

**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).

The recruitment and retention strategy for Southeastern Regional Vocational Technical High School (SERSD) begins with the educational awareness campaign in a student's first year of high school. All students and their parents/guardians are invited to participate in early college information sessions. They are provided an overview of the multiple early college pathways, as well as the potential degree pathways associated with completing college courses. This information is provided to students when they first enter SERSD so that they can begin planning their academic pathway to include college coursework at the start of their program, including preparatory coursework as needed.

The SERSD/Massasoit partnership offers students multiple pathways to college credit. Students may choose to explore college courses by taking a single dual enrollment course for credit at any point in their high school career, provided they demonstrate the ability to be successful (see 1B. below). SERSD students who are committed to earning early college credit are encouraged to enroll in one of three early college pathways starting in the sophomore year, although the option to participate is always available. Early College Pathways include:

- **Integrated** - The Integrated pathway is fully embedded into the SERSD high school experience. Students take all their early college courses at the high school, earning 12 college credits upon completion.
- **Transitional** - The Transitional pathway begins at the high school where students take one or more dual enrollment classes. Students may opt to transfer into Massasoit's on-campus Gateway to College program for their academic coursework at any point to earn up to an associate degree at the time of their high school graduation, while taking their career and technical courses at the high school or college.
- **Blended** - The Blended pathway begins at the high school with cohort dual enrollment and college success classes. Students spend a semester of their choice taking academic courses at Massasoit through the Early College Access/Gateway to College office while taking their career and technical courses at the high school or college. Students return to the high school after one or two semesters to finish their program and earn their diploma, earning a minimum of 12 and up to 30 college credits.

As noted above, the target population for new student enrollment is first semester high school sophomores. Entry at this stage is ideal because students are more academically ready for college level work and because it maximizes the time that students have to engage in early college, thus also maximizing the amount of credits they could earn. Students typically begin an Early College pathway by taking a cohort, college-level Speech course paired with a college success seminar in the fall of their sophomore year, but may opt in at any point. The target cohort enrollment for the fall

of the FY21 academic year is 50 new students in the Integrated or Blended pathways at the high school. The target enrollment for students to begin the Transitional pathway in fall FY21 is 25 students. Because student persistence is dependent upon a student's co-requisite activities such as participation in a sport or cooperative education (CO-OP) work, this Early College model is intentionally designed to give students the opportunity to stop in and out as necessary, while still providing them with the means to easily acquire a minimum of 12 college credits.

Southeastern Regional Technical Vocational High School currently employs one full time coordinator for the program. The Coordinator serves as the primary contact for Early College programming for students, parents/guardians, SERSD faculty and staff, and Massasoit Community College. The Coordinator serves as enrollment officer and academic advisor for both high school and college courses, directs course selection and offerings, supervises college faculty when at SERSD, proctors testing at SERSD, and directs all administrative responsibilities of the programs. SERSD has designated office space for the Dual Enrollment/Early College program.

Program Characteristics: SERSD dual enrollment/Early College

| Program | Target Population | Eligibility | Location | Instructors | Tuition | Intensity |
|-----------------|----------------------------------|---|--------------------------------------|--------------------|--------------------|-----------------------|
| Dual Enrollment | Sophomores Juniors Seniors | Ability to be successful by multiple measures | High School | College Professors | No cost to student | Single classes |
| Early College | Sophomores Juniors Seniors | Multiple measures & Accuplacer scores | High School and/or Community College | College Professors | No cost to student | Comprehensive Program |

Recruitment/Enrollment Targets: SERSD

| Semester | Program | New | Continuing | Total |
|-------------|-------------------------------|-----|------------|-------|
| Fall 2020 | Integrated & Blended Pathways | 50 | 25 | 75 |
| Spring 2021 | Integrated & Blended Pathways | 25 | 55 | 80 |
| Fall 2020 | Transitional Pathway | 25 | 15 | 40 |
| Spring 2021 | Transitional Pathway | 0 | 40 | 40 |
| Fall 2021 | Integrated & Blended Pathways | 70 | 25 | 95 |
| Spring 2022 | Integrated & Blended Pathways | 35 | 65 | 105 |
| Fall 2021 | Transitional Pathway | 35 | 25 | 60 |
| Spring 2022 | Transitional Pathway | 0 | 60 | 60 |
| Fall 2022 | Integrated & Blended Pathways | 90 | 35 | 125 |
| Spring 2023 | Integrated & Blended Pathways | 40 | 90 | 130 |
| Fall 2022 | Transitional Pathway | 50 | 35 | 85 |
| Spring 2023 | Transitional Pathway | 0 | 85 | 85 |

- 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.

