Appendix D: Current Part A Designation Application

**Early College Designation Part A Application - Due August 27, 2021**

**For parties seeking designation in Spring 2021 for SY2022-23 enrollment.**

## Welcome to the SY22 Early College Part A Designation Application

Below are the required questions to complete Part of the Early College Designation application due **August 27th, 2021**. As you prepare your responses, please plan to consult the EC 2021 Designation Application Companion Document. Here you will find extensive information on the Designation process and requirements. The Companion Document also provides important information in regards to the criteria to be met under each of the five Guiding Principles. The scoring rubric for the MA Early College Part A Designation Application will be aligned with both this survey, and the specified criteria within the Companion Document.

## Primary Contacts

Kristin Hunt, Early College Director, [Kristin.E.Hunt@mass.gov](mailto:Kristin.E.Hunt@mass.gov) (781) 661-8257 Rebekah Barr, Early College Specialist, [Rebekah.Barr@mass.gov](mailto:Rebekah.Barr@mass.gov) (781) 338-3195

# Applicant Information

## Application Instructions

This application may be completed in multiple sessions. You may save and return to this electronic application by providing your email address via the "save and continue later" button (see the grey "pull-down" in the top right corner.)

For technical assistance or for a MSWord version of the application for reference, please contact Rebekah Barr at [Rebekah.Barr@mass.gov](mailto:Rebekah.Barr@mass.gov)

**K-12 Partner Applicant Contact Information\***

District Name\*: High School Name\*:

K-12 Lead Contact Person - First Name\*:

K-12 Lead Contact Person - Last Name\*:

K-12 Lead Contact Person - Title (e.g., Principal, Head of School, Executive Director)\*:

K-12 Lead Contact Person - E-mail\*:

K-12 Lead Contact Person - Phone Number:

**Institution of Higher Education Partner Applicant Contact Information\***

Institution of Higher Education (IHE) Name\*:

IHE Lead Contact Person - First Name\*:

IHE Lead Contact Person - Last Name\*:

IHE Lead Contact Person - Title\*: IHE Lead Contact Person - E-mail\*:

IHE Lead Contact Person - Phone Number:

1. For the K-12 Applicant: is this Designation application for an entirely new Early College program or enhancing a currently existing program to qualify for designation status?
2. For the K-12 Applicant: Do you have other Designated High Quality College and Career Pathways (i.e Early College, Innovation Pathways, CVTE?). If so, please name.
3. For the IHE: Do you have any other Designated Early College partnerships? If so, please name.
4. Do the partners already have any current agreements involving dual enrollment?

( ) Yes

( ) No

1. Designated programs are expected to enroll students within an Early College program no later than beginning of 10th grade, so that students participate in at least 3 years of pathway activities, courses and supports (Note: students can be enrolled in program but still be preparing to participate in college coursework). Please indicate here what grade level your program will start.

[ ] 9th Grade [ ] 10th Grade

[ ] Other:

1. Because MYCAP is a requirement for all Early College programs, applicants are expected to participate in DESE’s MyCAP training, concurrently with their participation in the Early

College designation process. The training will equip them to fulfill Early College expectations for high quality college and career advising and MyCAP development embedded in the pathway. Please confirm whether you have participated in this training or are planning to do so.

( ) The K-12 applicant high school has already completed MyCAP training.

( ) The K-12 applicant high school will register and participate in the College and Career Advising Workshop Series in FY20.

If completed, when did the applicant complete MyCAP training? (Note month and year.)

If completed, would applicant high school be interested in a refresher training or sending a new team for training?

( ) Yes

( ) No

# Introduction

1. Please provide an introductory narrative describing the partnership, the mission and vision for this Early College program, and desired impact of the program. Describe the importance of the proposed Early College program for your students, your school and campus, and your region.

Explain how the Early College Designation is integral to the development of your

program. Discuss any anticipated challenges the program might face in implementation and preliminary solutions for addressing those challenges. **Field limited to 1,000 words.\***

1. Provide the targeted total student enrollment for the first year of the program (or, current enrollment for existing programs). List by grade level if easier to explain.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Number of Students (enrolled in previous year) | Projected Number of New Students | Total Students |
| **Fall 2021 (if existing program)** |  |  |  |
| **Fall 2022** |  |  |  |
| **Fall 2023** |  |  |  |
| **Fall 2023** |  |  |  |
| **Fall 2025** |  |  |  |

# Adherence to Guiding Principles

**GUIDING PRINCIPLE 1 - EQUITABLE ACCESS**

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

1A. Please upload high school partner demographic data in an Excel document. Please disaggregate data by race and ethnicity, economic status, ELL status, disability status, and if possible, first generation to college. Indicate which students in your school population are less represented in both advanced coursework opportunities and postsecondary education.

1B. Explain how program will use data to identify and prioritize students for recruitment. Please note that at a minimum, students in the Early College program should reflect the demographic make-up of the underserved student population in the school’s overall student body. Programs are also encouraged to utilize the postsecondary Early Warning Indicator System (EWIS) to identify students who may be at risk of not attending college but could be supported through the Early College program.

