


# EARLY COLLEGE DESIGNATION PROCESS

## SUPPLEMENTAL SLIDES



**HOST: REBEKAH BARR**

# Guiding Principle 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 in early college programs and should affirmatively and actively recruit students. 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.*

# Guiding Principle 1 – Equitable Access

- Students should not be excluded from participation based on prior or current GPA, test scores, or placement scores
- Enrollments should not rely solely on teacher recommendations or other highly subjective processes. Whenever possible, students should not be excluded based on prior disciplinary records.
- “Open enrollment” is not enough. Programs should demonstrate prioritized outreach, recruitment, and enrollment of populations underrepresented in higher education
- At full scale, programs should be able to financially sustain program, broaden access to populations underrepresented in higher education, and cultivate a college-going culture

# Guiding Principle 2 – Guided Academic Pathways



*Designated programs should be structured around clear and detailed student academic pathways from secondary and post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom...students should be expected to complete at least twelve college credits that count towards a postsecondary credential...Students should also be exposed to the authentic experience and academic rigor of postsecondary education...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.*

# Sample Early College Student Journey



<p>9<sup>th</sup> grade, student exposed to EC pathway option. Student participates in college and career exploratory course/unit but hasn't committed to program.</p>	<p>In 9<sup>th</sup> grade, student has applied and committed to the EC program by spring</p>	<p>In 10<sup>th</sup> grade, student has applied and committed to the EC program. <i>Students who commit after March should start to be reported in October SIMS.</i></p>	<p>In 11<sup>th</sup> grade, student is participating in EC program and taking college credits and participating in career awareness or immersion activities.</p>	<p>In 12<sup>th</sup> grade, student is participating in EC program and taking college credits and participating in career awareness or immersion activities. Preferably, the college courses are taken at the college campus.</p>
<p>Student has begun on ramping activities/prep for college coursework. Student may also begin taking college coursework.</p> <p>*May need to complete course registration paperwork for the IHE</p>				



# Guiding Principle 2 – Guided Academic Pathways

- Admissions and enrollment: Program applications or commitment forms should precede any application to the college level courses
- Students should be able to have a clear understanding of their early college pathway and be able to self-identify as an “Early College” student
- When possible, EC students should take courses on the college campus, especially by their senior year. This allows students to experience as much of the college environment as possible.
- Early College credits should be transferable and generally centered around general education requirements- they should satisfy both MassTransfer and MassCore requirements
- EC student schedules must demonstrate a cohesive experience

# Guiding Principle 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.*

# Guiding Principle 3 – Enhanced Student Support

- Programs should use multiple measures to assess a students' readiness for course taking (moving away from strictly using Accuplacer scores)
- Programs should provide college application assistance, financial aid counseling, college and career advising, etc. (calendar of activities to be submitted)
- Academic and non-academic supports for students should be provided both at the high school and college and built into the school day
- Programs should consider practices such as peer mentoring, tutoring, advisory sessions, sessions on college advising and guidance, structured academic support through co-taught classes or companion courses should be used.



# Guiding Principle 4 – Connections to Careers




*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.*

# Guiding Principle 4 – Connections to Careers

- MyCAP should be employed for student planning
- Both partners should provide career exploration, awareness, and immersion activities, proposed by grade level, that consider labor market information
- When possible, career development education activities, plan should include business or employer partners to demonstrate commitment of community businesses and other partners

# 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.*

# Guiding Principle 5 – Effective Partnerships

- Partnership will need to submit an extensive MOU
- Partners should commit to regularly scheduled partnership meetings
- There should be coordination of partner planning such as curriculum alignment teams
- Partnership should regularly review data for continuous improvement
- There should be an agreed fiscal budget – partners should identify responsibilities and resource requirements

# EARLY COLLEGE TEAM

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