SERSD students begin their journey as a dual enrollment student by taking college courses at Southeastern (can take up to twelve college credits at the high school). Informational sessions are held during each academic term. Students are invited to complete an application for the dual enrollment program. Students who submit a completed application by the published deadline – are invited to take the Speech Communications course and the College Success Seminar. These first two courses are held at Southeastern. Students may enroll in dual enrollment during the fall or spring of their sophomore, junior or senior year. Students are encouraged to begin the dual enrollment program in the fall of their sophomore year of high school so that they may have time to complete the greatest number of courses. The following are the program enrollment requirements set by Southeastern Regional Vocational Technical High School:

| COURSE | LOCATION | ENROLLMENT REQUIREMENT 1 | ENROLLMENT REQUIREMENT 2 | ENROLLMENT REQUIREMENT 3 | ENROLLMENT REQUIREMENT 4 |
|---|-----------------|---------------------------------|------------------------------------|--|---------------------------------|
| Speech Communications and College Success Seminar | SERSD | Sophomore Junior Senior | Good academic and conduct standing | | |
| English Composition 1 | SERSD | Sophomore Junior Senior | Good academic and conduct standing | Pass Reading and Writing Accuplacer* | MCAS passing scores |
| Sociology | SERSD | Sophomore Junior Senior | Good academic and conduct standing | Pass Reading, Math and Writing Accuplacer* | MCAS passing scores |
| Full Campus | Massasoit | Junior Senior | Good academic and conduct standing | Pass Reading, Writing & Math Accuplacer* | MCAS passing scores |

*In alignment with the terms and conditions of the Commonwealth Dual Enrollment Partnership grant, students who do not possess the minimum GPA may be considered eligible based upon demonstration of their potential for academic success through the college's review of other appropriate indicators of success, such as steadily improving high school grades, a high class rank, special talent, strong graduates in the field of the course, strong recommendations, etc.

To accommodate students participating in extracurricular activities that interfere with their ability to attend classes on the college campus, we will run an online college course with designated time, space and support built into the student's high school schedule to support the course. Additionally, we plan to host the dual enrollment students from Southeastern who do not attend classes at Massasoit on the Brockton campus for a tour, student panel, and to meet the rest of the Early College Access team. Students will also stay on campus to have a classroom experience in a college classroom with the professor of the online class.

All students interested in dual enrollment have the opportunity to participate in college courses regardless of past academic performance. Massasoit and Southeastern have agreed to a mix of courses with pre-requisites (English Comp I, Sociology, etc.) and without (Speech, Spanish, etc.) While Massasoit is actively developing an official multiple measures policy for early college students, students continue to take the Accuplacer to determine at what level a student can be enrolled in college courses. Students who test into remedial courses have extra support built into their after school high school schedule in order to meet the benchmark to be deemed campus ready for the Gateway program. To better prepare all students for success, dual enrollment courses taught at the high school are paired with a College Success seminar focused on soft skill development, as well as college advising and awareness activities, college-level course expectations, paying for college in the future, transferring credits, and guidance on available campus resources. By design, these seminars are taught by a Resource Specialist on the Early College Access team to ensure students have a college liaison to provide collaborative interventions and support.

Massasoit is fortunate that its model is highly scalable. As enrollment grows, adjunct faculty may be recruited to teach additional cohorts as required. The current Gateway to College staff members are sufficient to support enrollment of 150 students, and student support services may be augmented by existing college staff from departments, such as Advising, Career and Transfer Center and the Access and Disability Resources office.

- C. **Student Application:** If possible, please upload a sample student application to the Early College program. (Criteria 2, 3f)

Submitted through Survey Gizmo 2/21/20

- 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)

As a regional high school integrating academic course work with vocational and technical education, Southeastern draws students from districts in nine local communities across the region. These include Brockton, East Bridgewater, Easton, Foxboro, Mansfield, Norton, Sharon, Stoughton, and West Bridgewater. Southeastern is a diverse high school with a student population that is evenly split between males (50.2%) and females (49.8%). Likewise, students of color comprise 54.3% of the overall SERSD enrollment, with 22.8% of students having a first language that is not English. The 49.4% high need population also includes students who are economically disadvantaged (32.8%) and students with documented disabilities (14.5%). This demographic profile includes a number of populations that are underrepresented in higher education.

Attached: SERSD Demographics table

- 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).

SERSD conducts student interest surveys, course completion surveys and program satisfaction surveys. These surveys are distributed to the student populations relative to their course and program. Parents and guardians are also asked to complete a program evaluation/satisfaction survey. Results are shared with administration and program adjustments are made based upon stakeholder feedback. Course demand is determined by semester to semester retention as well as college course capacity to meet the Massachusetts high school graduation requirements. Course needs assessments are conducted frequently by the High School Principal, Dual Enrollment Coordinator and the Director of Academic Curriculum.

