

EARLY COLLEGE DESIGNATION PROCESS

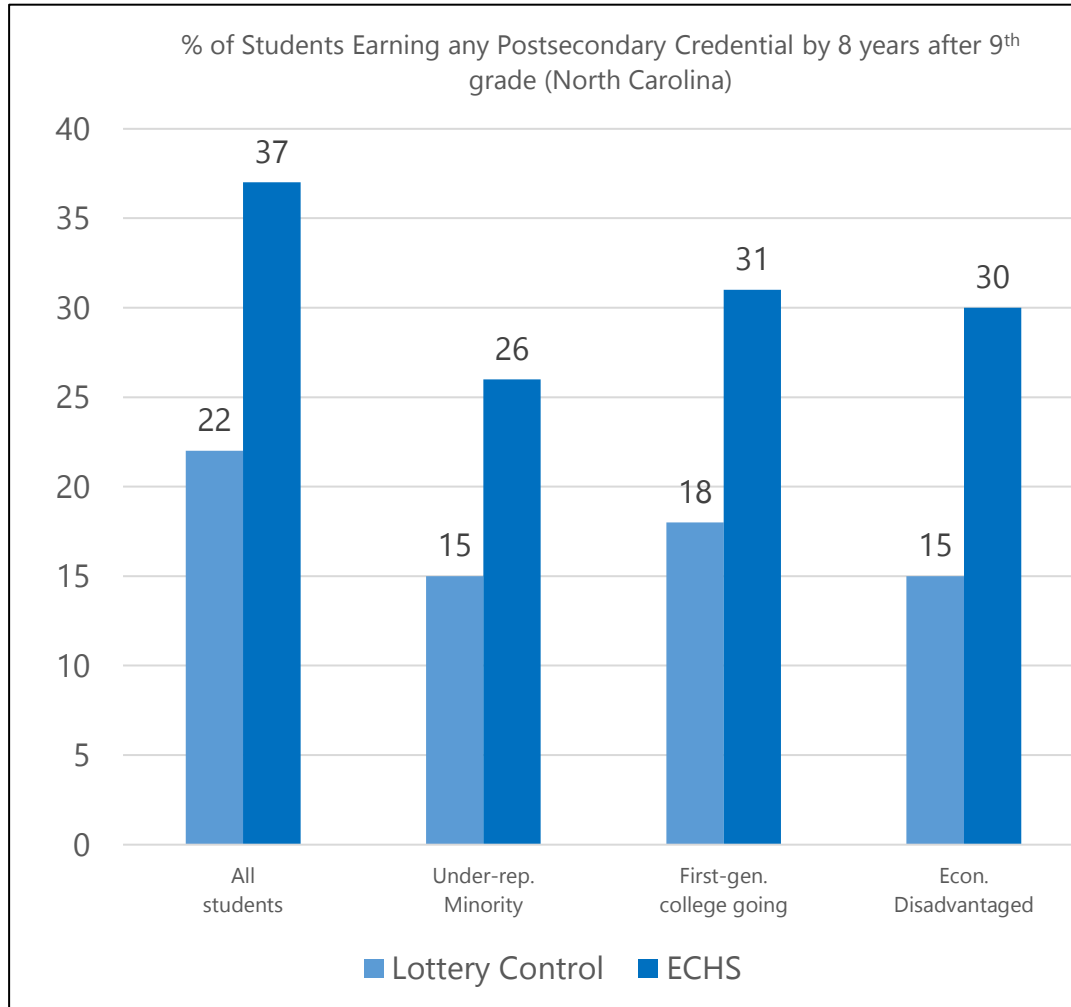
KEY CONSIDERATIONS, LOGISTICS, AND THE APPLICATION PROCESS



HOST: REBEKAH BARR

TIME: 3:00PM – 3:50PM

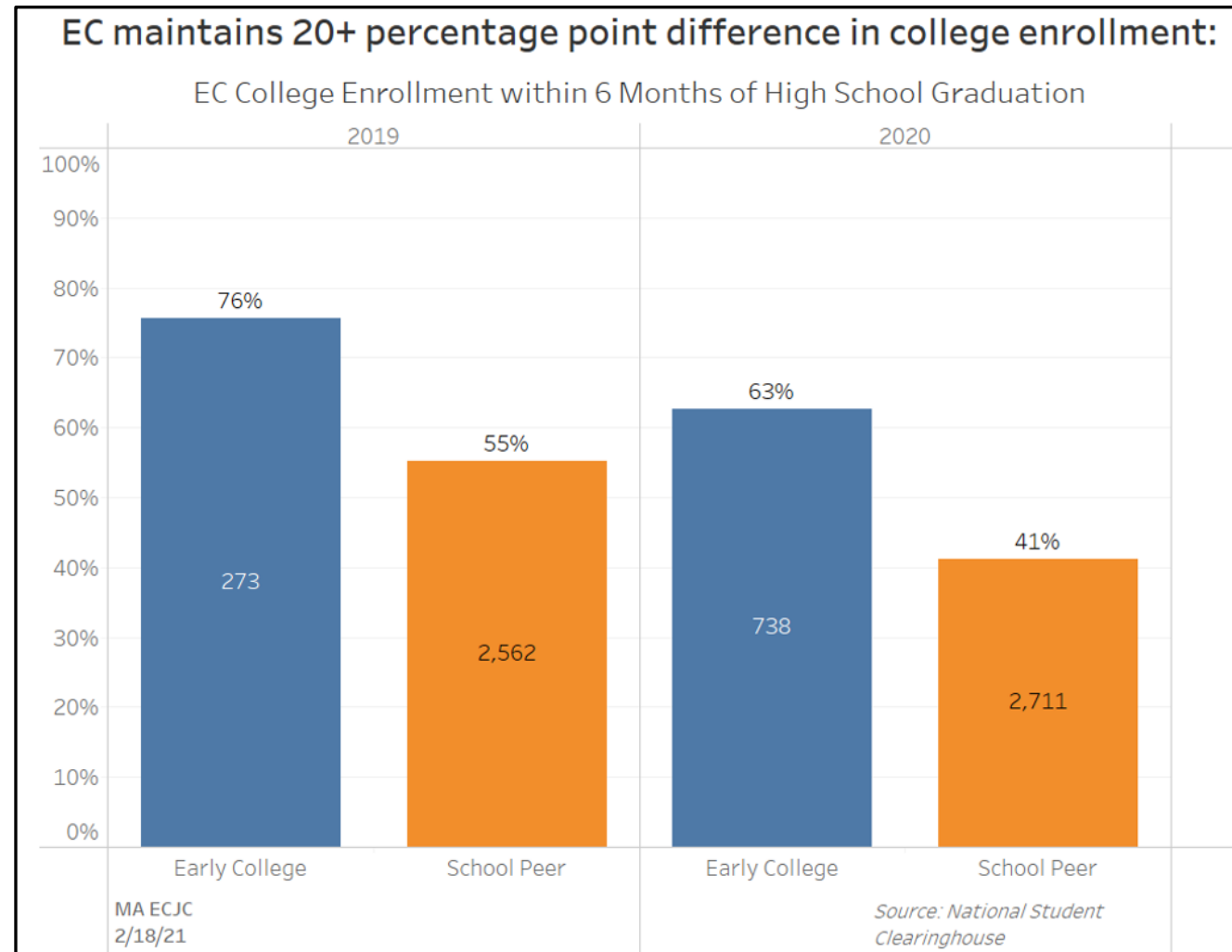
Early College Works



- A random assignment study performed in 2014 on a sample of 4000 students across 19 early college high schools in North Carolina shows early college students are almost 2x as likely to earn a degree for all sub-groups
- Similar results have been achieved in other states as well

Source: January 2014. "The Impact, Costs, and Benefits of NC's Early College Model," Presentation by Edmunds, J., Unlu, F., Tsai, T., and Glennie, E.; SERVE Center, UNC Greensboro, NC.

