

**Massachusetts Department of Higher Education
Massachusetts Department of Elementary and Secondary Education**



**Early College Program Designation: Part B Application
December 2019**

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Early College Program Designation: Final Application Timeline

The Executive Office of Education, Department of Higher Education, and Department of Elementary Education invited any program interested in receiving an Early College Program designation to submit Part A of the Application in October 2019. After reviewing the preliminary applications, those with promising early college programs have been invited to continue the application process and are the only entities eligible to submit Part B of the application to receive an Early College Program designation. The Early College office will provide technical support as qualified applicants prepare materials for submission.

Part B of the application for a Massachusetts Early College Designation is due no later than 5pm on February 14, 2020.

The Early College Joint Committee will award Early College Designation to applicants who have met all requirements in the spring of 2020, with the expectation that designated programs would launch in the fall of 2020.

Frequently Asked Questions

If you are seeking additional information on the designation process, please email massearlycollege@doe.mass.edu

Early College Designation: Part B Application

PLEASE NOTE:

Below you will find the information required to receive Massachusetts Early College Program designation. This document is a copy of the Part B Application. In order to formally submit Part B, applicants must upload their responses on Survey Gizmo. These submitted responses are due no later than 5pm on February 14, 2020.

Please also note that the departments reserve the right to conduct in person interviews with applicants following submission of Part B of the final application.

I. Applicant and Partner Information

Early College Program designation applicants must consist of a partnership between at least one institution of higher education (IHE) and one K-12 high school partner. Partners must submit one application and must apply jointly under the signatures of the college or university president and the district superintendent/charter school leader.

Institution of Higher Education Applicant				
K-12 School Applicant				
Institution of Higher Education Applicant Presidents Name and contact information				
	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
Institution of Higher Education Applicant Primary Contacts (Name, Title, Phone, Email):				
	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
Mailing Address:				
	<i>Street Address</i>			
	<i>City</i>	<i>State</i>	<i>ZIP</i>	
Phone/Email:				
	<i>Preferred Phone</i>	<i>Email Address</i>		
K-12 School Applicant Superintendent Name and contact information:				
	<i>Name</i>	<i>Phone</i>	<i>Email</i>	
Mailing Address:				
	<i>Street Address</i>			
	<i>City</i>	<i>State</i>	<i>ZIP</i>	
Phone/Email:				
	<i>Preferred Phone</i>	<i>Email Address</i>		

The Departments will award designation to all applicants who fulfill essential elements of early college program design and provide sufficient evidence that the program will students as defined by the Early College Designation Criteria, or that the applicant has developed all necessary infrastructure to begin enrolling students upon designation. Note that this is not a competitive process as there is no cap on the number of designations.

In contrast, there will be a funding opportunity offered for newly designated programs that will be awarded competitively.

Assurance

Please check the corresponding box to confirm agreement.

II. The Part B Application

This application is the final phase of the process to receive a Massachusetts Early College Designation. At this stage, applicants will be required to demonstrate with clear evidence that the program will fulfill the essential elements of early college program design and provide sufficient evidence that the program has enrolled students as defined by the Designation Criteria, or that the applicant has developed all necessary infrastructure to begin enrolling students upon designation. While many of the requirements in this part of the application are similar to those requested within Part A, the expectation at this phase is that responses will not only be descriptive, but will provide evidence related to each aspect of the program, showing actual policies and materials created for the program and providing sufficient detail to demonstrate complete program planning.

Note that should applicants successfully demonstrate the evidence necessary to receive a Massachusetts Early College Designation, the designation will be issued as a five-year performance contract, with reporting and review/check-in obligations to be determined by the agencies.

III. Adherence to Guiding Principles

The following pages describe the Guiding Principles that are the framework of the Massachusetts Early College Part B Application Criteria. Please review the description of each of the Guiding Principles and respond to questions that correspond to the criteria.

1. Equitable Access

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

Part A Designation Criteria to demonstrate Equitable Access:

The applicant shall continue to meet all criteria requisite for preliminary application for designation. In addition, the applicant must demonstrate:

1. *Long-term program design reflects a reasonable plan to target enrollment of significant scale relative to school/school district size.*
2. *Program design reflects thoughtfulness and opportunity with regard to student entry and exit points in the program. A program will demonstrate a clear pathway for students but will also be designed to allow for multiple entry points for students. Program design will also be structured such that should a student need to exit the program, the student will be able to seamlessly transition out of the program and back into the traditional or a different high school program.*
3. *The applicant will also submit the following:*
 - a. *Longitudinal data showing student enrollment trends.*
 - b. *Needs assessment demonstrating potential district need for such a program in the*

district or region.

