMPLE:

*The **Dearborn/WIT** pathway team uses constant communication to monitor students’ progress. If a student is struggling and in danger of failing a class, the team is able to withdraw the student in a timely manner. This allows the experience to be an opportunity for reflection rather than a punitive event.*

Options and Exploration

Ideally, pathways experiences support student interests, strengths, and ways of learning. Learning should be not only about specialization, but exploration to understand what is or is not compelling to a student.

A fully activated pathways ecosystem enables equitable access to programming and supports students in exploring and going deep in their interests and future plans. Youth highlighted the desire to be matched to resources with guidance from people who understand them, their goals, interests, and needs. This desire to match interest to opportunity was mirrored in CBOs and businesses that engage young people.

A robust ecosystem brings students and families in early to understand options, navigate decisions, and make empowered choices about their student's path. These discussions need to start early and be supported by the right tools and people. There are pathways and careers in today's economy that may not be known to young people (or their parents/caregivers), so conversations need to begin in middle school to enable decision-making.

This is challenged by the current school-by-school, partnership-by-partnership version of growth. High schools, the current hubs for pathways activities, are caught in a tension. They need enough scale to be able to build and deliver programming that's rich, deep, and thorough, in alignment with industry pathways. At the same time, they realize the need to support students as they discover their interests, which may not fit within an available pathway at their school.

“

One thing I admire about my 19-year-old son is that he chose the school he needed. Feeling empowered in their choices matters.”

—PARENT/CAREGIVER



Pathways Teams

Opportunities

Support long-term planning and culture-building

- Provide space, facilitation, and stipends for long(er) term planning, outside of the day-to-day student support
- Offer district-wide professional development and narrative building for educators around pathways work

Build shared pathways practices and networks

- Create mechanisms for school-based teams to share practices and problem-solving approaches with each other

Engage pathways teams in structural problem-solving

- Convene system players at different levels to tackle specific structural issues

Across this learning, it was clear that each pathways team is building its own ecosystem. Each team we spoke with was building partnership relationships, ways of working, structures, and practices independently, doing the hard work of delivering robust experiences to students while pushing on the constraints of their organizations. Essentially, these teams are providing experiences to students that their organizations weren't designed to offer.

“

The number of emails and text messages that go back and forth, depends on the need...something not so urgent, obviously [we use] email, but we've had times where students have not necessarily been in safe spaces and we're texting and figuring things out and calling and doing all that stuff.”

—PATHWAY TEAM MEMBER

Partnership Team Needs and Challenges:

Mindset and Culture

Pathways implementation requires a personal shift, as well as institutional and systemic changes. Especially in high schools, change management work is needed to execute on pathways at scale. This is enabled by focused, consistent leadership committed to the strategy.

Pathways teams highlighted their relationships and patterns of collaboration as key enablers to their ability to solve problems and adapt together. Their close work leads to durable trust, as teams tackle day-to-day problem-solving together.

Achieving this level of connection and collaboration is challenged by existing teacher roles and school cultures. There may be resistance to change, or limiting perceptions of what “type of student” some pathways (particularly early college) are suitable for or not. The ways that pathways have launched, with rapid expansion, staffing changes, and new expectations, requires dedicated change work with teachers.

“

It's something that we're working on as a school community: to have a better understanding of what this looks like and what it means for students. In the past, there's been some feelings...just not positive thinking.”

— PATHWAY TEAM MEMBER

Flexibility and Room for Creative Problem-Solving

Managing work across organizations and meeting the shifting needs of students requires a high degree of fluidity, responsiveness, and problem-solving. Teams described the degree of creative troubleshooting that they tackle routinely to navigate the constraints and requirements of each organization. Because neither high schools nor higher education institutions are structured at their core to support early college (or other pathways) students, making these experiences happen for students requires the constant uncovering and resolution of issues.

PARTNERSHIP EXAMPLE:

*The **Dearborn/WIT** pathway team noticed that early college students were not ready for the math curriculum. The pathway team created a 7-week, 2-credit math course to bridge this knowledge gap. Their goal was to ensure that their students had the support they needed to succeed.*

“

We really work hard to try to find creative solutions whenever possible. And there's... sometimes you can't, or sometimes the restriction is just there and you deal with it and try to figure it out.”

—PATHWAY TEAM MEMBER

Capacity, Time, Focus

Pathways teams are responsible for multiple levels of work simultaneously: supporting students, institutional problem-solving, management and collaboration across organizations, and program design and strategy. They're often lean teams, working without redundancy and holding both the big picture and the small details.

These models, particularly since multiple of these teams are relatively new, require flexible mindsets and a willingness to pivot. Teams talked about uncovering institutional roadblocks as they go, finding ways that existing processes are obstacles to pathways objectives that weren't anticipated and require changing tack.

For at least one team, this cut both ways; an emergent approach allowed them to pivot, but didn't provide them with a longer-term roadmap to work toward. Teams are juggling a lot and may not have the capacity for long-term planning and innovation when the day-to-day is focused on immediate problem-solving. Moreover, the partnerships teams we interviewed represented organizations with the scale and mission to commit resources to the work; engaging smaller organizations will present another layer of need.

“

It's blurring the lines of college and high school a little bit more. But that's a super heavy lift, right? It's not impossible. But when we're understaffed and we're trying to support 150 kids in early college, those aren't the conversations you get the opportunity or the privilege to have because you're just trying to make sure that there are no fires and that kids are successful in the program versus being able to think really innovatively and give the time that a change like that would need.”

— PATHWAY TEAM MEMBER

“

For a while I was the only person doing all the things. And so I think my priorities have been to keep the ship afloat, quite honestly.”

— PATHWAY TEAM MEMBER



Ecosystem Infrastructure

Opportunities

Invest in shared curriculum or frameworks

- Develop tools that are immediately useful across high schools and higher education partners
- Invest in a process to develop and update these collaborations with high schools, higher education, industry and community partners, and students/alum

Address shared systems and data

- Alleviate the need for school-by-school and partner-by-partner problem-solving
- Co-create and pilot pathways-specific approaches to scheduling

Create a shared pathways vision, inclusive of high school, higher education, industry, community, family and student perspectives

Support the engagement of a range of organizations in pathways work

We see schools creating the structures and supports to enable them to make their unique partnerships work, bespoke to the partnership. Teams are building what they need as they move—or working without robust structures because they are able to rely on the individual strengths of team members. Zooming out, this presents a fragile ecosystem, constructed of many independent teams, partnerships, experiences, and structures, each operating in its own bubble. There is a lack of cross-cutting support and structures to unite and strengthen teams and strategies.

Ecosystem Infrastructure Needs and Challenges:

Staffing, capacity and roles

To operate as an ecosystem (not only a series of school-based partnerships), staffing crunches must be addressed. Leadership and staff capacity and turnover hinders progress. For some, it is about funding so that staffing can stay ahead of enrollment growth, for others it is about faculty who are a fit for early college, and others are engaging high school staff to teach early college courses.

Capacity is stretched in the current ways of working. For teams providing college coursework in the high school building, recruiting instructors is a challenge; at least one team was hiring high school teachers to fill this role. There's a shared interest in engaging local small businesses—and the recognition that these organizations often do not have the administrative, HR, or youth engagement functions to integrate an internship program without addressing capacity hurdles.

The staffing pinch is more than simply filling roles. Each partner has at least one staff member who is a point person for the pathways work and focused on maintaining the partnership. These people are the entry point for their organizations, navigating their internal structures to problem-solve as needed for pathways implementation.

It's worth highlighting that these people hold the invisible labor of institutional navigation and influence, beyond the programmatic and student-serving tasks that are on the surface of their work. Because of the gaps in infrastructure such as practice documentation or scaled structures, there can be a high dependency on individuals, creating frailty in pathways and the partnerships that enable them.

“

It's been difficult to hire adjunct that are willing to, you know, [teach] in person with the times that the classes are scheduled.”

— PATHWAY TEAM MEMBER

PARTNERSHIP EXAMPLE:

*The **Madison Park/Bunker Hill Community College** team was having trouble finding BHCC adjunct faculty to teach math courses on the Madison Park campus. The two institutions' schedules are vastly different and the distance between the campuses made the scheduling challenges more acute. The pathway team adapted by training Madison Park teachers to teach the BHCC curriculum to their students.*

Curriculum

Strong pathways benefit from rigorous, vertically aligned, industry-aligned curriculum, with credential opportunities integrated. Curriculum must support diverse learners and recognize a range of strengths and cultures. And while academic rigor is fundamental, this creates both opportunity and risk, depending on how students are supported in finding success in these rigorous learning experiences.

The development or availability of such curriculum is challenged by the speed of pathways implementation, the need for a depth of content knowledge among participating staff, and the nature of shifting industry demands and expectations. Teams interviewed revealed a range of curriculum quality and design. Approaches ranged from multi-year, intentional learning progressions to purchased curriculum, to teacher-developed coursework that was not focused on integration. Development requires a depth of content knowledge and current sector expertise that may or may not exist on pathways teams.

Pathway teams also talked about the importance of aligning curriculum on both the high school side and the college side to ensure that students have the best opportunities for success. This means that course material that students learn in their high school courses dovetails with and prepares them to successfully master the course material in the college setting. This requires considerable coordination and negotiation with faculty on both sides and requires flexibility and a willingness to accommodate the academic needs of the high school students.

Best Practices or Shared Insights

Teams are continuously problem-solving to navigate across their institutions, creating solutions as they encounter obstacles. Providing insight into ways other teams have tackled similar challenges can begin to develop a shared toolkit. This can happen across types of ecosystem stakeholders—for example, CBOs reflected that their program teams often have trusting relationships with young people that provide unique insight into effective ways to engage youth; small business owners are opportunistically finding ways to engage youth, with the possibility of scaling these bright spots into shared tools and practices.

A lack of infrastructure or common practice also leads to ad hoc and relational decisions or ways of working. Each individual team spoke strongly about access goals and student-centered decision-making, but this doesn't hold a systemic approach to practice that can provide accountability and consistency while maintaining the agility and expertise that teams currently have.

PARTNERSHIP EXAMPLE:

*The **O'Bryant** pathways team works through the scope and sequence of how credentials are achieved by students. The team puts all the credentials that apply to their curriculum in a spreadsheet, and considers both learning and life variables. For example, a CPR certification is valid for three years; the team ensures this happens close to graduation so that students are ready for a job and have runway on the certification.*

Shared Systems

Effective pathways need shared systems that allow for information flow and reduce redundancy of effort. Teams highlighted the paperwork, data access, and organizational processes that can be barriers in their work.