Initial Outcome Data from MA EC Programs



Defining “Early College” in MA

MA Early College provides a structured program of study and supports that increases college success and career readiness, **prioritizing students historically underserved in higher education.**

Cohorts of students:

- Take **at least 12 credits of strategically sequenced college courses** during their regular (or intentionally redesigned and integrated) high school day, **at no cost to themselves or their families**
- Receive **enhanced academic and non-academic guidance and support** prior to beginning, and during, college coursework to ensure that they both successfully complete rigorous courses and thrive in the college environment
- Learn how their guided academic pathways are related and **connected to career opportunities**
- Benefit from being part of an **Early College community** that eases the transition from high school to college
- Graduate from high school with a **significant number of college credits, habits, and skills** needed to be successful in college and career, **increasing the likelihood they will continue with college after high school** and **reducing the cost and time to degree completion.**

Designation Promotes...

- More equitable access to higher education for underserved students
- Alignment between K-12 schools and local public institutions of higher education (IHEs)
- Enhanced career advising (MyCAP)
- High school realignment and redesign
- Immersive college exposure for secondary students
- Potential industry partnership/support for schools
- State-convened community of practice

Benefits of Early College Designation

Once the Departments have reviewed and recommended programs for Designation, and the Early College Joint Committee has approved these recommendations, programs will...

- Be recognized by both the DESE Commissioner and DHE Commissioner for their commitment to increasing equity for their students through Early College programming
- Will have access to technical assistance and the Early College community of practice, including bi-weekly check ins and topically relevant seminar series
- Will have access to program Data Dashboards produced by department staff to assist in illustrating the programs' progress towards program goals and outcomes.
- Will participate a 5-year annual reporting cycle, with a cumulative program review at the end of the cycle
- Will receive whatever annual funding has been approved for Designated programs as well as participate in relevant grant opportunities as they become available.

Expectations of Designated Programs

- **Data collection**
 - SIMS, SCS, and manual enrollment trackers (with projections)
- **Participation in community of practice**
 - Convening and summit
 - Trainings
 - Resource Site and optional professional development
- **Reporting**
 - Annual reports and Data Dashboards
 - Site visits
 - 5-year review for re-designation

Application Overview

- **Part A:**
 - “*Preliminary Designation Criteria*”
 - Uploading evidence of planning and intention
 - “*Describe the outreach and recruitment strategies you will employ to proactively identify students who are traditionally underrepresented in higher education...*”
- **Part B:**
 - Applicants invited to complete and submit Part B after Part A review
 - “*Final Designation Criteria*”
 - Uploading evidence of materials
 - *i.e. sample student schedules, recruitment materials, MOU*
 - Partnership interviews held with department staff

Submitting the Application

- Both Part A and Part B applications are submitted through Alchemer (an online survey instrument). Questions are organized by five Guiding Principles
- Part A and Part B questions will also be available as a Word document for applicants' reference and an Designation Companion document will also be made available to support the completion of the application.

Early College Application Timeline Overview

- May 3rd: Early College application for SY22 available online
 - Summer 2021: Early College Office hours and Technical Assistance
 - August 27th: Early College Part A applications due
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- October 2021: Announcement of applicants moving onto Part B, and Part B applications sent directly to applicants
 - December 2021: Part B Applications due
 - Winter 2021-2022: Interviews held
 - March 16, 2021: Recommendations for Designation made to ECJC

Introducing the Designation Companion Document

- Will serve as a guidance resource and is meant to complement the founding *Massachusetts Early College Designation Criteria* document passed by the Early College Joint Committee (2017).
- Does not replace the framework, scope or general sequence of the Designation Criteria document. The Guiding Principles remain the same, but this document does reorder and provide specificity of some of the criteria to link and align to the most current Designation applications.
- Will be posted May 3rd alongside the Early College Part A application Word document and the “live” Part A application link

How it all Connects:

Criteria from Designation Criteria Document (2017) *Part A*

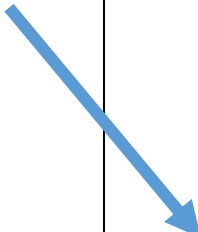
Preliminary Designation Criteria to demonstrate Equitable Access