- c. Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community (e.g., recruitment schedule).*
- d. Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.*
- e. Materials used for outreach, including but not limited to, brochures and marketing in Spanish, English, and/or relevant second language(s).*
- f. Written admission policy, including a potential lottery process and minimum program enrollment requirements.*
- g. Calendar of family/parent outreach events and other opportunities to educate students, counselors, principals, parents, the school board, and community members on the Early College program.*

The designation criteria pursuant to this guiding principle are designed to focus on the goal of closing achievement gaps and offering educational models to leverage students' own personal assets and help them thrive. Research of early college models nationally has demonstrated the effectiveness of designing early college to ensure equitable access. As such, the Massachusetts Early College program designation is designed with the goal of broadening access to college through this model.

This portion of the application is aimed towards keeping entry into early college pathways as open as possible, particularly with regard to prior academic performance. It is also focused on prioritizing program design and enrollments for students who have historically been underrepresented in higher education. Therefore, applicants are encouraged to make real, targeted, and thoughtful efforts to aggressively recruit students who may be the first in their family to go to college; who are part of demographic groups historically underrepresented in higher education; who may be English language learners; who may be students with disabilities; or who may otherwise not yet possess a perception that they may be a college going student.

Please note that for programs in high schools and districts with a student population overwhelmingly comprised of students who fall into the aforementioned categories, the expectation remains that applicants will demonstrate the manner in which recruitment activities are concluded such that the largest possible number of students is both aware of the availability of the program, and that students are encouraged to realize their potential of pursuing postsecondary education.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Growth and Scale:** Please describe and demonstrate the plan for growing/scaling the Early College Program. This should include detailed program size projections and a plan to realize this growth for each year from AY20-21 through AY22-23, with specific details on cohort size for each grade level of student participation, as well as written plans for facilitating planned growth. (This may be a repeat from your submission during the preliminary phase, but we request a recapitulation or an update of the data you shared at that stage, as well as further detail regarding

specific grade cohort size targets). This section should also include, but is not be limited to, any current or future plans regarding physical plant dedicated to the program, plans for any future potential partnerships, and targets with regard to future cohort size. (Criteria 1).

- B. **Admission and Student Entry**: Please describe in detail the plan for Early College student entry (and exit) points pursuant to the criteria description above. In addition, please also provide the written admission policy for the program, which should include any minimum program enrollment requirements. Please include a detailed plan for program selection should student interest outstrip enrollment capacity.
- C. **Student Application**: If possible, please upload a sample student application to the Early College program. (Criteria 2, 3f)
- D. **Enrollment Trends and Goals**: Please provide data showing student enrollment trends at each high school included in this application (as was submitted in the preliminary application phase and indicating student population broken down by race, including percentage of English language learners, students with disabilities, economically disadvantaged students, and high needs students. Please attach a spreadsheet/document that includes current high school enrollment data for each high school as well as a similar demographic breakdown for applicant Early College enrollment goals in year 1 and in year 5 of the program. (Criteria 3a)
- E. **Needs Assessment**: Describe the process and results of any district or regional needs assessment conducted to determine student and parent interest in the proposed programming as well as regional demand. (Criteria 3b).
- F. **Outreach and Recruitment**: Please provide a detailed written recruitment and communication plan, mindful of the considerations described above. This plan should also include timeline of recruitment or enrollment events, including outreach efforts to families, counselors, principals, and community members, as well as students. Describe how, students, parents, and guardians are—or will be—informed of the Early College opportunity, particularly those families of first-generation college goers. (Criteria 3c and d).
- G. **Recruitment Materials**: Please attach any recruitment materials for the Early College program (including materials in other languages). (Criteria 3e).
- H. **Shared Commitment to Equitable Access**: Building equitable access to postsecondary access, persistence, and completion is a foundational aspect of the Early College model and of the Commonwealth's designation process. Please provide a narrative statement reflecting the shared vision among partners for how this early college program will meet that goal of building true equity for your students who have traditionally been underrepresented in higher education.