These structures are often siloed within a specific team—though practices may be common across teams. And they are often focused on solving for the now, not the durability or scalability of what they are building. As an exception, one team talked about “quiet” ongoing documentation that had made it possible to transition more smoothly when staff left and new members stepped into the role.

Shared systems and structures also enable additional types of partners to engage in pathways efforts. Small business owners, for example, spoke of the desire to engage youth, but the limits of staff, time, and resources to do so.

“

They [returning students] have to do the [college] application. It doesn't make sense. So right now we are working with admissions on creating an alternative. Instead of having them do the whole application [again], maybe we can do what a lot of schools do. For example, if a student leaves for a year and they come back, they just do a form to update information because they're already in the system.”

— PATHWAY TEAM MEMBER

Finally, participants highlighted that structures for collaboration were needed. For example, community-based organizations talked about the ways that common funding structures can spark competition rather than collective effort, and folks spoke of the need to think about how to assess impact—not just as getting a job, but all the steps along the way.

“

The biggest challenge in any of these partnerships is everybody's dealing with a different system and not everyone has access to every system. So [the pathway team serves as] the intermediaries sharing information back and forth. For instance, one thing I've also prioritized is [sharing] access to our LMS [learning management system] information. I give that access to the high school partners so that they can actually see what the students are seeing, they can see what assignments are, when they're due, they get emails from the professors because they're sent through LMS.”

— PATHWAY TEAM MEMBER

Shared Visibility and Equitable Access

The work of pathways teams focuses on equitable access to pathways opportunities, and the teams we spoke with are intentionally building and adapting programming to ensure accessibility for students.

Beyond this core, people spoke about the ways that connection, collaboration, and opportunities are opportunistic, based on relationships and, sometimes, sheer happenstance. Folks highlighted three types of shared visibility important to equitable implementation. First is visibility into student strengths, interests, and goals—grounded in meaningful relationships with these young people. Second is visibility into each other's work, offerings, practices, etc. to break down silos and share resources. And third was visibility into the types of opportunities available across this ecosystem.

PARTNERSHIP EXAMPLE:

*The **Edward M. Kennedy/Mass General Brigham** team has a dedicated pathway staff member on the industry side who acts as the “air traffic controller,” coordinating the many hospital staff who provide learning opportunities for students. The hospital has established a governance structure with clinical leads for each of the five student pathways. These leads meet with the pathways team biweekly to plan student activities and are able to engage their colleagues in the work. Because MGB is a teaching hospital, there is a precedent for integrating teaching into clinicians’ schedules.*

“

There have been gatekeepers. Gatekeepers that limit access to intellectual and capital resources. Outside of Boston, people are sharing and collaborating—building innovation hubs on steroids. It can be disheartening. There’s knowledge, capital, and resources in this room—we need to connect them.”

—CBO STAFF

Shared Vision and Leadership Support

Strong leadership and high-level executive support were named as key factors in successful partnerships. Long-term sustainability requires institutional commitment and adaptation of systems on both ends of a partnership. This takes high-level backing, not just individual dedication and muscle. This also requires clarity around incentives, recognizing how the partnerships benefited each of their institutions, whether that be addressing workforce shortages, curriculum innovation, reputation, or mission alignment.



Policy

Opportunities

State

- Pass local legislation to support program pilots and funding
- Align pathways designations and funding structures to emerging learning from ongoing implementation

District

- Support greater student mobility across schools and learning opportunities through examination of structures such as credit policies
- Align incentives to pathways goals, for example through school staffing funding or graduation requirements

Institutional

- Identify and surface contractual obstacles to pathways practices to engage relevant unions in discussions
- Work with higher education to integrate early college/dual enrollment student considerations into enrollment and registration policies
- Invest in legal/technical/policy shifts to enable shared data visibility
-

The work of nurturing student pathways requires systems to work differently than they are used to, and legacy policies are barriers at multiple levels.

Pathways require working across institutions, each with its own systems, policies, contracts, and constraints. District structures and policies can result in inequitable distribution of resources, students, and visibility, for example, the student funding model and student assignment system. State and federal policies can restrict access, such as early college partner limitations and work authorization requirements.

“

What gets challenging is that K-12 and higher ed answer to different bodies of government, so to speak. We've lived in a world traditionally where those governances don't talk to each other, don't necessarily align with each other. So where we could get really creative and what we could do to ensure that students are getting the maximized credit, sometimes we're prevented from doing that because of policy.”

— PATHWAY TEAM MEMBER

State-level Policies

There are opportunities for the on-the-ground learning from implementation to inform state policy refinements. For example, pathways designations and funding policies may not keep step with the ways that pathways teams are structuring their designs to benefit students.

In general, stakeholders shared an appetite for pursuing state funding commitments for localized investment and program pilots.

District-level Policies

Legacy district policies and structures reinforce a high-school-centric design of the student experience. There are opportunities to better align incentives to pathways goals, ranging from credit policies to staffing structures to graduation requirements.

Addressing student mobility across types of learning is key to addressing pathways equity. Programs such as The Possible Zone's collaboration with BPS create opportunities for pathways access beyond what exists at a student's high school.

“

Because [schools] are private partners, they're not bound by the state contracts. I'm sure they're bound by their own contracts, but they're not bound by the state union contracts. So when you're with the community colleges or the four-year state universities, there's a lot more red tape because of the contracts. Because their system was set up for college students and not high school students.”

— PATHWAY TEAM MEMBER

Institutional-level Policies

Pathways teams are navigating the policies of their individual institutions constantly, finding places where they do not support pathways goals and work. For example:

- Enrollment policies at higher education institutions can create hurdles for early college students. One school is pushing to change a practice that requires re-enrollment after a period; the high school student is already in the system and the paperwork is redundant.
- Contracts for both high school and higher education unions can restrict flexibility around staffing early college courses and supporting these students in new ways.
- Shared access to higher education learning management systems enables high school teams to access students' coursework and messages from professors.

Appendix

A goal of this work was to map the existing pathway resources in the Greater Nubian neighborhood. This includes programming at high schools and postsecondary institutions, as well as community-based organizations, training programs, and local businesses.

Captured in the appendix are profiles of each of the five high schools, existing pathways programs with the higher education and industry partners we were able to identify for each of those programs. We are also including deeper dive resource mapping for a selection of career clusters that are highly represented in the area.

High School Profiles:

Boston Day & Evening Academy	39
Dearborn STEM Academy	42
Fenway High School	46
John D. O'Bryant School of Math & Science	49
Madison Park Technical Vocational High School	53

Existing Pathways:

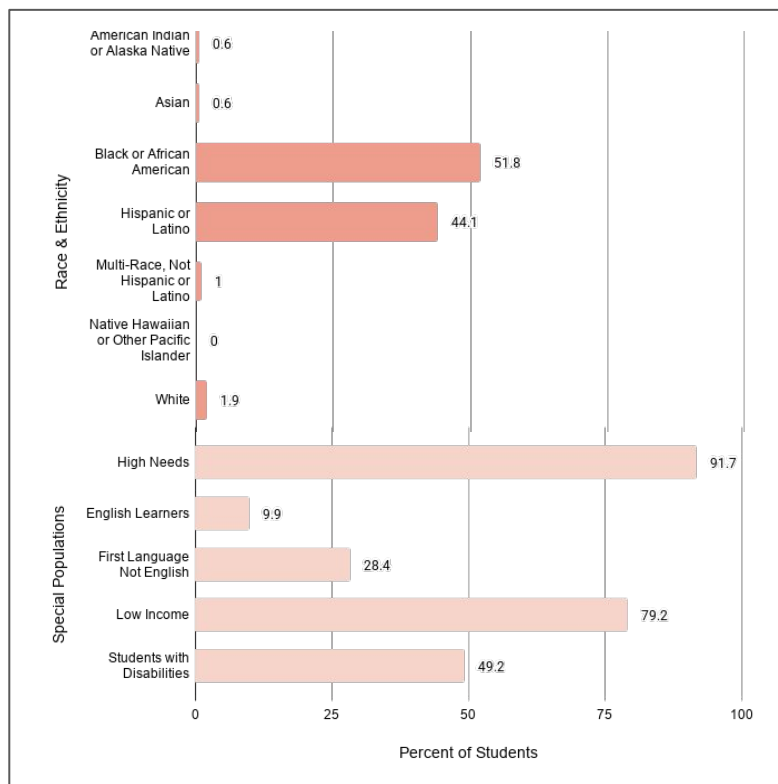
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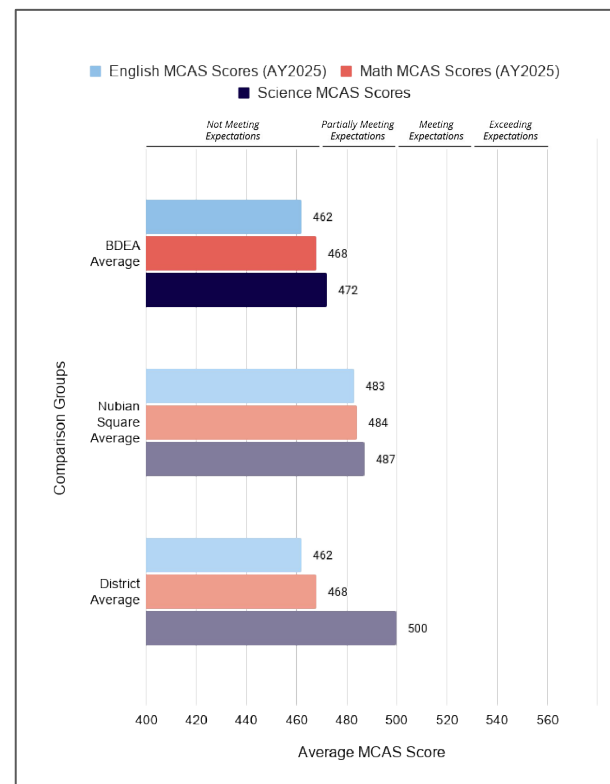
Boston Day and Evening Academy (BDEA)

ADDRESS	20 Kearsarge Avenue, Roxbury, MA 02119
PHONE NUMBER	(617) 635-6789
GRADES	9–12
STUDENT BODY	313 Students
ACCOUNTABILITY STATUS	"Requiring Assistance or Intervention"
TYPE OF SCHOOL	Horace Mann Charter School
ADMISSIONS TYPE:	Special Admissions