**2.** Please describe the program’s initial plan for outreach and prioritized recruitment of students who are traditionally underrepresented in higher education. How would your outreach and recruitment strategies reach these populations and strongly encourage participation?

3A. Please describe the program’s proposed enrollment policy with details on how it as inclusive as possible and enable underrepresented students to participate in Early College programming and successfully earn a minimum of 12 college credits during their high school career.

### Please refer to the Designation Criteria Companion Document for additional guidance regarding enrollment components.

3B. Because Early College has the ability to broaden both opportunities and success for underserved students in higher education, it is important that students are not excluded from participation based on prior or current GPA, test scores, or placement scores. Describe how the Early College program will determine students’ admission into the program without this regard to past academic performance.

4. Please describe how the program is designed and funded to be offered free for all student participants and their families—including tuition, fees, and other related expenses, such as textbooks, transportation, technology, other student resources etc.

Upload any additional supporting documents for Guiding Principle 1 - Equitable Access here.

**GUIDING PRINCIPLE 2 - GUIDED ACADEMIC PATHWAYS**

### Guided academic pathways ensure that students experience coherence, clarity and connection as to their path, but flexibility as to their exploration. And these pathways also ensure that young people develop identities as college going students. As a corollary, we hope for a similar combination of innovation and structure with regards to early college program design itself. Early College Designation will 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 educated as to their postsecondary education and career options and the connection between both.

1.A Please outline your academic plan for Early College participants. Provide the name of any Early College pathways being offered, indicate program entry points, and how MyCAP will support student planning.

#### Please refer to the Designation Criteria Companion Document for additional guidance regarding Guided Academic Pathways.

1B. Please upload your program's preliminary course and sequence and indicate how the college coursework meets MassCore/high school graduation requirements, and reflect MassTransfer courses.

1. Please outline scheduling plans that ensure the program takes place during the school day and students will have the opportunity to pursue at least 12 college credits.
2. Please provide an initial description of where and how courses will be delivered to students by grade level. Indicate who (college approved high school faculty, college faculty, or a combination) will be teaching each course.
3. Please describe plans to acculturate Early College participants to the partner college experience.

Upload any additional supporting documents for Guiding Principle 2 - Guided Academic Pathways here.

**GUIDING PRINCIPLE 3 - ENHANCED STUDENT SUPPORTS**

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

1. Identify the academic and nonacademic challenges that may arise for students in the proposed Early College program. Share how you determined these and what data collections may inform this work moving forward.
2. Describe a plan to address the challenges you have specified in question 1. Provide an outline of intentional academic and non-academic supports, naming both those that exist and those that need to be developed.

#### Please refer to the Designation Criteria Companion Document for additional guidance regarding Student Supports.

1. List the contact information for the individual(s) responsible for student supports at both partnering entities. If the role requires staff to be hired you can leave blank.

K-12 Student Support Staff Contact Information:

IHE Student Support Staff Contact Information:

Please provide a description of roles for support personnel. If the position is to be hired, you can upload the job descriptions. Up to 5 files may be uploaded.

Upload any additional supporting documents for Guiding Principle 3 - Enhanced Student Supports here.

**GUIDING PRINCIPLE 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, for example, by providing opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.

1. Please describe plans to connect Early college coursework to students' career development and how MyCAP will be used to guide this connection.
2. Describe how the program seeks to engage area employers when relevant to support connections between education and career.

Upload any additional supporting documents for Guiding Principle 4 - Connection to Career here.

**GUIDING PRINCIPLE 5 - EFFECTIVE PARTNERSHIPS**

### Designated programs should be a partnership between at least one institution of higher education and one public secondary school and/or district, and may include one or more employers. Partnerships should present evidence that the program is consistent with collective bargaining agreements and memoranda of understanding detailing the nature of governance, budget, sustainability, scheduling, respective responsibilities, and performance measures. Programs should be sufficient in size to capture economies of scale goals and to ensure long-term sustainability.

1. Please describe plan on how the K-12 school, and postsecondary institution will be fully integrated partners in the program work. Please identify roles and responsibilities of each partner during the planning process.
2. Please provide details on the leadership at each partner institution who are empowered to make decisions around Early College at the individual K-12 institution, the K-12 district, the higher education institution, and any other major stakeholder. Identify which personnel are empowered with the authority to enter memoranda of understanding discussions.
3. Please identify key costs associated with the Early College program for both institutions and preliminary funding plans.
4. Please provide an outline of the logistics of the Early College pathways regarding graduation requirements, course taking requirements, and pathways to credentials.
5. Outline the proposed plan to hold discussions concerning collective bargaining agreements, at both the K-12 and higher education level, as needed. Please note: where there is a requirement for local bargaining relating to any aspect of the pathway, local requirements must be followed.

Upload any additional supporting documents for Guiding Principle 5 - Effective Partnerships here.

**Thank You!**

Thank you for indicating your interest in applying for a Massachusetts Early College Designation. Your response has been recorded. We look forward to working with you!