

2020-2021 Accelerated Early College Evidence of Implementation

Overview

This Part B survey is intended for programs to demonstrate that they are in the final stages to launch a Designated Early College program in the Fall of 2021. In order to be approved for this Designation, all materials must be complete and in full compliance with the Designation Criteria outlined by the Early College Joint Committee. The evidence must illustrate that this program has a well-developed and intentional plan to target underserved students who are at likely risk of not attending college and prepare them to not only succeed in college coursework during the course of their high school career, but to persist by enrolling and completing a college degree after their high school graduation. All supporting documents, including recruitment materials and program applications for students should reflect usage as a Fall 2021 Designated program.

Applicants applying for Accelerated Designation must meet the following requirements:

- The higher education partner applying for Accelerated Designation must be a MA public institution.
- Early College program design must allow for students to be recruited and enrolled into the program by October of their 10th grade year.
- The full scale of the Early College program should be at least 15% of the student population.
- All Early College courses will comply with MassCore and MassTransfer requirements and include an English and a Math course
- K-12 Applicant must be a high school that is not part of a currently designated program and has a strong history of dual enrollment with the IHE partner
- Partnership must have identified a dedicated Early College staff lead for Fall of 2021.
- EC schedule must include designated time for Early College cohort to participate in college and career awareness and preparation activities in addition to college coursework.

Please note that for the Accelerated Designation, programs will be awarded provisional Designation for FY21-22, and will be re-evaluated at the end of the academic year.

Early College Accelerated Designation Timeline

- April 26, 2021 - Summary of Early College Plan and Evidence of Early College Plan due
- June 2021 - Applications reviewed by staff and formal recommendations for Designation submitted to the Early College Joint Committee.

2. Applicant Information

1. Institution of Higher Education Applicant

- 2. K-12 School Applicant
- 3. Institution of Higher Education Applicant President's Name and Contact Information
- 4. K-12 Applicant Superintendent's Name and Contact Information
- 5. The Departments will award designation to applicants who fulfill essential elements of Early College program design and provide sufficient evidence that the program 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, and that funding is not guaranteed.

3. Equitable Access

A. 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.

- **B. Please upload your written Early College enrollment policy.**
- **C. Student Program Application** If possible, please upload a sample student commitment form/application to the Early College program.
Note: Student application or commitment to the Early College program should be distinct from course enrollment/application forms required by the college partner.
- **D. Recruitment Materials:** Please upload a written recruitment and communication plan. This plan should also include a timeline of recruitment or enrollment events, including outreach efforts to families, counselors, principals, and community members, as well as students.

4. Guided Academic Pathways

A. Detailed Scope and Sequence: Please upload a detailed course scope and sequence by academic pathway. 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 where college courses will be taken. 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. Please also note how courses are aligned with MassTransfer Pathways (which may include the A2B Mapped Degree Pathways, the MassTransfer GenEd Foundation, or the MassTransfer STEM GenEd Foundation).

- **B. My Career and Academic Plan (MyCAP), formerly referred to as Individualized Learning Plans:** Please upload a detailed description of the plans for implementation of MyCAP for Early College students by grade level.
- **C. High School Course Catalog and College Course Descriptions:** Please upload 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 information on your proposed program is available on your website(s) and/or social media, please provide relevant links below.
- **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.
- **E. College Application:** If an additional application is required by the college partner, upload that here.

● **5. Enhanced Student Support**

A. Student Academic Support: Upload any documents here demonstrating evidence of a comprehensive plan for supporting students academically, including student-facing documents that will communicate resources available to them. Provide plans detailing structured advising and guidance provided to Early College students. Additional types of academic resources could include: tutoring, mentoring, advising, and counseling supports for Early College students. Please identify any specific supports for Early College English language learners and students with disabilities.

- **B. Student Non-Academic Support:** Upload any documents here demonstrating evidence of a comprehensive plan for supporting students beyond the classroom, including student-facing documents that will communicate resources available to them. Please identify specific supports for English language learners and students with disabilities. These types of non-academic resources could include: mentoring, advising, and counseling supports for Early College students.

- **C. College Awareness:** Please upload a sample student schedule that identifies college awareness activities available for Early College students. Awareness activities could include learning about: choosing potential majors, financial aid opportunities, student loan considerations, the college application process, and how their pathways connect to careers. *(A master schedule of activities by grade level is recommended)*
- **D. Course Failure Policy:** Please upload 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), providing supports for helping the student get back on track, and listing actions that may or may not be taken if a student fails a course or multiple courses.

• 6. Connection to Career

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).

- Upload any additional documents demonstrating evidence of career development activities here, including sample schedules of career exposure activities for Early College students, and any other student-facing documents or flyers.

• 7. Effective Partnerships

A. 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 that the signed MOU reflects the information in previous sections of the application. The MOU should address topics including, but not limited to:

- r. the location, mode of delivery, and proposed faculty of the dual credit courses offered in the Early College program
- s. the anticipated costs and planned funding sources for all instructional costs and for all support, logistical, administrative and other activities, including but not limited to costs for tuition, fees, technology, and textbooks for three years
- t. student transportation
- u. program coordination
- v. student support plans
- w. faculty support plans
- x. College and career plans
- y. grading periods and policies
- z. courses of study
- aa. curriculum alignment
- bb. instructional materials
- cc. instructional calendar
- dd. student program enrollment and attendance policies; course enrollments by semester
- ee. provisions for discontinuing Early College operation in the event that becomes necessary

- ff. provisions and processes for collecting, sharing, and reviewing student and teacher/instructor data to assess the progress of the Early College program;
- gg. policy for advising students on the transferability of all college credits offered and earned
- hh. professional development for Early College faculty (including both district and IHE faculty/staff)
- ii. policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
- jj. policy addressing the role of each partner in the resolution of students' issues (including conduct, investigative procedures, consequences)
- kk. indication of how often the MOU will be reviewed
- ll. Detailed evaluation plan

- **B. 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.

- **C. Faculty and Staff Plan:** Please upload required qualifications for faculty and teachers as well as 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 include any additional information about

training, professional development, and other support for all positions supporting the Early College program.

- **D. 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.).
- 6. Upload any additional documents to support Guiding Principle 5 here.

● **8. Additional Documents**

7. Upload any additional documents here.

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