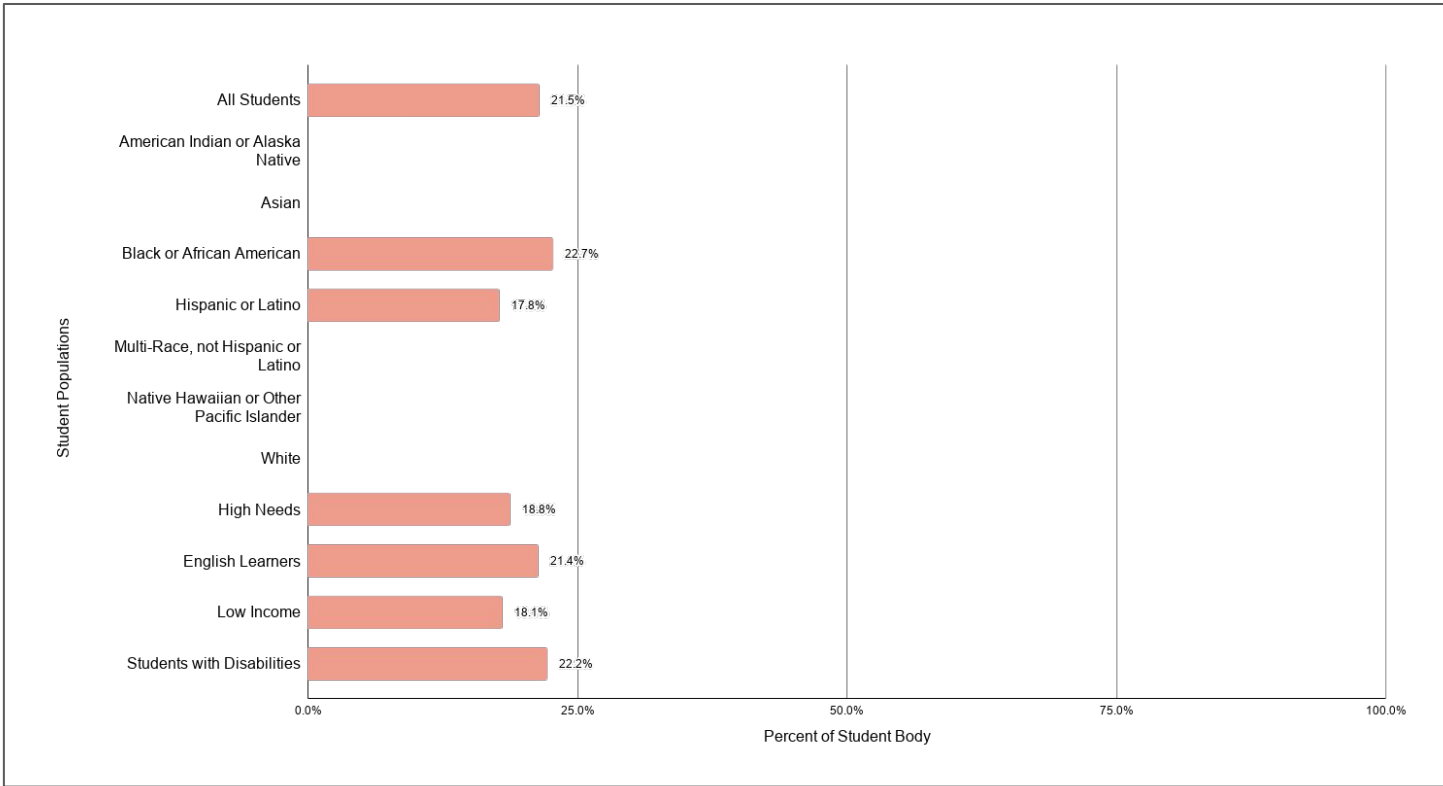
Fenway Student Body Profile

Source: School and District Profiles, 2026 Enrollment Data and Selected Populations (2025-26), Massachusetts Department of Elementary and Secondary Education



Fenway 10th Grade MCAS Scores (2025)

Source: 2025 Student Achievement, School and District Profile, MCAS (Average Scaled Scores), Massachusetts Department of Elementary and Secondary Education



NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6.

BDEA 4-Year Graduation Rates (2025)

Source: School and District Profiles, Cohort 2025 4-Year Graduation Rates, Massachusetts Department of Elementary and Secondary Education

Percent of Students by Selected Populations

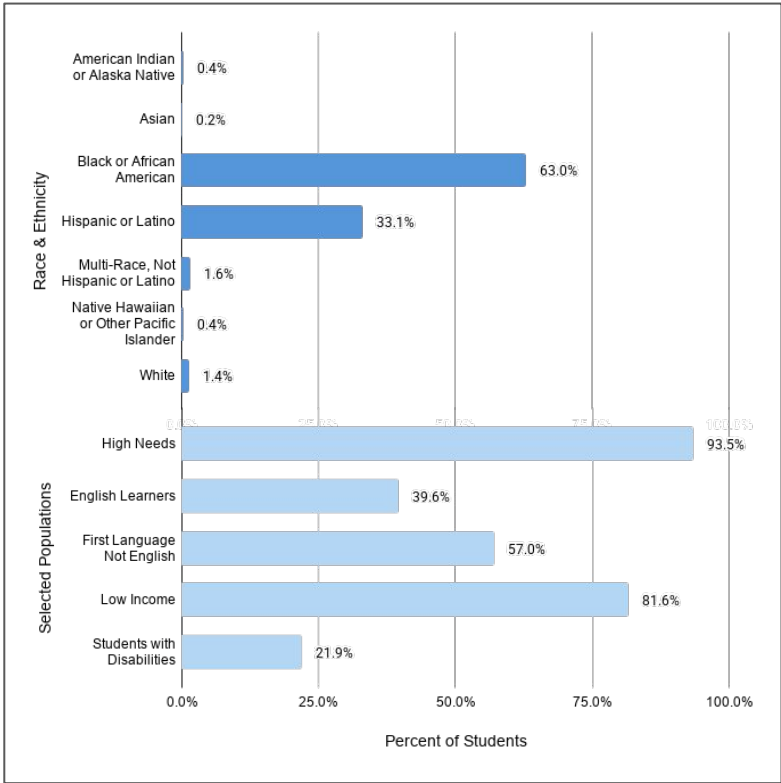
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-Race, Not Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
Early College Programs	0.00%	2.78%	24.07%	62.96%	1.85%	0.00%	8.33%

Percent of Students by Race and Ethnicity

	High Needs	English Learners	First Language Not English	Low Income	Students with Disabilities	Total Pathway Participants
Early College Programs	74.07%	9.26%	56.48%	65.74%	10.19%	108

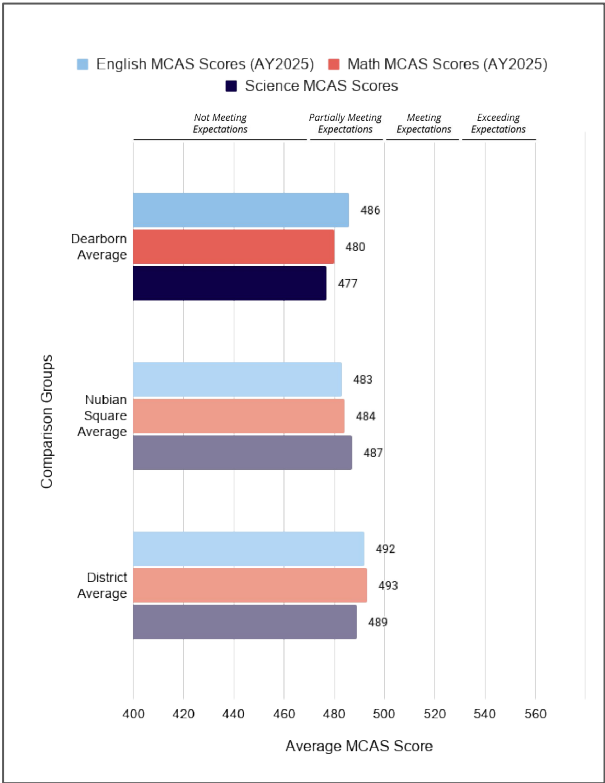
Dearborn STEM Academy

ADDRESS	36 Winthrop St, Roxbury, MA 02119
PHONE NUMBER	(617) 635-8412
GRADES	6–12
STUDENT BODY	565 Students
ACCOUNTABILITY STATUS	“Requiring Assistance or Intervention”
TYPE OF SCHOOL	Public school
ADMISSIONS TYPE:	Open Enrollment
PATHWAYS AVAILABLE	Health + Life Sciences (HSL)
	Engineering (ENG)
	Computer Science (CS)