SERSD will continue to work collaboratively with Massasoit Community College to provide opportunities to accept transfer vocational course credits that will also meet the Massachusetts Community College Statewide Articulation agreement for vocational credits. Further, as a vocational technical high school, Southeastern students are already less likely than their peers to pursue higher education. The DESE data shows that only 48.2% of Southeastern graduates go on to

higher education compared to 76.2% statewide, making this partnership a critical component of the strategy to address the state's education goals and equity agenda.

- 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).

Southeastern will universally promote Early College High School as an opportunity open to all students. The primary channel for this will be through college and career counseling which will be provided to all students throughout the school year. Students will learn about opportunities to enroll in the Southeastern/Massasoit Early College program. Students are able to enroll in either semester of their sophomore, junior or senior year, and guidance counselors promote the early college opportunity to students throughout their secondary program. Students may also learn about the program through posters and marketing materials located throughout the school. Interested students are asked to speak with the dedicated Early College Coordinator or their guidance counselor. Interested students are invited to an after school information session with their parents/guardians each fall and spring. Massasoit's Early College Access team present on the academic, career and financial benefits that students can take advantage of through early college programming, and answer any questions that are posed by students and parents. Students are informed of the application process and timeline as well as the qualifications for participation. Students are encouraged to speak to their guidance counselors or the high school's Early College Coordinator if they need additional information or have concerns. Students and parents who are not able to attend are provided with written information on the program, and may contact the Early College Coordinator at the high school for additional information.

To qualify to enroll, interested students must be in good academic standing, have a grade-appropriate reading Lexile, 95% attendance, and be willing to participate in after-school Massasoit Community College courses which are paid for by the district. Upon successful completion of the first dual enrollment college course, students who maintain good academic standing, 95% attendance, and meet the threshold Reading & Writing Accuplacer scores, may opt into the Early College program and pursue one of the three pathways, earning a minimum of 12 college credits and up to an Associate degree.

Students who wish to participate but need additional support to meet any of the entry criteria, will receive remediation through their school-day course work and through after-school help sessions with their high school teachers. Students will have the opportunity to retest to demonstrate their ability to be successful in college level work. Once students have met all qualifying criteria, they may pursue early college programming that meets their needs. Southeastern will continue to provide this opportunity to all students, and allow multiple entry points and early college pathways, with hopes that all interested students earn both a high school diploma and some college credit up to an associate degree from Massasoit Community College.

- G. **Recruitment Materials**: Please attach any recruitment materials for the Early College program (including materials in other languages). (Criteria 3e).

Attached: SERSD August Communication
 SERSD Spring Brochure
 Q & A for Southeastern

- 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.

The mission of the Early College program at Southeastern Regional Vocational Technical High School is to encourage high school and college completion and increase the number of skilled employees entering the workforce. The SERSD/Massasoit Early College partnership serves an especially critical student population – i.e., those who are preparing for vocations while still in high school. These students are less likely than their peers to attend college. The perception that skills training is sufficient preparation for career readiness often leads vocational high school students to assume that college is not necessary or beneficial. While students may be successful in plying their learned trade, a college degree provides the knowledge and training that are critical to advancement in any field. Students with degrees are more likely to be promoted to managerial roles, and to develop the acumen to be successful entrepreneurs in their own businesses. Career and technical education at the college level provides more advanced training than that offered at the high school level. SERSD also serves a student body that has a high percentage of under-represented populations, including higher than average enrollment of first generation, low income, and/or students of color.

To ensure its students have the skills and credentials necessary to be highly competitive in the workforce, SERSD and Massasoit are promoting the benefits of a college credential to the SERSD students and providing multiple pathways to ease the ability of students to participate and to be successful. As partners, the high school and the college are committed to providing a supportive environment in which knowledge and skills are developed to help students seek out and transition to higher education, engage in educational and co-curricular activities, and develop a skill which can be used both in and out of the classroom. This Early College program is committed to preparing students for academic and career success as they begin their collegiate journey.

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 measures beyond Accuplacer to determine student placement.*

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.

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).

The Early College track for Southeastern High School aligns with the Liberal Arts Studies program at Massasoit, which in itself is aligned with the MassTransfer compact. This ensures that students are able to transfer general education/distribution/core requirements to any other public higher education institution.

Attached: Detailed Scope & Sequence

- 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).