2. **Guided Academic Pathways**

Designated programs should be structured around clear and detailed student academic pathways from secondary to post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. Prior to students choosing a pathway, programs should offer students substantive exposure to career opportunities allowing them to make an informed decision about which pathway to pursue. Within these pathways, students should be expected to complete at least twelve college credits that are transferable and count towards a postsecondary credential. Students should

also be exposed to the authentic experience and academic rigor of postsecondary education. This would require validating that courses are as rigorous as college level courses offered on campuses. Further, programs should prioritize allowing students to take courses on college and university campuses where possible, and otherwise offer experiences intended to acculturate students to the post-secondary experience.

Part B Designation Criteria to demonstrate Guided Academic Pathways:

The applicant shall continue to meet all criteria requisite for the Part A application for designation. In addition, the applicant must provide:

1. *Scope and sequence evidencing a course of study allowing for all students who complete the program as designed to graduate with at least 12 college credits.*
 - a. *We strongly suggest that, at a minimum, students complete English Composition I or the equivalent and a college-level mathematics course prior to completion of the early college program. Students should be identified as more interested in a STEM or non-STEM pathway for the purposes of completing a math course that will be appropriate for their field of study.*
 - b. *Program design should reflect an effort to ensure that student course taking aligns with MassTransfer Pathways. As such, it is recommended that the remaining course sequence be mapped with major requirements for a particular "A2B Mapped Degree Pathways or with the MassTransfer GenEd Foundation.*
 - c. *Program design should also reflect a pathway that allows a student to complete both a 2 year and 4-year degree, should they wish to matriculate to a higher education institution after graduating from high school. As such it is strongly recommended that program design be consistent with course sequencing and aligns with admissions requirements for the Massachusetts public four-year institutions, such as completing MassCore. If, for some reason, program design does not so align, applicants must justify its decision to do so.*
2. *Evidence of curricular alignment between high school and college courses.*
3. *Proposed schedules for students enrolled in the Early College Program. Student schedules, including college coursework, must take place during the high school day. Note that should the proposed program require a Student Learning Time waiver, the application for that waiver should be included in the application for final designation.¹*
4. *Sample redacted MyCAP, including connections between areas of interest and exposure to postsecondary options and career opportunities.*
5. *Proposed high school course catalogs or additions to existing catalogs, including program outlines and course descriptions and syllabi.*
6. *Written policy for placement of students into college courses that includes strategies for assuring student preparedness. Early college partners are strongly encouraged to explore multiple*

¹ Programs should provide sufficient time on learning for all students engaged in early college programs. A number of [flexibilities](#) outside of class time are permissible to meet the [180 day/990 hour requirements](#), and the vast majority of high school program designs should meet these requirements. However, if the proposed early college program requires additional flexibility due to an innovative schedule designed to meet specific student needs, the program must seek a waiver from the student learning time requirements, and can refer to [this link](#) for further information on the requirements of that waiver submission.

measures beyond Accuplacer to determine student placement.

Guided academic pathways ensure that students experience flexibility in their exploration of options, while providing coherence, clarity and connection within their pathway choice. These pathways also ensure that young people develop identities as college going students. Early College Designation does not require that a pathway be in a specific field (nor is such specificity precluded), although designation expectations require that students will, at a minimum, be informed and prepared to make choices about their postsecondary education and career options and the connection between both.

Designation builds upon the valuable work of our post-secondary institutions to develop Associate's to Bachelor's degree pathways, particularly between the public two and four year institutions. Applicants should, at the program design phase, think deeply not only about the pathway within the early college program itself, but also the value of the courses and credits achieved by students who successfully complete early college and how they would transfer to degree programs.