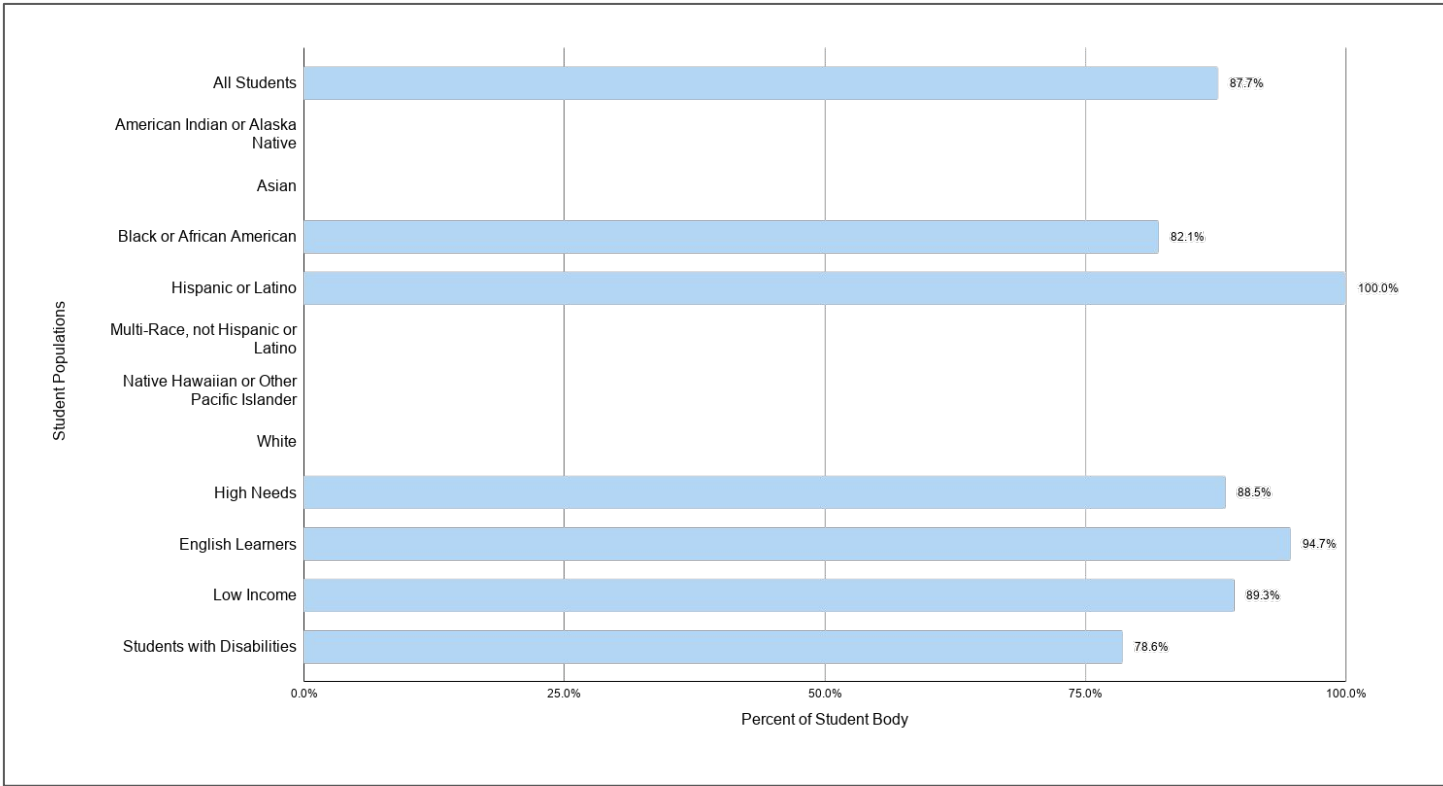
Dearborn Student Body Profile

Source: School and District Profiles, 2026 Enrollment Data and Selected Populations (2025-26), Massachusetts Department of Elementary and Secondary Education



Dearborn 10th Grade MCAS Scores (2025)

Source: 2025 Student Achievement, School and District Profile, MCAS (Average Scaled Scores), Massachusetts Department of Elementary and Secondary Education



NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6.

Dearborn 4-Year Graduation Rates (2025)

Source: School and District Profiles, Cohort 2025 4-Year Graduation Rates, Massachusetts Department of Elementary and Secondary Education

Percent of Students by Race and Ethnicity

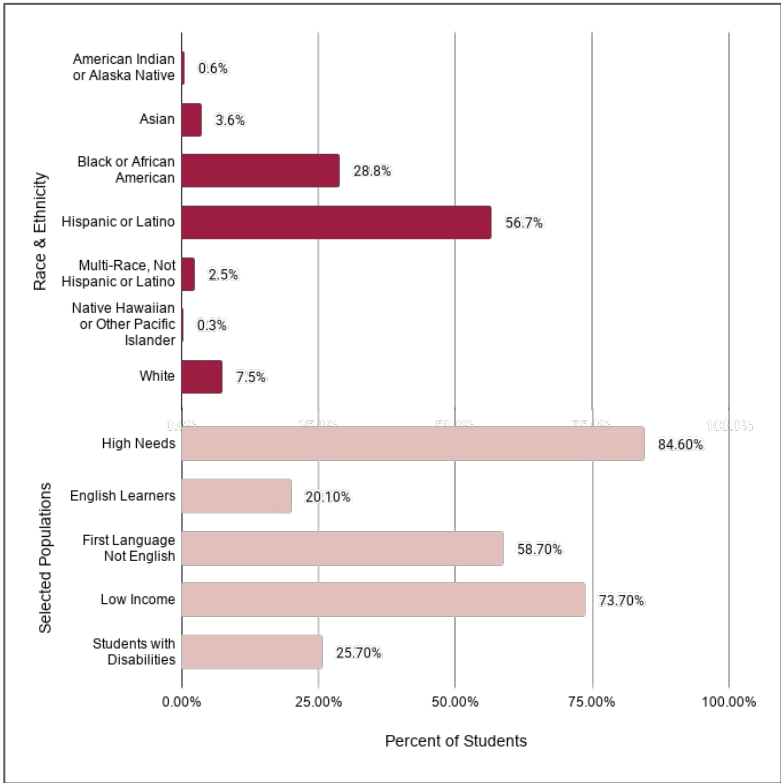
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-Race, Not Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
All Pathways + Programs							
	0.00%	0.22%	61.76%	34.95%	2.42%	0.00%	0.66%
Early College Programs							
	0.00%	0.00%	58.33%	36.31%	4.17%	0.00%	1.19%
Innovation Career Pathway Programs							
Health Care + Social Assistance	0.00%	0.00%	59.52%	38.10%	1.19%	0.00%	1.19%
Information	0.00%	1.64%	78.69%	19.67%	0.00%	0.00%	0.00%
Manufacturing	0.00%	0.00%	65.63%	32.81%	1.56%	0.00%	0.00%
Innovation Career Pathway Programs	0.00%	0.48%	66.99%	31.10%	0.96%	0.00%	0.48%
Career Connections Programs							
Engineering Technology	0.00%	0.00%	57.01%	40.19%	2.80%	0.00%	0.00%
Health Assisting	0.00%	0.00%	54.39%	43.27%	1.75%	0.00%	0.58%
Programming + Web Development	0.00%	1.18%	82.35%	16.47%	0.00%	0.00%	0.00%
Career Connections Programs	0.00%	0.28%	61.71%	36.09%	1.65%	0.00%	0.28%

Percent of Students by Selected Populations

	High Needs	English Learners	First Language Not English	Low Income	Students with Disabilities	Total Pathway Participants
All Pathways + Programs						
	92.09%	32.31%	52.75%	79.78%	19.56%	455
Early College Programs						
	89.29%	22.62%	47.02%	79.17%	19.56%	168
Innovation Career Pathway Programs						
Health Care + Social Assistance	91.67%	27.38%	42.86%	78.57%	19.05%	84
Information	96.72%	60.66%	75.41%	75.41%	22.95%	61
Manufacturing	98.44%	45.31%	62.50%	90.63%	29.69%	64
Innovation Career Pathway Programs	95.22%	42.58%	58.37%	81.34%	23.44%	209
Career Connections Programs						
Engineering Technology	99.07%	42.99%	62.62%	90.65%	26.17%	107
Health Assisting	87.72%	22.22%	41.52%	74.27%	16.37%	171
Programming + Web Development	95.29%	50.59%	70.59%	75.29%	21.18%	85
Career Connections Programs	92.84%	34.99%	54.55%	79.34%	20.39%	363

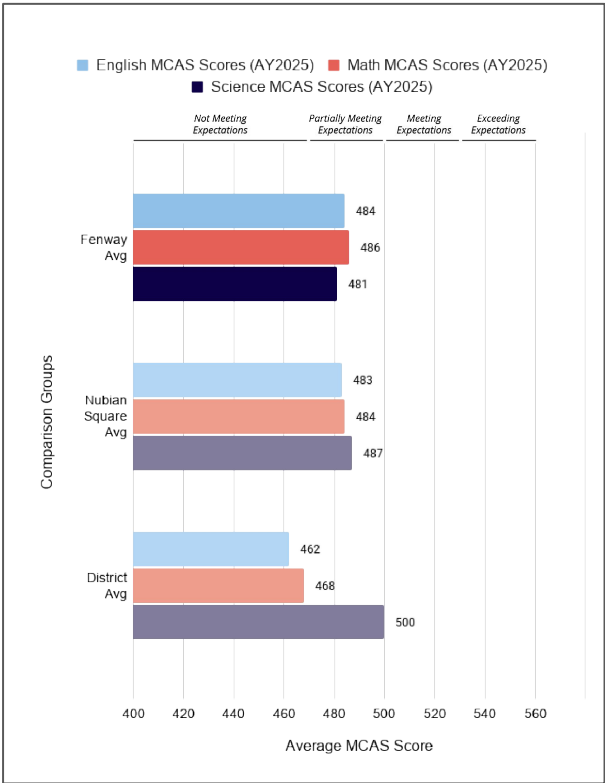
Fenway High School

ADDRESS	67 Alleghany St, Boston, MA 02120
PHONE NUMBER	(617) 635-9911
GRADES	9–12
STUDENT BODY	565 Students
ACCOUNTABILITY STATUS	“Requiring Assistance or Intervention”
TYPE OF SCHOOL	Pilot School
ADMISSIONS TYPE:	Special Enrollment
PATHWAYS AVAILABLE	Health Science Pathway
	Entrepreneurship for Good Pathway