As a vocational technical high school, students begin thinking about their own path to a career and/or college as soon as they enroll at Southeastern. Students participating in the Early College program are required to meet individually with academic counselors both at the high school and with Massasoit's Early College Access team to discuss career pathways, prospective college programs of study, and certificate options regularly. While students continue to work toward their vocational requirements at the high school, they also work with counselors to develop an individualized plan for pursuing the credentials and skills required for their career choice.

Students enrolled in an Early College pathway create individualized academic plans for their desired programs of study utilizing DegreeWorks, a comprehensive academic advising, transfer articulation, and degree audit educational planning tool. This tool helps students determine an appropriate and achievable pathway through high school and into a post-secondary program or career. DegreeWorks allows students to see a picture of how they are progressing and make changes to their plan with the guidance of one of Massasoit's Early College Access Resource Specialists. These Resource Specialists facilitate the development and implementation of students' plans in regular, ongoing conversations with students throughout their course of study. Students who graduate from high school and continue their education to pursue an associate degree at Massasoit remain advisees of their assigned Resource Specialist who supports them through the completion of their first semester as a fully matriculated community college student. During this transitional period, the choice of program of study and course sequencing is reviewed, tailored, or changed as required. By the end of the semester, students are referred to a faculty or professional staff advisor who specializes in their specific program of study.

Most SERSD students will begin their early college pathway in 10th grade and will not take classes at the Massasoit campus before 11th grade. Previous experiments have shown that younger students lack the maturity to navigate the academic and social challenges of an independent, adult learning environment. To better serve younger students, entry-level dual enrollment courses offered at Southeastern are both a mix of courses with and without pre-requisites. These courses are paired with a College Success seminar taught by Early College Access staff. Students will experience soft skill development as well as college advising and awareness activities, learn about college-level course expectations, paying for college in the future, and transferring credits, as well as receive guidance on available campus resources. Students have the opportunity to then advance to the college campus in the 11th grade provided they meet the eligibility criteria defined previously.

- 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).

Any SERSD student can begin participation in the Integrated Early College pathway through courses embedded in the high school program beginning in their sophomore year and at any point after, provided they meet the criteria identified above in 1B. Blended and Transitional Early College pathways, which include courses at the Massasoit campus, are open to juniors and seniors who meet the following criteria:

- Good academic standing
- Attendance rate of 95%
- Have met Massasoit's threshold scores on Accuplacer Reading, Math, and Writing Exams
- Have demonstrated success in previous dual enrollment courses
- Attend the mandatory new student orientation with their parents

Students going to the Massasoit campus will attend their vocational program on both A/B weeks. Here are some examples:

- Students will attend their vocational program on their regularly scheduled week until 11:00;
- Students may go back into their program on the opposite week;
- Students may participate in an externship experience for 15 hours per week on opposite week through January;
- Students may participate in cooperative education in February for 15 hours per week (both A/B);
- Students may participate in hybrid vocational classes (in their program as scheduled, electronically on opposite cycle) in a designated classroom at SERSD;
- Students may participate in clinical on both weeks.

What does the on-campus experience look like for students?

Academically, SERSD students will be kept in a cohort on the Massasoit campus and will maintain the same schedule with the exception of English Comp I or English Comp II. At times, students may be placed in courses outside of the cohort due to the student's specific academic/graduation/degree requirements. The following schedule is an example of an academic pathway for a student in the Transitional pathway. Grade 10 courses are completed at the high school and grade 11 and 12 are completed at the Massasoit campus. For students in the

Blended pathway, Grade 10 would be completed at the high school and the first four courses of Grade 11 would be completed in the semester they spend on the Massasoit campus before returning to Southeastern to complete their high school program. If students desire a second semester at the college the second half of the Grade 11 sequence would be completed. Students in the Integrated pathway would complete the Grade 10 courses at the high school non-sequentially over their high school career, and would add one online course that supports their degree and career program as their final early college course.