Understanding that some applicants may include postsecondary partners who are not public higher education institutions, we request that in those cases, partners develop pathways that are part of a clear course of study at the partner higher education institution. Furthermore, we understand that there may be programs that are designed as intentional pathways but not aligned with a major or course of study that is currently mapped. Ultimately, however, the designation will require evidence the early college courses provide relative flexibility for students but also credit attainment that supports a student in earning an associate's and/or a bachelor's degree.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Detailed Scope and Sequence**: Recognizing that all applicants submitted a scope and sequence as part of the preliminary application, we ask that you again submit a scope and sequence for this phase as well, which should include any updates and further detail developed through planning. Please incorporate any feedback received following the initial phase. Please also provide a template/sample schedule for the entirety of the students' high school course taking in addition to those courses that will be taken for college course credit; this schedule must indicate all course names, course numbers, the number of credits per college course, and the number of credits a student will have earned cumulatively at the end of each year. Applicants should also identify which courses will be offered on campus and which will be offered at the high school. In this submission, it should be clear how students will be prepared for college course taking prior to enrolling in those courses, including the use of co-requisite model to support college-level math taking. This document should also provide detail regarding both how the courses will serve to fulfill MassCore and the high school graduation requirements. (See Criteria 1c). If the IHE partner is a Massachusetts public institution, please also note how/whether courses are aligned with MassTransfer Pathways (which may include the A2B Mapped Degree Pathways, the MassTransfer GenEd Foundation, or the MassTransfer STEM GenEd Foundation). (Criteria 1a, 1b, 1c, 2).

- B. **My Career and Academic Plan (MyCAP), formerly referred to as Individualized Learning Plans:** Please provide a detailed description of the partners' plans for implementation of MyCAP. See also Section 4, Connection to Career. (Criteria 4).
- C. **High School Course Catalog and College Course Descriptions:** Please provide the portion of the high school course catalog referring to the Early College program, including the program outline and course descriptions as shared with students. If this is provided as part of the response to question A, please reference that fact. If information on your proposed program is available on your website(s), please provide relevant links. (Criteria 5).
- D. **College level course taking assessment:** Please provide the written policy for placement of students into college courses, including how students are assessed for course taking preparedness. Please also provide any detail with regard to support provided to early college students to prepare for a successful assessment. (Criteria 6).

3. **Enhanced Student Support**

Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.

Part B Designation Criteria to demonstrate Enhanced Student Support:

The applicant shall continue to meet all criteria requisite for the Part A application for designation. In addition, the applicant must provide:

1. *Comprehensive plan for ongoing academic and non-academic support so students will be on a pathway to take college courses in high school; the plan must specifically address supports for English Language Learners, students with disabilities, and first-generation college students. Plans should be integrated between secondary and post-secondary partners to offer Early College students seamless support.*
2. *Student schedules evidencing advisory/or college access/ readiness and support time built into the program.*
3. *If the proposed schedule for students is not likely to meet the minimum 180 days/990 hours of instruction, applicant shall include a description as to how the proposed schedule will ensure that students will have sufficient access to learning supports to successfully complete program requirements.¹*
4. *Advisory/study skills curriculum material and tutoring schedules.*
5. *Detailed calendar of support activities for current and prospective students, including application assistance, financial aid counseling, and college and career advising.*
6. *Policy on communicating to students that they are at risk for failing a course, supports for helping the student get back on track, and actions that may be taken if a student fails a course or multiple courses.*

Early college should reflect a holistic program design in contemplation of the lived experience of the target student population. Specifically, programs are encouraged to develop student

support in consideration of the whole student. Therefore, programs should contemplate student development broadly which factors in support towards development of academic proficiency as well as consideration of barriers faced inside and outside the classroom.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Overall Student Support:** Please provide a comprehensive plan for how the applicant partners will create a personalized learning environment and student academic and support services to maximize student success, such as tutoring or mentoring and social and emotional supports for Early College students. The plan should address supports for all students. Please note that this plan should specifically include support for English language learners and students with disabilities. This plan should include a plan for the manner in which students' Individualized Education Plans (IEPs) will reflect accommodations and modifications for both high school and college course taking. This plan should also include detail on any orientation or mentoring provided to students as they join the community at the institution of higher education. (See Criteria 1)
- B. **Guidance/Advising:** Within the student support plan, please also detail the plan for ensuring students receive clear guidance and advising support throughout the program, both at the high school and the college level. This advising support should include support for academic course taking, exploration of career opportunities, and social/emotional support. Response to this question may include—but is not limited to—submission of sample student schedules to demonstrate where/when/with whom that activity will occur. (See Criteria 2)
- C. **College Awareness:** Please detail the plan for creating and implementing strategies to provide students robust exposure to postsecondary opportunities and long term planning, which should include information about choosing potential majors, learning about financial aid opportunities including student loan considerations, learning about the college application process, and learning about how programs of study link to careers. (See Criteria 5)
- D. **Course Failure Policy:** Please provide the program's policy on communicating to students that they are at risk for failing a course, communicating consequences of failing college courses (e.g. Pell eligibility), supports for helping the student get back on track, and actions that may or may not be taken if a student fails a course or multiple courses. In addition, indicate how students and families will be apprised of the program's policy. (See Criteria 4 and 6)