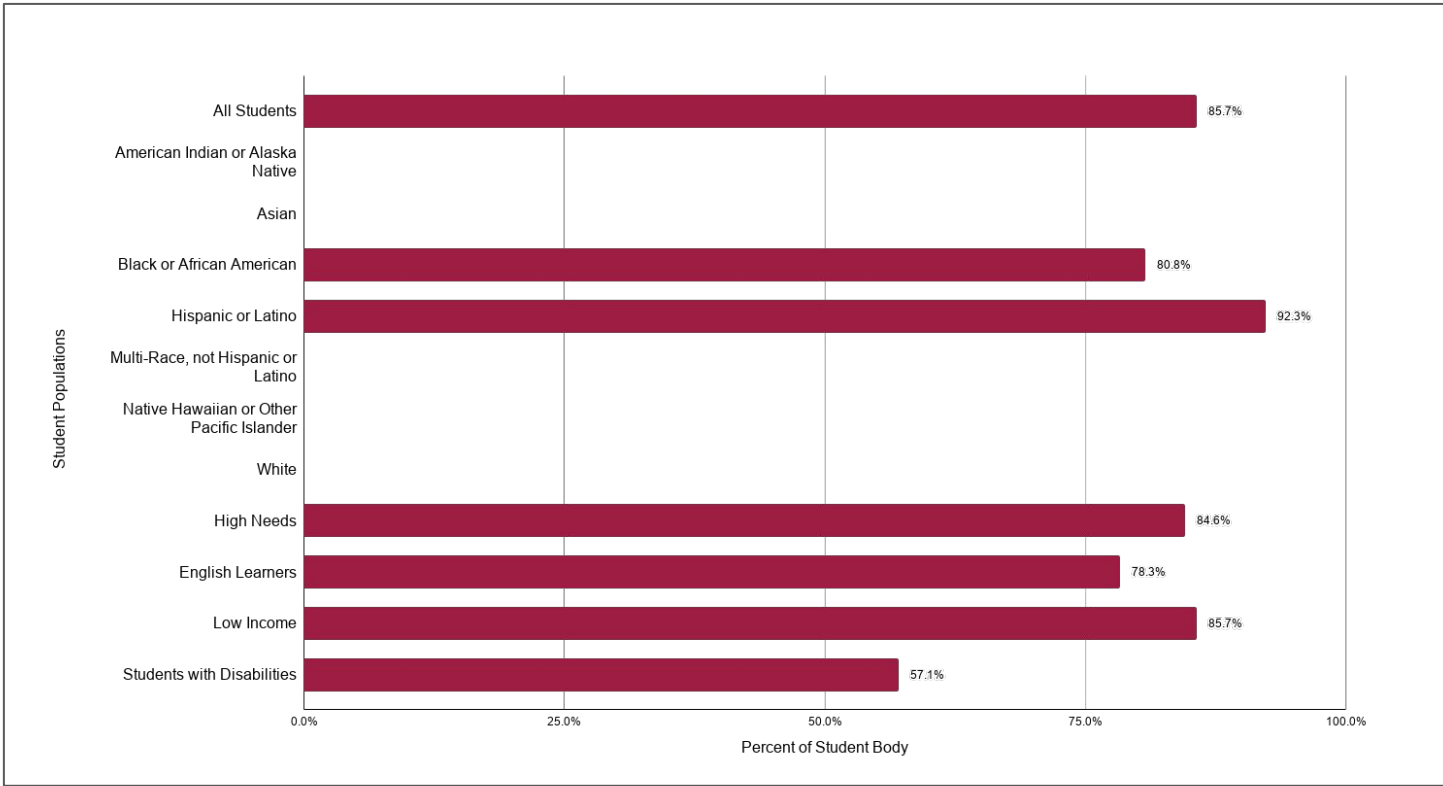
Fenway Student Body Profile

Source: School and District Profiles, 2026 Enrollment Data and Selected Populations (2025–26), Massachusetts Department of Elementary and Secondary Education



Fenway 10th Grade MCAS Scores (2025)

Source: 2025 Student Achievement, School and District Profile, MCAS (Average Scaled Scores), Massachusetts Department of Elementary and Secondary Education



NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6.

Fenway 4-Year Graduation Rates (2025)

Source: School and District Profiles, Cohort 2025 4-Year Graduation Rates, Massachusetts Department of Elementary and Secondary Education

Percent of Students by Selected Populations

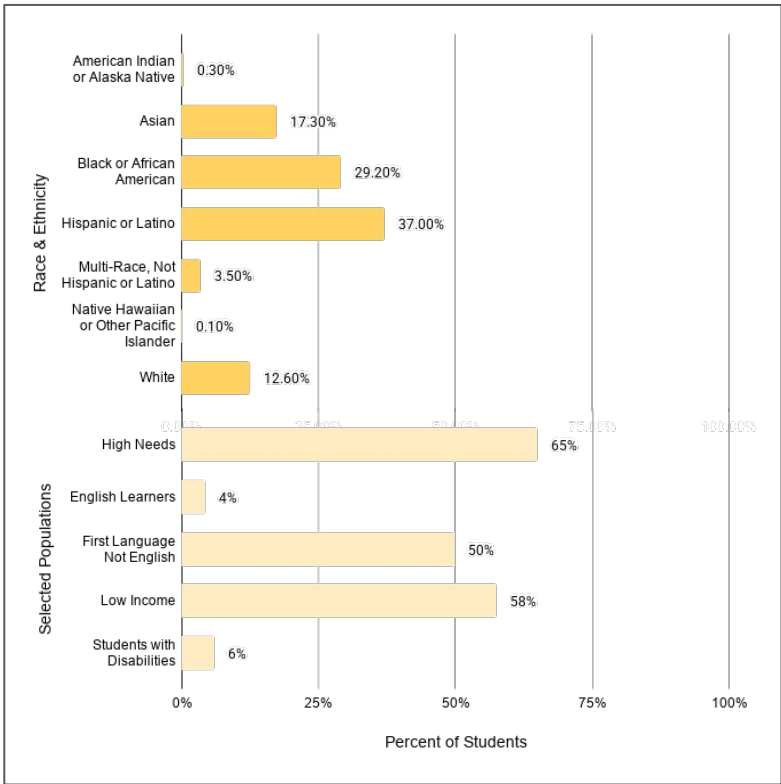
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-Race, Not Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
All Pathways + Programs							
	74.07%	9.26%	56.48%	65.74%	10.19%	108	74.07%
Early College Programs							
	0.00%	0.00%	58.33%	36.31%	4.17%	0.00%	1.19%

Percent of Students by Race and Ethnicity

	High Needs	English Learners	First Language Not English	Low Income	Students with Disabilities	Total Pathway Participants
All Pathways + Programs						
	74.07%	9.26%	56.48%	65.74%	10.19%	108
Early College Programs						
	74.07%	9.26%	56.48%	65.74%	10.19%	108

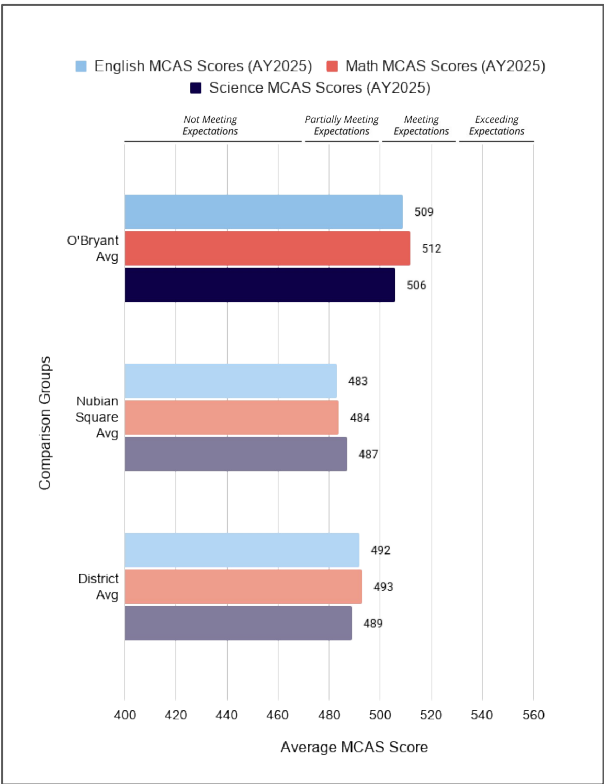
John D. O'Bryant School of Math & Science

ADDRESS	55 Malcolm X Boulevard, Roxbury, MA 02120
PHONE NUMBER	(617) 635-9932
GRADES	7–12
STUDENT BODY	1518 Students
ACCOUNTABILITY STATUS	"Not Requiring Assistance or Intervention"
TYPE OF SCHOOL	Public School
ADMISSIONS TYPE:	Exam School
PATHWAYS AVAILABLE	Engineering
	Biomedical Science
	Computer Science
	Accelerated Math



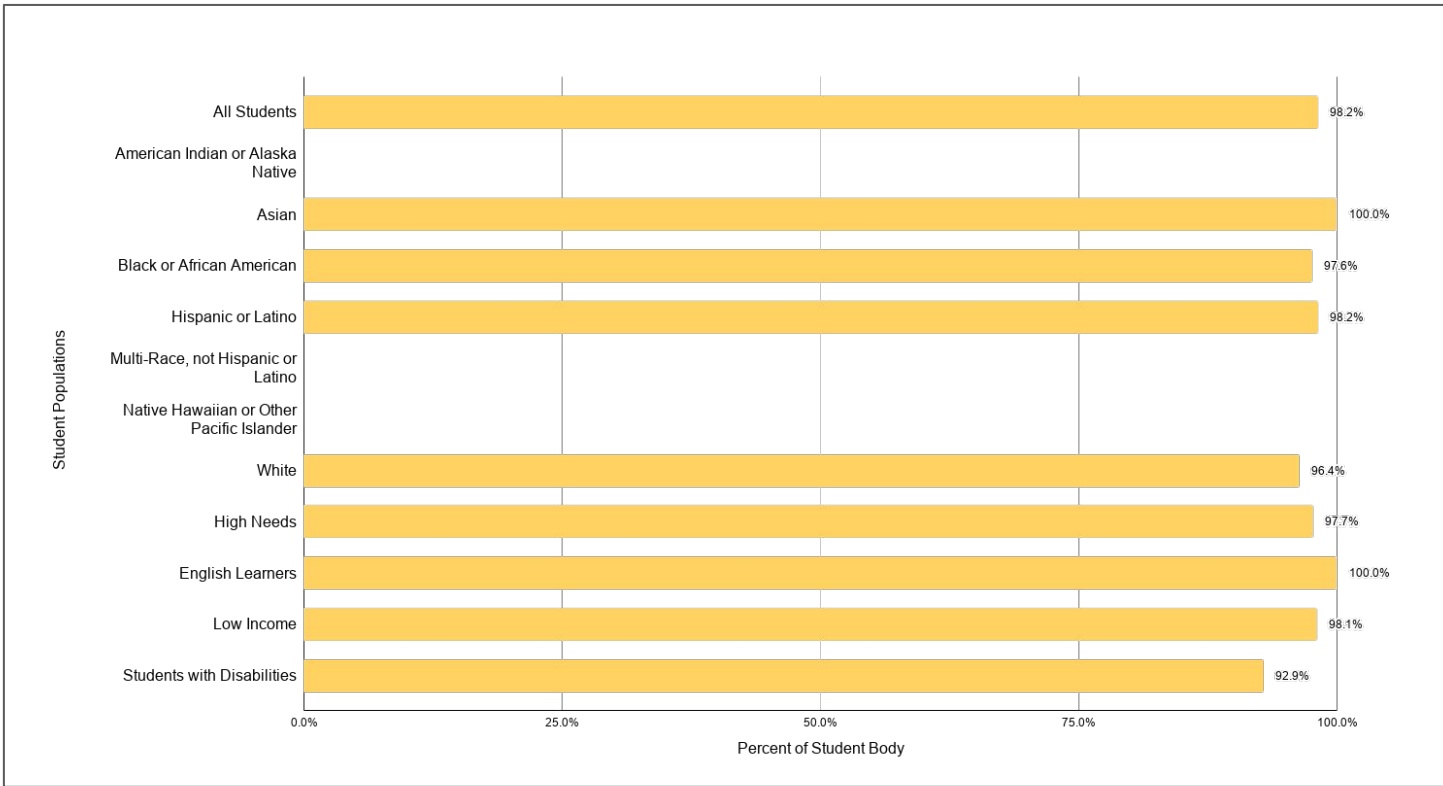
O'Bryant Student Body Profile

Source: School and District Profiles, 2026 Enrollment Data and Selected Populations (2025-26), Massachusetts Department of Elementary and Secondary Education



O'Bryant 10th Grade MCAS Scores (2025)

Source: 2025 Student Achievement, School and District Profile, MCAS (Average Scaled Scores), Massachusetts Department of Elementary and Secondary Education



NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6.