SAMPLE COURSE PROGRESSION PLANNING

| GRADE LEVEL | COURSE NUMBER | COURSE NAME | # OF CREDITS | SERSD EQUIVALENT | MASS CORE | CUMULATIVE CREDITS |
|-------------|--------------------|--------------------------------|--------------|-----------------------|-----------|--------------------|
| 10 | SPCH105 | Speech Communications | 3 | Elective | | |
| 10 | PDCC | College Success Seminar | | | | |
| 10 | ENGL101 | English Composition I | 3 | Elective | | |
| 10 | SOCI104 | Principles of Sociology | 3 | Elective | | |
| | | | | | | 9 |
| 11 | MLSP101 | Beginning Spanish I | 3 | Elective: Spanish 1 | | |
| 11 | HIST104 | United States History II | 3 | History | Yes | |
| 11 | ENGL102 | English Composition II | 3 | Elective | | |
| 11 | MATH203 | College Algebra | 3 | Math | Yes | |
| 11 | MLSP102 | Beginning Spanish II | 3 | Elective: Spanish 2 | | |
| 11 | ENGL214 or ENGL201 | American Literature Since 1860 | 3 | English Language Arts | Yes | |
| 11 | BIOL101 | Science for Life | 3 | Science | Yes | |
| 11 | PSYC101 | General Psychology | 3 | Elective | | |
| 11 | ARTG101 | History of Art II | 3 | Elective | | |
| | | | | | | 36 |
| 12 | ESCI121 | Geology 1 with lab | 4 | Lab Science | Yes | |
| 12 | MATH217 | Pre-Calculus | 3 | Math | | |
| 12 | ENGL201 or ENGL214 | British Literature | 3 | English Language Arts | Yes | |
| 12 | GOVT105 | American National Government | 3 | History | yes | |
| 12 | ACCT103 | Survey of Accounting | 3 | Elective | | |
| 12 | ARTG102 | History of Art II | 3 | Elective | | |
| 12 | PHIL102 | Introduction to Logic | 3 | Elective | | |
| 12 | ANTH101 | Introduction to Anthropology | 3 | Elective | | |
| | | | | | | 61 |

- 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).

While Massasoit is actively developing an official multiple measures policy for early college students, students continue to take the Accuplacer to determine at what level a student can be enrolled in college courses. Because we offer a mix of courses that do not have pre-requisites, Accuplacer results do not prohibit a student from participating. Students who test into remedial courses have extra support built into their high school schedule in order to retest and meet the benchmark to be deemed ready for participation in college classes. To better prepare all students for success, dual enrollment courses taught at the high school are paired with a College Success seminar focused on soft skill development, as well as college advising and awareness activities, college-level course expectations, paying for college in the future, transferring credits, and guidance on available campus resources. By design, these seminars are taught by a Resource Specialist on the Early College Access team to ensure students have a college liaison to provide collaborative interventions and support.

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.*
- 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)

This partnership provides a dual system of supports, guidance and advising. SERSD offers a rich system of student supports, both academic and social-emotional. Early College students who take classes at Massasoit and have their college IDs have access to all support systems offered to its regular student population: i.e., tutoring, writing centers, study sessions, academic advisors, library, financial assistance counselors, etc.

Early College students at Massasoit also have access to *The Pantry*, a repository for food and personal care items for students in need. They also have access to resources such as bus passes and emergency funds to help them stay enrolled. Massasoit collaborates with area community organizations (e.g., WIC and BAMSI) that provide referrals and support. These partners are on campus regularly and operate in a dedicated Community Resources room accessible to all students.

SERSD and the Early College Access team understand that no two students learn in the same way, and have designed a highly supportive and individualized environment to ensure the success of all students. As a result, faculty with expertise in teaching English Language Learners and teaching students with disabilities, are recruited to teach and participate in this the program. They may also provide direct services to an individual student or instruct an entire cohort on the best practices and organizational tools for better time management.

There is a shared belief between SERSD and Massasoit that ALL students have access to the supports they need to excel in college. Language is included in our MOU to ensure the needs of our students are being addressed. Although SERSD takes on the onus of meeting students' basic and academic needs, Massasoit provides the on-campus services students need to meet their potential and Early College Access staff supplement the high school staff's activities while engaging with students at the high school. SERSD students with special needs are supported through the documentation process by their Resource Specialists, who work with students to arrange meetings with student support services on Massasoit's campus and follow-up with students to ensure they are receiving the necessary services and accommodations to support the learning process.

- 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)

The Guidance Department at Southeastern believes effective school counseling functions as a continuous process to assist the student to identify and meet his/her needs in the educational, vocational, and personal social domains. Although individual counseling is a major function of the Guidance staff, other responsibilities and involvements include; but are not limited to, group counseling, career planning, staff consultation, parental assistance, student self-appraisal, educational/vocational information and planning, referral to allied community agencies.

Students who enroll at Southeastern meet with a counselor in throughout their first week (and each semester afterward at a minimum). They participate in a structured program to explore the 20 career majors that are available to them and design an academic pathway to meet their goals. All 9th graders who enroll at Southeastern

participate in a vocational technical exploratory program. There are two phases of this process. The first is Exposure and the second phase is the Exploratory. Students are first exposed to each SERSD vocational technical program through a one day, project-based experience. After reflecting on all of their one-day experiences, the students choose programs that they would be interested in exploring for one week. However, students are not limited in choosing their final program to only those programs explored and may choose from all the programs that Southeastern is offering.