4. Connection to Career

Designated programs should expose students to a variety of career opportunities including greater depth in careers relevant to their selected pathway. Programs can provide opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.

Part B Designation Criteria to demonstrate Connections to Career

The applicant shall continue to meet all criteria requisite in Part A application for designation. In addition, the applicant must provide:

1. *A plan for career development education activities, by grade level, that include awareness, exploration, and/or immersion (internships, proposed career pathways) that consider labor market information.*

2. *Specific employer contacts in order to demonstrate a commitment of community businesses and other partners, with the goal of exposing students to a variety of career options and internship opportunities.*
- 3.
4. *Identification of the higher education partner's commitment and resources to help support connections between education and career.*
5. *Evidence of incorporation and integration of an online tool for use in college and career counseling (e.g., Naviance or MEFA Your Plan for the Future) that is recognized by the Department of Elementary and Secondary Education in supporting the MyCAP process.*

This guiding principle is designed to support college and career readiness activities. Through these activities, students can develop an awareness of their educational growth and development while understanding how their academic choices are connected to career opportunities. This connection should be framed broadly, to allow students to explore career possibilities and to more generally develop foundational employability skills necessary to thrive in any work environment.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Career Development:** Provide a list of proposed career development education activities for students in the program, both within the high school as well as those activities and/or resources available to early college students at the higher education institution. Career development education activities may include awareness, exploration, and/or immersion (internships, proposed career pathways). Please also indicate how these activities are linked to/planned in consideration of labor market information and, to the extent possible, describe the involvement of community businesses and other partners. If applicable, please include information regarding specific community and employer partners that will be involved in this aspect of the program. (See Criteria 1, 2, and 3)
- B. **My Career and Academic Plan (MyCAP)²:** Individualized student planning for college and careers is a multiyear process that is foundational to student success. Explain how the program will implement a personalized planning process to provide guidance in planning a degree path(s) that supports various careers and for all students using a MyCAP tool, and specify which on-line platform will be used (Naviance, MEFA Pathway [formerly Your Plan for the Future], MassCIS, or other) to drive the planning process. (See Criteria 4)

5. Effective Partnerships

Designated Early College programs should be a partnership between at least one institution of higher education and one public secondary school and district and may include one or more employers. Partnerships should present evidence that the program has been determined to be aligned with collective bargaining agreements. Memoranda of understanding between partners that detail the nature of governance, budget, sustainability, scheduling, respective responsibilities, and performance

² Formerly Individual Learning Plans (ILPs),

measures, should also be provided. Programs should be sufficient in size to capture economies of scale goals and to ensure long-term sustainability.

Part B Designation Criteria to demonstrate Effective Partnerships

The applicant shall continue to meet all criteria requisite for the Part A application for designation. In addition, the applicant must provide:

1. *A joint or common vision statement agreed upon by partners, and ideally the value add of each partner.*
2. *A current, signed Memorandum of Understanding (MOU) that defines an active partnership between the school district(s) and the institution of higher education (IHE) that addresses topics including, but not limited to:*
 - a. *the location and proposed faculty of the courses offered in the Early College program;*
 - b. *the anticipated costs and planned funding sources for all instruction costs and for all support, logistical, administrative and other activities, including but not limited to costs for tuition, fees, and textbooks;*
 - c. *student transportation;*
 - d. *program coordination plan;*
 - e. *student support plan;*
 - f. *faculty support plan; and*
 - g. *career partnership coordination plan.*
3. *The MOU shall also include the following necessary components:*
 - a. *grading periods and policies;*
 - b. *courses of study;*
 - c. *curriculum alignment;*
 - d. *instructional materials*
 - e. *instructional calendar*
 - f. *student enrollment and attendance policies*
 - g. *provisions for discontinuing ECHS program operation in the event that becomes necessary;*
 - h. *provisions and processes for collecting, sharing, and reviewing student and teacher data to assess the progress of the ECHS program;*
 - i. *policy for advising students on the transferability of all college credits offered and earned;*
 - j. *professional development for ECHS faculty (including both district and IHE faculty/staff);*
 - k. *policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned;*
 - l. *policy addressing the role of each partner in the resolution of student issues (including student conduct, investigative procedures, consequences); and*
 - m. *indication of how often the MOU will be reviewed.*
4. *The MOU shall also detail performance measure goals, and how the data attached to those measures will be collected, analyzed, and disseminated. Those measures should include but not be limited to the following:*
 - a. *retention rate of participating students;*
 - b. *high school graduation rate of participating students;*
 - c. *percentage of participating students who complete the program;*
 - d. *percentage of participating students who gain postsecondary credits and how many credits;*
 - e. *percentage of participating students who achieve an Associate's or bachelor's degree within three or six years of high school graduation; and*
 - f. *college and/or career outcomes of students.*
5. *Detailed MOUs for any other partnerships, including community-based organizations, businesses, and other partners.*
6. *The application should also include the following for the program in the aggregate:*
 - a. *Budgets, including estimates of both start-up costs as well as per student ongoing costs to*

- sustain the program (with reference to the cost estimates described in the Parthenon study);*
- b. ;
 - c. *staffing plans;*
 - d. *faculty and teacher qualifications;*
 - e. *job descriptions for individuals supporting the ECP;*
 - f. *training or professional development and support plans;*
 - g. *student mentor/induction program plans;*
 - h. *faculty and teacher assignments.*

Fundamentally, an effective and sustainable early college program necessitates a fully integrated partnership between the school, district, and postsecondary institution. Tacit agreement to collaborate is not sufficient—deep commitment to partnership and continued full collaboration on both sides is imperative. While the Designation Criteria requires substantive evidence of these partnerships in the form of a MOU, what will be most important to maintain these partnerships will be clear and respected relationships between instructors and leadership at both institutions.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Vision Statement:** Please provide a shared vision statement for the Early College program. (See Criteria 1)
- B. **Memorandum of Understanding:** Please submit a detailed, current, mutually signed MOU for each partnership that includes all required topics as specified in the criteria above, defining roles of each partner, including the fiscal agent. In addition, ensure that the signed MOU reflects the information in previous sections of the application. (See Criteria 2, 3, 4, and 5)
- C. **Shared Understanding of Outcome Goals:** The MOU shall also present the shared understanding of detailed outcome goals for the Early College program, and how the data attached to those measures will be collected, analyzed, and disseminated. Those measures should include but not be limited to the following:
 - i. Student enrollment demographics of the Early College Program as compared to larger district population, including English language learners, students with disabilities, economically disadvantaged students, at-risk students, as well as Hispanic/Latino, and African American students.
 - ii. retention rate of participating students;
 - iii. high school graduation rate of participating students;
 - iv. MassCore completion rates;
 - v. the number of postsecondary credits earned by eligible students while enrolled in the Early College program that may be applied toward a postsecondary degree or credential program;
 - vi. percentage of participating students who complete the program;
 - vii. total number and percentage of eligible students who enroll in and subsequently complete the Early College program;

- viii. percentage of Early College program graduates completing the program who enroll in a postsecondary institution; and
 - ix. percentage of participating students who achieve an industry recognized credential, Associate's or Bachelor's degree, within three or six years of high school graduation.
- D. **Faculty and Staff Plan:** Please provide a description of required qualifications for faculty and teachers and a staffing plan for the Early College program. Please include faculty, teachers, and other staff who will support the program, and specific details regarding who will be teaching the college courses in the program and in what locations. Please also describe any training, professional development, and other support for all positions supporting the Early College program. (Criteria 6)
- E. **Collective Bargaining/Labor Relations:** Please affirm that applicant partners have considered any potential collective bargaining/labor relations issues that may arise related to the proposed Early College program (such as those concerning responsibilities of faculty and staff for classroom instruction, student support, etc.). In addition to this affirmation, please describe in detail, if applicable, how any such issues have been or will be addressed by the applicant partners. (Criteria 2).