O'Bryant 4-Year Graduation Rates (2025)

Source: School and District Profiles, Cohort 2025 4-Year Graduation Rates, Massachusetts Department of Elementary and Secondary Education

Percent of Students by Race and Ethnicity

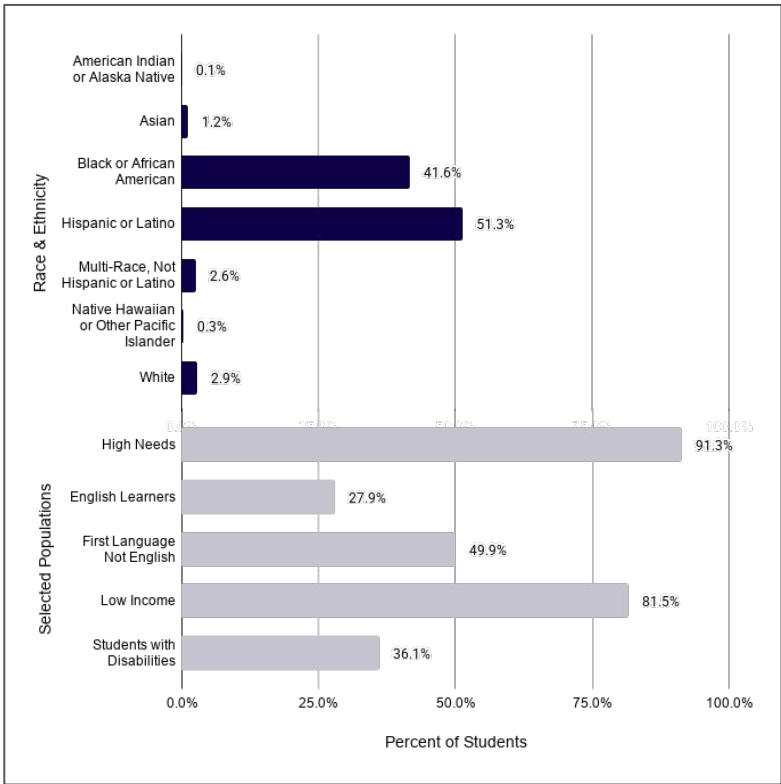
	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-Race, Not Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
All Pathways + Programs							
	0.35%	17.30%	25.61%	37.02%	5.19%	0.00%	14.53%
Career Connections Programs							
All Career Connections Programs	0.35%	17.30%	25.61%	37.02%	5.19%	0.00%	14.53%
Engineering Technology	0.00%	19.78%	22.53%	35.71%	6.04%	0.00%	15.93%
Health Assisting	0.93%	13.08%	30.84%	39.25%	3.74%	0.00%	12.15%

Percent of Students by Selected Populations

	High Needs	English Learners	First Language Not English	Low Income	Students with Disabilities	Total Pathway Participants
All Pathways + Programs						
	74.07%	9.26%	56.48%	65.74%	10.19%	108
Early College Programs						
All Career Connections Programs	52.60%	1.73%	43.94%	48.44%	3.81%	289
Engineering Technology	52.60%	1.73%	43.94%	48.44%	3.81%	289
Health Assisting	49.45%	1.65%	42.86%	44.51%	3.85%	182

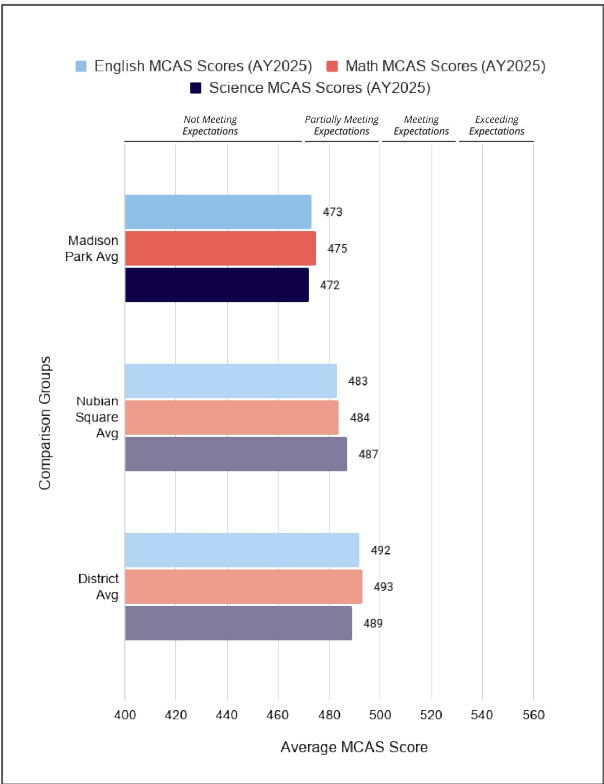
Madison Park Technical Vocational High School

ADDRESS	75 Malcolm X Blvd, Boston, MA 02120
PHONE NUMBER	(617) 635-8970
GRADES	9–12
STUDENT BODY	565 Students
ACCOUNTABILITY STATUS	“Requiring Assistance or Intervention”
TYPE OF SCHOOL	Innovation School
ADMISSIONS TYPE:	Special Enrollment
PATHWAYS AVAILABLE	Allied Health • Dental Assisting • Health Assisting • Medical Assisting
	Communications + Technology • Design + Visual Communication • Graphic Communications • Information Technology + Networking • Marketing • Media Production + Entertainment • Programming + Web Development • Robotics + Automation Technology
	Construction Trades • Building + Property Maintenance • Carpentry • Electricity • HVAC • Metal Fabrication + Joining Technologies • Plumbing
	Human Services • Cosmetology • Culinary ARTs • Hospitality Management
	Transportation • Automotive Collision Repair + Refinishing • Automotive Technology
	Other Programs • Exploratory • Cooperative Education (Co-op)



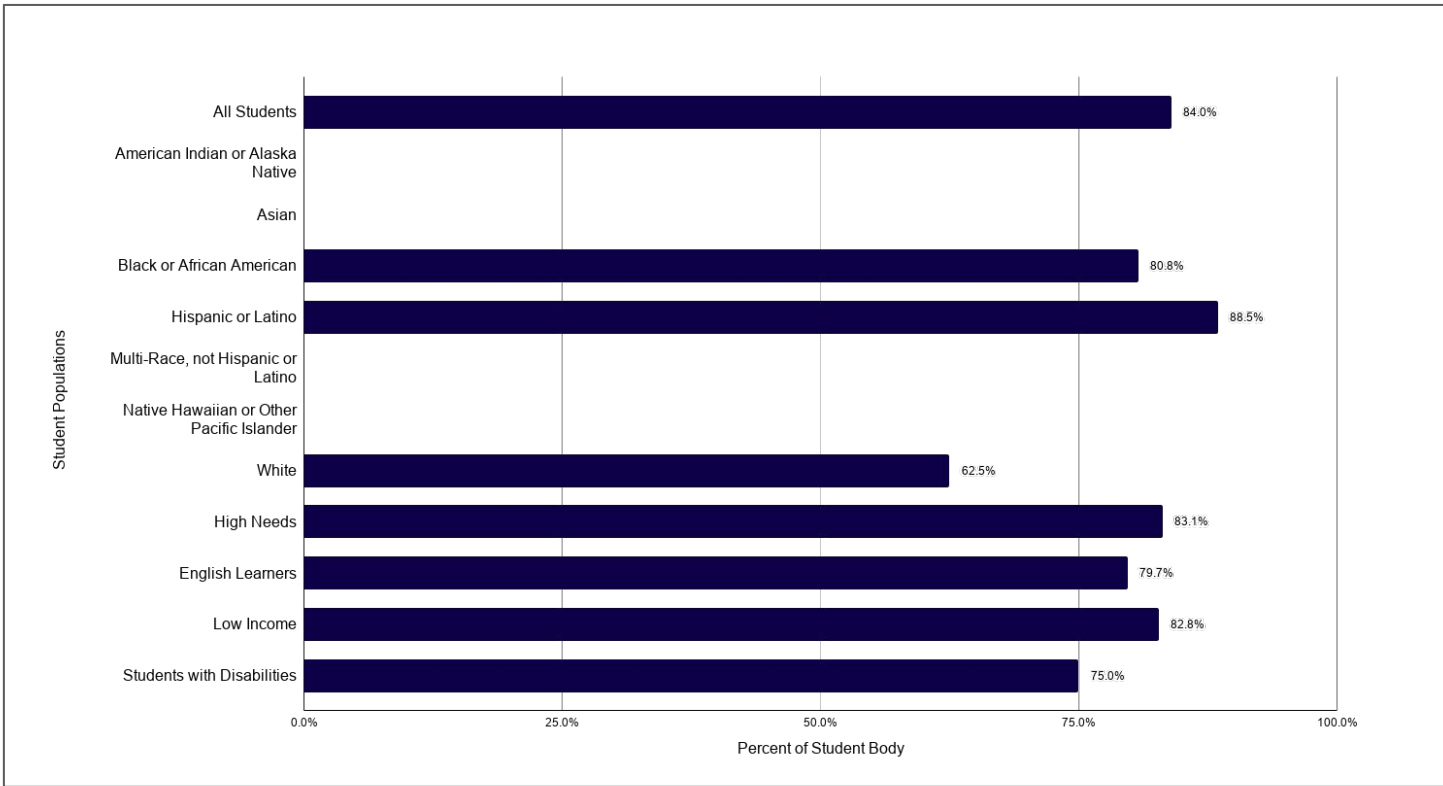
Madison Park Student Body Profile

Source: School and District Profiles, 2026 Enrollment Data and Selected Populations (2025-26), Massachusetts Department of Elementary and Secondary Education



Madison Park 10th Grade MCAS Scores (2025)

Source: 2025 Student Achievement, School and District Profile, MCAS (Average Scaled Scores), Massachusetts Department of Elementary and Secondary Education



NOTE: Graduation rates will not be publicly reported for cohort counts fewer than 6.