Transfer students in the 9th, 10th, or 11th grade may explore vocational technical programs that have openings before making a program selection. While students are exploring vocational programs, the Guidance Department works with students to complete career interest inventories and has several individual and group counseling meetings. Students are ultimately scored for vocational program placement based on their overall grades, attendance, behavior, and their exploratory experience. Students who wish to transfer from one vocational program to another during the school year may apply for a transfer. Each transfer applicant will be counseled individually to determine the appropriateness of the transfer for the particular student.

For students experiencing social/emotional issues, the Counseling Department at SERSD is committed to providing individualized support. Counselors are available throughout the school day for appointments with students. Students are encouraged by teachers and advisors to schedule regular meetings with counselors to address their social-emotional needs. The school also has written policies for students experiencing homelessness, those in foster care, and other special circumstances.

Massasoit's Early College Access team provides individualized, holistic student support for all students enrolled in an Early College pathway. The team has identified specific instructors and courses that will be appropriate for students to build critical college-level skills while at the same time experiencing and accessing college-level content and instruction. The Achieving the Dream Gateway to College National Network provides our existing Gateway program with a pre- and post- student survey that gauges the barriers students face prior to enrollment in the program. Awareness of these barriers is critical information for staff to access in order to assist students to overcome these obstacles. Enrollment in full-time, campus-based dual enrollment courses has effectively reduced these barriers for many of our partners' most at risk/high needs students.

Student Resource Specialists serve as the primary point of contact for students, and are responsible for providing a broad range of services in support of students enrolled in the program. They initiate student contact to ensure student success within program as well as provide career and vocational advising. They give guidance on admissions and counsel on class attendance and other issues. These Resource Specialists collaborate with available campus and community services in assisting students to remove barriers. Furthermore, they design and deliver workshops, small training sessions, and non-credit courses.

- 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)

Discussions regarding career and education considerations begin with the initial intake process at Southeastern, which, as a vocational technical high school, places a heavy emphasis on career exploration and preparation. During the application process for admission to the Early College program, students share their educational and career goals, which opens the doors for deeper exploration of the opportunities and benefits of each Early College pathway. While enrolled in an Early College program, students are exposed to a variety of exploratory opportunities, including interest assessments, mentors, community service, guest speakers and workshops through the College Success seminar included in the Integrated pathway at the high school, or through the three-part seminar series students complete in the Blended or Transitional pathways while on the Massasoit campus.

This continued exploration, in addition to Southeastern students' practical education in a technical field, ensures that students have ample opportunity to try on a variety of career and academic programs. Students in the Integrated pathway at the high school participate in a College Success seminar that addresses academic preparedness and study skills, time management, financial aid and other factors critical to being successful in higher education. Students in the more intensive Blended and Transitional pathways that include time at Massasoit are engaged a deeper exploration through the following three-part seminar series:

- The Foundation Seminar: Students start to build an individual profile utilizing Focus2, a self-paced, online career and education planning tool. Students take a personality traits assessment as a component of building their profile. Students are introduced to and learn how to navigate online educational tools and resources available within the student portal, including the Canvas Learning Management System and GradesFirst Early Alert system.
- The Civic Engagement Seminar: Students continue using Focus2 as they document current and past experience and how that can relate to future academic and career goals. Students build resumes and participate in mock interviews. Guest speakers, drawn from community partner employers, introduce students to various career opportunities within their community. These include employers such as health care providers and human services agencies, anchor industries in the greater Brockton area. Internship opportunities are also explored.
- The Transition Seminar, guest speakers from across the college present support programs and services available to students, including Career Services, Financial Aid, Internship Planning/Experiential Learning, TRiO, and others. Students expand their online Focus2 profile as they complete work interests and skills assessments. The results of all assessments provide a list of potential career options, including descriptions, potential salaries, education level requirements, and industry growth potential. Students also enroll in JobLink, an online tool that helps students explore potential career interests based on local industry needs.

Additionally, students meet individually with an academic counselor to review potential college programs of study and create academic plans utilizing DegreeWorks, Massasoit's online educational planning tool. This program allows students to track their academic progress and grades. Students also investigate scholarship opportunities, participate in budgeting workshops, complete college and financial aid applications, and culminate their experience by completing and

presenting an online portfolio that reflects their academic journey and future plans.