Madison Park 4-Year Graduation Rates (2025)

Source: School and District Profiles, Cohort 2025 4-Year Graduation Rates, Massachusetts Department of Elementary and Secondary Education

Percent of Students by Race and Ethnicity

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-Race, Not Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
All Pathways + Programs							
	0.11%	0.86%	40.32%	52.97%	2.38%	0.32%	3.03%
Early College Programs							
	0.00%	1.63%	35.77%	58.54%	0.00%	0.81%	3.25%
Career Connections Programs							
Automotive Collision Repair & Refinishing	2.22%	0.00%	35.56%	57.78%	4.44%	0.00%	0.00%
Automotive Technology	0.00%	1.75%	26.32%	64.91%	3.51%	0.00%	3.51%
Building/Property Maintenance	0.00%	0.00%	62.22%	31.11%	0.00%	0.00%	6.67%
Carpentry	0.00%	0.00%	25.00%	72.50%	0.00%	0.00%	2.50%
Cosmetology	0.00%	0.00%	35.71%	57.14%	2.38%	0.00%	4.76%
Culinary Arts	0.00%	0.00%	54.55%	40.91%	2.27%	0.00%	2.27%
Dental Assisting	0.00%	0.00%	28.95%	68.42%	0.00%	2.63%	0.00%
Design & Visual Communications	0.00%	0.00%	47.06%	47.06%	5.88%	0.00%	0.00%
Electricity	0.00%	2.90%	36.23%	57.97%	1.45%	0.00%	1.45%

Percent of Students by Race and Ethnicity

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-Race, Not Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White
Career Connections Programs (continued)							
Exploratory	0.00%	0.49%	31.86%	60.29%	2.94%	0.49%	3.92%
Graphic Communications	0.00%	0.00%	26.67%	60.00%	13.33%	0.00%	0.00%
Health Assisting	0.00%	0.00%	40.48%	59.52%	0.00%	0.00%	0.00%
Heating, Ventilation, Air Conditioning, & Refrigeration	0.00%	0.00%	47.06%	41.18%	2.94%	0.00%	8.82%
Hospitality Management	0.00%	2.78%	47.22%	50.00%	0.00%	0.00%	0.00%
Information Support Services & Networking	0.00%	0.00%	66.67%	23.81%	4.76%	0.00%	4.76%
Marketing	0.00%	0.00%	72.22%	22.22%	0.00%	0.00%	5.56%
Medical Assisting	0.00%	0.00%	40.74%	51.85%	5.56%	0.00%	1.85%
Metal Fabrication & Joining Technologies	0.00%	0.00%	63.16%	31.58%	0.00%	0.00%	5.26%
Plumbing	0.00%	0.00%	35.71%	46.43%	3.57%	3.57%	10.71%
Programming & Web Development	0.00%	7.14%	47.62%	45.24%	0.00%	0.00%	0.00%
Radio & Television Broadcasting	0.00%	0.00%	73.33%	26.67%	0.00%	0.00%	0.00%

Percent of Students by Selected Populations

	High Needs	English Learners	First Language Not English	Low Income	Students with Disabilities	Total Pathway Participants
All Pathways + Programs						
	90.70%	27.89%	51.57%	81.19%	31.35%	925
Early College Programs						
	90.24%	6.50%	60.16%	79.67%	15.45%	123
Career Connections Programs						
Automotive Collision Repair & Refinishing	88.89%	26.67%	51.11%	82.22%	24.44%	45
Automotive Technology	85.96%	29.82%	61.40%	77.19%	28.07%	57
Building/Property Maintenance	91.11%	13.33%	35.56%	82.22%	35.56%	45
Carpentry	87.50%	42.50%	62.50%	85.00%	15.00%	40
Cosmetology	90.48%	23.81%	45.24%	85.71%	23.81%	42
Culinary Arts	90.91%	9.09%	27.27%	86.36%	36.36%	44
Dental Assisting	97.37%	47.37%	71.05%	84.21%	5.26%	38
Design & Visual Communications	88.24%	23.53%	29.41%	76.47%	64.71%	17
Electricity	85.51%	21.74%	65.22%	69.57%	18.84%	69

Percent of Students by Selected Populations

	High Needs	English Learners	First Language Not English	Low Income	Students with Disabilities	Total Pathway Participants
All Pathways + Programs						
Exploratory	93.14%	36.27%	55.39%	84.80%	39.71%	204
Graphic Communications	73.33%	26.67%	46.67%	66.67%	33.33%	15
Health Assisting	90.48%	28.57%	61.90%	80.95%	16.67%	42
Heating, Ventilation, Air Conditioning, & Refrigeration	82.35%	14.71%	44.12%	79.41%	29.41%	34
Hospitality Management	97.22%	30.56%	50.00%	94.44%	52.78%	36
Information Support Services & Networking	85.71%	19.05%	28.57%	71.43%	47.62%	21
Marketing	94.44%	16.67%	22.22%	77.78%	33.33%	18
Medical Assisting	96.30%	22.22%	55.56%	74.07%	27.78%	54
Metal Fabrication & Joining Technologies	84.21%	15.79%	21.05%	68.42%	57.89%	19
Plumbing	92.86%	28.57%	64.29%	78.57%	10.71%	28
Programming & Web Development	95.24%	42.86%	57.14%	85.71%	35.71%	42
Radio & Television Broadcasting	93.33%	6.67%	33.33%	93.33%	46.67%	15

State-Approved CTE Programs

We organized this resource mapping by the Commonwealth's career technical education (CTE) career clusters, even though all resources are not designated CTE programming. We felt these clusters formed a useful common structure that reflects Massachusetts' assessment of labor market demand and high-value workforce opportunities, and a comparison of educational programs in the neighborhood found broad alignment to these clusters.

CAREER CLUSTER	PROGRAM AREAS
Agriculture & Natural Resources	• Veterinary Science • Agricultural Mechanics • Animal Science • Environmental Science and Technology • Horticulture
Arts & Communication	• Graphic Design and Visual Communications • Multimedia and Broadcast Production
Business & Consumer Services	• Cosmetology • Business Technology • Marketing
Construction	• Carpentry • Electricity • Plumbing • HVAC-R (Heating, Ventilation, Air Conditioning, Refrigeration) • Construction Craft Laborer • Facility Maintenance Management • Mason and Tile Setting
Education	• Early Education and Care
Healthcare	• Dental Assisting • Health Assisting • Medical Assisting

CAREER CLUSTER	PROGRAM AREAS
Information Technology Services	• Information Support Services and Networking • Programming and Web Development
Legal and Protective Services	• Criminal Justice
Manufacturing, Engineering & Technology	• Advanced Manufacturing • Metal Fabrication and Joining Technologies • Biotechnology • Drafting • Electronics Engineering Technology • Engineering Technology • Robotics and Automation Engineering Technology • Telecommunications and Fiber Optics
Transportation	• Automotive Collision • Automotive Technology • Diesel Technology • Marine Service Technology

Greater Nubian Existing Pathways

This table captures the current pathways across the five Greater Nubian high schools. These pathways reflect a range of designations (Early College, Chapter 74, Innovation). Current higher education and industry partnerships are reflected, based on the information available.

	Pathway	High school	Existing IHE & CBO Relationships	Existing Industry Relationships
Agriculture & Natural Resources	<i>There are no active pathways in this cluster at the time of this report.</i>			
	Design & Visual Communciation	• Madison Park	• BHCC • RCC • MassArt • Artists for Humanity	• Artists for Humanity
	Graphic Communications	• Madison Park	• BHCC • RCC	• Eastman Kodak • Garston Signs • Prisco
Arts & Communication	Media Arts	• Madison Park	• RCC • Artists for Humanity • MassArt	• Flare Education • Infocus Entertainment • Boston Neighborhood Network (BNN TV)
	Entrepreneurship for Good	• Fenway	• WIT • The Possible Zone	
	Marketing & Business Technology	• Madison Park	• BHCC • RCC	• CMP Construction • Eastern Bank • Central Boston Elder Services • Spentem • Ayana Mack & Co. • Lion Insurance
Business & Consumer Services	Cosmetology	• Madison Park	• BHCC • RCC	• Independent and Corporate Salons

Construction

Pathway	High school	Existing IHE & CBO Relationships	Existing Industry Relationships
Building & Property	Madison Park	- WIT - Northeastern (NEU)	- Tremco/Rising Stars - Local 35 Painters/Glazers Union - EM Duggan Plumbing - NEI Construction
Carpentry	Madison Park	WIT	- Suffolk Construction - Turner Construction - Craddock Builders
Electricity	Madison Park	Northeastern (NEU)	- International Brotherhood of Electrical Workers (Local 103) - LAN-Tel Communications - Sullivan McLaughlin Companies - City of Boston
Engineering	Dearborn	- FCTech - RCC - WIT	
HVAC	Madison Park	- BHCC - RCC	
Metal Fabrication & Joining	Madison Park	- BHCC - RCC	- Pile Drivers Local 56 - Ironworkers Local 7 - Cannistraro - Feeney Brothers Excavation, LLC - Designers Metalcraft - Sheet Metal Local 17 - National Grid - Boston Department of Public Works
Plumbing	Madison Park	- BHCC - RCC	- Superior Plumbing Co. - Economy Plumbing Supply - P.V. Sullivan Plumbing Supply

Education

There are no active pathways in this cluster at the time of this report.