Utilizing Weebly, Early College students in the Blended or Transitional pathways must complete an electronic portfolio which they will begin in their College Success seminar. They will gather letters of recommendation, college essays, reflections essays, a resumé, at least two completed college applications, and examples of academic work or accolades earned while in high school. In addition, the portfolio includes evidence of career exploration to support college selection and college majors, potential references, and evidence of career exploration through Focus2. Weebly examples of former Early College and Gateway students can be found at the following:

<http://jaelynnhgtc.weebly.com/reflection.html>
<http://rrobinsongtc.weebly.com/reflection.html>
<http://tquallsgtc.weebly.com/reflection.html>
<http://dpikegtc.weebly.com/reflection.html>

- 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)

SERSD has a written policy for course and grade requirements included in the Student Handbook that is provided to each student and available for download on their website. For dual enrollment courses, SERSD follows Massasoit's failed course policy in that satisfactory academic progress is defined as passing all classes with a C- or better. If a student receives less than a C-, the student may be required to repeat those courses and pass with a C- or better before they will be able to register for additional courses the following semester. Students who receive an Incomplete (I) in any of their courses will need to complete the course prior to the end of the following semester. If the course is not completed, students will receive an F for the course. At the end of each semester, students will be evaluated to determine continued eligibility of enrollment in the program. Failure to meet the academic, behavior and attendance requirements of the program may result in students being placed on a Student Success Agreement or being terminated from the program. Students who do not meet the responsibilities of the Student Success Agreement may be terminated.

Massasoit employs an Early Alert technology system that enables the Early College Access team to actively monitor students' performance in their classes. Faculty report on students at risk of failure due to failing grades, missing assignments, poor attendance, or other factors at three points each semester. This enables each student's Resource Specialist to intervene prior to a student's failure of a course. Possible interventions include academic remediation, social/emotional support, or even timely withdrawal. All efforts are made to ensure that students have the best chance of success in their Early College pathway.

The attached Early College Program Policy Manual is given to and reviewed with students and families at the mandatory orientation for all students enrolling in an Early College program. Grades, attendance and behavior expectations are reviewed with students and families, along with how students are supported when they are on the college campus, as well as consequences of falling below expectations.

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. Identification of the higher education partner's commitment and resources to help support connections between education and career.*
- 4. 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)

As a vocational technical high school, students begin thinking about their own path to a college and/or career as soon as they enroll at Southeastern. As noted above, students complete a comprehensive exploration of career programs in their first semester and have the ability to transfer between programs should they have second thoughts. Vocational placement is developed through the Exposure and Exploratory process. While students are exploring vocational programs,

the Guidance Department works with students to complete career interest inventories and has several individual and group counseling meetings. Students are ultimately scored for vocational program placement based on their overall grades, attendance, behavior, and their exploratory experience. These exploratory evaluations are graded based on the project and participation during the full week of exploratory experiences. (See the attached SERSD Admissions Policy for a complete description of the process.)

As students complete the requirements of their vocational training, they may choose to participate in a Cooperative Education program (Co-op). The cooperative education program is both a school-based and a work-based program. Co-op students continue to receive their academic training in a traditional classroom setting. During the students' technical lab cycle, they are employed by area businesses. Students perform work that is best suited to their qualifications and educational needs. Employers evaluate the students' progress. Prior to employment, the evaluation process will be agreed upon by the employer and Southeastern's representative. Co-op students must meet prerequisites before participating in the Co-op program. Students receive no less than minimum wage from their employer, with the exception of those industries not covered by the minimum wage law.

Students participating in the early college program are required to meet individually with academic counselors at the high school and with a Resource Specialist on the Early College Access team to discuss their chosen career pathways, prospective college programs of study, and college degree and certificate options that support their goals. While students continue to meet vocational requirements at the high school, they begin to develop an individualized plan for pursuing the college credentials and advanced skills required for their choice of career through a targeted seminar sequence on campus.

Utilizing Weebly, SERSD students on the Massasoit campus must complete an electronic portfolio which they will begin to gather in their first College Success seminar that includes letters of recommendation, college essays, reflections essays, a resume, at least two completed college applications, and examples of academic work or accolades earned while in high school. In addition, the portfolio includes evidence of career exploration to support college selection and college majors, potential references, and evidence of career exploration through Focus2.

- 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)

SERSD combines a rigorous academic curriculum with state of the art vocational and technical studies to help students realize their full learning potential. After a period of exploration, each student's academic plan is designed to alternate between academic and technical coursework of their chosen vocational program. This process promotes integration of studies and helps bridge the gap between theoretical and practical experience. Students must take and pass all components of their sequential vocational program each year. In addition, each student must take four years of English Language Arts and Math, and three years of Science and History/Social Science.