Healthcare

Pathway	High school	Existing IHE & CBO Relationships	Existing Industry Relationships
Dental Assisting	Madison Park	- BHCC - RCC	- Boston Medical Center - Carr and Associates - Boston Children's Hospital - Dr. Chadda Dental - Family Orthodontics - Mattapan Health Center - Whittier Street Health Center
Health and Life Sciences	Dearborn	- FCTech - RCC - WIT	- Brigham and Women's Hospital - Massachusetts General Hospital - Gillette - Cambridge Mobile Telematics and Vertex - MassHire Boston
Health Assisting	Madison Park	- BHCC - RCC	- Mass General Brigham - Spaulding Rehabilitation Hospital - Laurel Ridge Rehabilitation + Skilled Care Center - Mattapan Community Health Center - Brigham and Women's Hospital
Health Science	Fenway	- BU School of Education - Emmanuel College - Fischer College - Northeastern - RCC - UMass Boston - WIT	- The Boston Private Industry Council (the PIC) - The Possible Zone - Museum of Science
Medical Assisting	Madison Park	- BHCC - RCC	- Boston Medical Center - Whittier Street Health Center - Tufts Medical Center - Mass General Brigham - Boston Children's Hospital - Beth Israel Lahey

Hospitality and Tourism

Pathway	High school	Existing IHE & CBO Relationships	Existing Industry Relationships
Culinary Arts	Madison Park	- BHCC - RCC	- Boston College Dining - Aramark Fenway
Hospitality Management	Madison Park	- BHCC - RCC	- Tasty Burger - Hilton Hotels - Holiday Inn - Massachusetts Convention Center Authority - Merengue Restaurants - Starbucks - Westin Hotels

Information Technology Services

Computer Science	Dearborn	- WIT - FC Tech - RCC	- Cambridge Mobile Telematics and Vertex - Ghost Story - MassHire - Microsoft - Rapid7
Computer Science	O'Bryant	- WIT - The Possible Zone	Project Lead the Way (PLTW)
Information Tech & Networking	Madison Park	- BHCC - RCC	- Castle Square Tenant Organization's Square Tech Program - Flare Education - Year Up - Boston Private Industry Council - Massachusetts Water Resources Authority - Vertex Pharmaceuticals
Programming & Web Development	Madison Park	Northeastern	- Greensight - Federal Reserve Boston

Legal Protections & Services

There are no active pathways in this cluster at the time of this report.

Manufacturing, Engineering & Technology

Pathway	High school	Existing IHE & CBO Relationships	Existing Industry Relationships
Biomedical Science	• O'Bryant	• Boston University Medical School • Harvard Medical School • Northeastern University • Mass Maritime Academy	• Beth Israel Hospital • Brigham and Women's Hospital • Dana-Farber Cancer Institute
Engineering	• Dearborn	• WIT • FC Tech • RCC	• Gillette • National Grid • The American Association of Blacks in Energy (AABE) • Blizzard Entertainment • Cambridge Mobile Telematics and Vertex • MassHire Boston • Millennium Partners Boston • Suffolk Construction Haley & Aldrich
Engineering	• O'Bryant	• MIT • WIT • RCC	

Transportation

Auto Collision Repair and Refinishing	• Madison Park	• BHCC • RCC	• City of Boston Fleet Maintenance • Norfolk Auto Body and Repair
Auto Technology	• Madison Park	• BHCC • RCC • Northeastern	• Boston Police • Boston Fire Department • City of Boston Fleet Maintenance • Green Construction

Resource Maps

The maps below show a detailed view of the ecosystem of resources for each of four career pathway clusters: **Business & Consumer Services, Construction, Healthcare, and Manufacturing, Engineering and Technology.**

BUSINESS CLUSTER / Higher Education		High School Coursework				College Course Opportunities			Work Based Experiences			
High School	Pathway	20th Grade Courses	21st Grade Courses	22nd Grade Courses	23rd Grade Courses	Early College	Dual Enrollment	Incubation Pathway	Co-op	Internship	Apprenticeship	Other
Open Enrollment (all schools)												
Farmway	Entrepreneurship for Good	Courses: - Principles of Marketing - Introduction to Management - Entrepreneurship - College Readiness	Courses: - Principles of Marketing - Introduction to Management - Entrepreneurship - College Readiness	Courses: - Principles of Marketing - Introduction to Management - Entrepreneurship - College Readiness	The student will learn to create a business plan and develop a professional portfolio for their final presentation.	Wentworth						
Madison Park	Marketing & Business Technology	Courses: - Principles of Marketing - Introduction to Management - Entrepreneurship - College Readiness	Courses: - Principles of Marketing - Introduction to Management - Entrepreneurship - College Readiness	Courses: - Principles of Marketing - Introduction to Management - Entrepreneurship - College Readiness	Courses: - Principles of Marketing - Introduction to Management - Entrepreneurship - College Readiness	Oxbury			Co-op	Co-op	Co-op	Co-op

CONSTRUCTION CLUSTER / Higher Education		High School Coursework				College Course Opportunities			Work Based Experiences			
High School	Pathway	20th Grade Courses	21st Grade Courses	22nd Grade Courses	23rd Grade Courses	Early College	Dual Enrollment	Incubation Pathway	Co-op	Internship	Apprenticeship	Other
Open Enrollment (all schools)												
Dearborn	Engineering	Courses: - Students learn the basics of engineering through a series of projects and challenges.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Oxbury	Oxbury	Oxbury				
Madison Park Technical Vocational High School	Building Projects	Courses: - Basic shop safety	Courses: - Basic shop safety	Courses: - Basic shop safety	Courses: - Basic shop safety	Wentworth	Wentworth	Wentworth				
	Capacity	Courses: - Basic shop safety	Courses: - Basic shop safety	Courses: - Basic shop safety	Courses: - Basic shop safety	Oxbury						

PATHWAYS RESOURCES
[Business Cluster \(link\)](#)

PATHWAYS RESOURCES
[Construction Cluster \(link\)](#)

HEALTHCARE CLUSTER / Higher Education		High School Coursework				College Course Opportunities			Work Based Experiences			
High School	Pathway	20th Grade Courses	21st Grade Courses	22nd Grade Courses	23rd Grade Courses	Early College	Dual Enrollment	Incubation Pathway	Co-op	Internship	Apprenticeship	Other
Open Enrollment (all schools)												
Dearborn	Health and Life Sciences (HLS)	Courses: - Students learn the basics of healthcare through a series of projects and challenges.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Oxbury	Oxbury	Oxbury				
Farmway High School	Health Science	Courses: - Students learn the basics of healthcare through a series of projects and challenges.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Wentworth	Wentworth	Wentworth				

MANUFACTURING CLUSTER / Higher Education		High School Coursework				College Course Opportunities			Work Based Experiences			
High School	Pathway	20th Grade Courses	21st Grade Courses	22nd Grade Courses	23rd Grade Courses	Early College	Dual Enrollment	Incubation Pathway	Co-op	Internship	Apprenticeship	Other
Open Enrollment (all schools)												
Dearborn	Engineering	Courses: - Students learn the basics of engineering through a series of projects and challenges.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Courses: - Students choose a project to complete and present to the class.	Oxbury	Oxbury	Oxbury				
John D. O'Bryen School of Mathematics and Science	Engineering Pathway	Courses: - Intro to Engineering Design	Courses: - Principles of Engineering	Courses: - Principles of Engineering	Courses: - Principles of Engineering	Wentworth	Wentworth	Wentworth				
	Biomedical Science Pathway	Courses: - Principles of Biomedical Science	Courses: - Human Body Systems	Courses: - Medical Terminology	Courses: - Biomedical Research	Oxbury	Wentworth	Wentworth				

PATHWAYS RESOURCES
[Healthcare Cluster \(link\)](#)

PATHWAYS RESOURCES
[Manufacturing Cluster \(link\)](#)

Learning Activities

Focus Groups

We spoke with **70 individuals** across the following stakeholder groups:

- Elected Officials (8 participants)
- Cross Stakeholders (6 participants)
- Youth (18 participants)
- Community-based Organizations (12 participants)
- Educators (12 participants)
- Small Businesses (7 participants)
- Parents (7 participants)

Program Mapping (7—12 Grades)

- Boston Day and Evening Academy
- Dearborn STEM Academy
- Fenway High School
- Madison Park Technical Vocational High School
- John D. O'Bryant School of Mathematics and Science
- Edward M. Kennedy Academy for Health Services
- Roxbury Prep High School

Program Mapping (Higher Education)

- Roxbury Community College
- Franklin Cummings Tech
- Wentworth Institute of Technology

Other Learning Activities

- Program Mapping (CBOs)
- 1-on-1 Interviews
- Team Interviews
- Document Review

Participating Organizations

We spoke with 70 organization, community, and program leaders through individual and group interviews from the following organizations. Conversations and learning with these organizations, and others, are ongoing.

Black Economic Council of Massachusetts (BECMA)

Boston Day and Evening Academy (BDEA)

Boston Education Development Fund

Boston Main Streets Foundation

Boston Private Industry Council (PIC)

Boston Public Schools (BPS)

Bunker Hill Community College

Citywide Parent Council for Boston Public Schools

Community Music Center of Boston

Dearborn STEM Academy

Dudley Street Neighborhood Initiative (DSNI)

Eastern Bank Foundation

Edward Kennedy Academy of Health Services

EmPath

Franklin Cummings Tech (FTC)

Friends of Madison Park

John D. O'Bryant School of Mathematics and Science

Madison Park Development Corporation (MPDC)

Mass General Brigham

New Commonwealth Fund (NCF)

Office of Youth Employment and Opportunity, City of Boston

Roxbury Community College (RCC)

Scaling Youth Outcomes Cohort (SYOC)

The Center for Teen Empowerment

The Metropolitan Council for Educational Opportunity (METCO)

The Possible Zone (TPZ)

Urban League of Eastern Massachusetts

Wentworth Institute of Technology

Wheelock College of Education and Human Development

YouthBuild Boston

Document & Database Review

BECMA: BECMA Commonwealth Summit

BPS: BPS Consortium for Multilingual Learners

BPS: Secondary Schools District Partner Meeting

BPS: BPS OSS Strategic Plan

[BPS: Career and Technical Education](#)

[BPS: Chapter 74-Approved Vocational Technical Education Programs](#)

[BPS: Non-Chapter 74 Career and Technical Education Programs](#)

[BPS: Innovation Career Pathways](#)

[BPS: Early College Pathways](#)

[BPS: Madison Park Technical Vocational High School](#)

[City of Boston 'Doing Business As' Database](#)

City of Boston Planning Department Division of GIS & Division of Research Analysis: Demographic and Socioeconomic Characteristics

DESE: Early College Designations

DESE: Innovation Pathways

DESE: Data on School demographics/characteristics/outcomes

[DESE: State-Approved Career Technical Education](#)

DESE: Success After High School Dashboard

[Exempt Organizations Business Master File Extract \(EO BMF\)](#)

Grove Hall Alliance: Grove Hall Alliance

[IRS: Instructions For Requesting Information On Exempt Organizations \(Effective January 2010\)](#)

One Goal: One Goal FY24 Propaths

One Goal: List of Postsecondary Training Options

NextGen: Talent Navigator Tool

New Skills and ESG: New Skills Boston

RCC Center for Economic and Social Justice: CESJ Overview

TACC: TACC Nubian Square Market Analysis

TBF: Nubian Square High School Enrollment

TBF: Nubian-Roxbury Community College Institutions

TBF: Nubian Map