In addition to the academic pathway that SERSD students complete with their high school counselor, Early College students create individualized academic plans based on their identified early college pathway utilizing DegreeWorks, a comprehensive

academic advising, transfer articulation, and degree audit online educational planning tool. This tool helps students devise a pathway into a post-secondary program or career. DegreeWorks allows students to see a picture of how they are progressing and make changes to their plan with the guidance of a Resource Specialist. Students regularly meet and discuss these plans with their Resource Specialist while in the Early College pathway. Students who graduate from high school and continue their education to pursue an associate degree at Massasoit remain advisees of their assigned Resource Specialist through completion of their first semester as a matriculated community college student. During this period, the choice of program of study and course sequencing is reviewed, tailored, or changed as required. By the end of the semester, students are referred to a new advisor who specializes in their specific program of study.

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

² Formerly Individual Learning Plans (ILPs),

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 describe 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)

Recognizing the impact that early college has on closing the achievement gap, college participation, and college completion, Massasoit Community and Southeastern Regional Vocational Technical High School provide students with a multiple pathway Early College program that provides motivated youth an opportunity to earn a high school diploma while accruing college credits, with the goal of preparing students to be competitive and successful in the workforce, and transforming students into lifelong learners.

- 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)

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- 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)

Because all courses in Massasoit's dual enrollment courses are taught either by Massasoit adjunct and full-time faculty, and college classes taught at the high school are offered after the school day, local collective bargaining agreements are not involved.

On campus, the program is under the oversight of the Associate Dean of Early College Access who reports to the Provost of Academic and Student Affairs. The Associate Dean (AD) is supported by the Early College Access Team consisting of an Early College Access Coordinator, two Student Resource Specialists, Early College Data Manager, and an Early College Program Assistant. The AD will serve as primary contact for students, their families, partner high schools, and the DHE.

The Early College Access team is responsible for providing a broad range of services in support of students enrolled in any Early College program. Program staff initiates student contact to ensure student success within program, provides career and vocational advising, admissions advising, and counsel on attendance and other issues. The team researches and evaluates available community services in assisting students to remove barriers, and develops and implements recruitment and retention strategies. They also design and deliver workshops, small training sessions, and non-credit advising and career courses.

At the high school, the program is directly supported by Michele Tracia, the Dual Enrollment and Early College High School Coordinator. Ms. Tracia coordinates and administers the dual enrollment for students taking college classes at Southeastern. She is the primary contact for students and parents, and serves as the District's primary point of contact for all questions and concerns related to the dual enrollment and early college high school programs. She directs all aspects related to the recruitment, enrollment, and retention of students in the programs, and coordinates and participates in events to promote the programs and assists in the development of promotional materials. Ms. Tracia collaborates with District and High School Administrators to develop and implement timelines and procedures, and accompanies students on visits to colleges and other post-secondary institutions. Ms. Tracia maintains program records, produces reports, and maintains effective communications with all internal and external stakeholders.

Massasoit Community College will be responsible for advertising, interviewing, and hiring faculty to teach the Early College courses. Most courses will be taught at Massasoit with the exception of Speech Communications, English Composition I, Spanish I and Sociology. These courses will be taught at SERSD.

Faculty qualifications include the following criteria:

- Master's Degree
- Commitment to student success
- Success working with diverse populations
- Ability to balance the rigor of college level work and high school student need
- Appreciation of the struggles that inner city high students face

- Experience supporting students through transitions
- Commitment to the College Mission
- Experience with active and collaborative teaching
- Willingness to teach in a high school setting.

Last year, Massasoit initiated a professional development program faculty assigned to teach dual enrollment courses in order to better serve high school students. The program trained faculty to incorporate youth development theory into their pedagogy when teaching dual enrollment courses in order to improve student outcomes. Faculty learned to incorporate Jobs for the Future's Common Instructional Framework, a core component in early college design, which contains six teaching and learning strategies to build college readiness. These strategies, which clearly incorporate youth development principles, include collaborative group work, writing to learn, scaffolding, questioning, classroom talk, and literacy groups.¹

Additionally, faculty studied the potential impact active learning has on student success. They were taught to recognize the individual challenges students bring with them to the classroom and to incorporate pedagogy that considers students' individual history and needs – particularly for underrepresented groups – and to customize their pedagogical strategies based on their students' current life experiences. To the extent possible, faculty who have participated in this training will be assigned to teach the Early College courses for this partnership.

- 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).

Because all courses in Massasoit's Gateway to College program are taught either by full-time or adjunct Massasoit faculty, local collective bargaining agreements are not involved.

¹ JFF's Common Instructional Framework: Six Strategies to Build College Readiness (2013). Jobs for the Future: Early College Design Services. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/ECDS_CommonInstructionalFramework_030116.pdf