1. The program is designed and funded such that it will be offered free for all student participants—including tuition, fees, and other related expenses.
2. Should student applications exceed program capacity, participation should be determined by a lottery among applicants, or by another method intended to ensure equitable access to the program.
3. Initial enrollment in early college should be made without regard to past academic performance.¹

Reference from Part B Designation Criteria Document (2017)

Final Designation Criteria to demonstrate Equitable Access:

The applicant shall continue to meet all criteria requisite for Preliminary Designation. In addition, the applicant must demonstrate:

1. Long-term program design that reflects a reasonable plan to target enrollment of significant scale relative to school/school district size.
 2. Program design that 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 more than one entry point 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 at least five years of student enrollment trends.
 - b. Needs assessment demonstrating potential district need for such a program in the district or region. Such a needs assessment could include high school graduation rates, postsecondary entry/persistence/completion rates, skills gaps within the regional labor force, economic trends, community support, etc.
 - 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, business and industry partners, etc.
 - e. Materials used for outreach and recruitment, including but not limited to, brochures and marketing in English as well as Spanish and/or relevant second language(s).
 - f. Written admission policy, including a potential lottery process and any program enrollment requirements.
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Clarified Reference in New Companion Document to the Designation Criteria

3. Program design aims to create an enrollment policy that ensures that the highest number of underrepresented students are able to participate in Early College programming and that they will be supported so that they can earn a minimum of 12 college credits during their high school career.
 - a. This aspect of program design is subject to and may account for appropriate processes to address suitability for special populations of students, such as those with an Individualized Education Plan (IEP). Programs may also be designed to require students to meet reasonable benchmarks of attendance, engagement, and performance to continue participation.
 - b. Program enrollment policies should be as broad as possible. *Students should not be excluded from participation based on prior or current GPA, test scores, or placement scores*
 - c. 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.
 - d. From the start, programs should plan to incorporate necessary student supports into enrollment plans so that they are prepared to support all students' in accessing college level programming regardless of prior academic performance.
 - e. If the number of student applicants exceeds program capacity, participation will be determined by a lottery among applicants to ensure equitable access to the program while prioritizing traditionally underserved students.

Sample Part A Questions - Enrollment

C. Describe your process for identifying students for inclusion in your proposed program(s). This specifically includes the target audiences identified above as well as any students who may be first generation college-goers. Include, if applicable, how the program will leverage the work of existing college access programming to identify students who would benefit from the program.

D. Describe the outreach and recruitment strategies you will employ to proactively target students who are traditionally underrepresented in higher education, including students of color, students who are economically disadvantaged, English language learners, students with disabilities, and students who may otherwise not yet have a perception that they are a college-going student and have access to postsecondary opportunities.*

E. In consideration of the data presented above, how will your plan ensure that the targeted populations enroll?

F. Provide any information you'd like to share regarding your program's commitment to Equitable Access.

Sample Part B Question - Enrollment

- 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. (Criteria 2, 3f)

Key Designation Components

Equitable Access

- Recruitment plan targeting under-represented students
- Completely free program
- Students not excluded from program due to GPA or scores
- Multiple student entry / exit points
- Student support for entry into ECHS

Guided Academic Pathways

- Ensure students graduate with at least 12 college credits
- Students can self identify as an “Early College” student
- Align coursework with higher ed credit transfer and admission criteria, e.g. MassTransfer Pathways and MassCore

Enhanced Student Support

- Comprehensive support plan for all students, that includes academic and non-academic supports from both the IHE and K-12 partner
- Student schedules include built in advisory and college access support time

Connections to Career






- Career activities for EC students by grade level
- MyCAP
- The higher education must also commit to, and provide, additional resources for supporting education and career connections

High-Quality K-12 and Higher Ed Partnerships

- Signed MOU that includes budget, staffing and performance criteria
- Regularly scheduled partnership meetings
- Coordination of partner planning

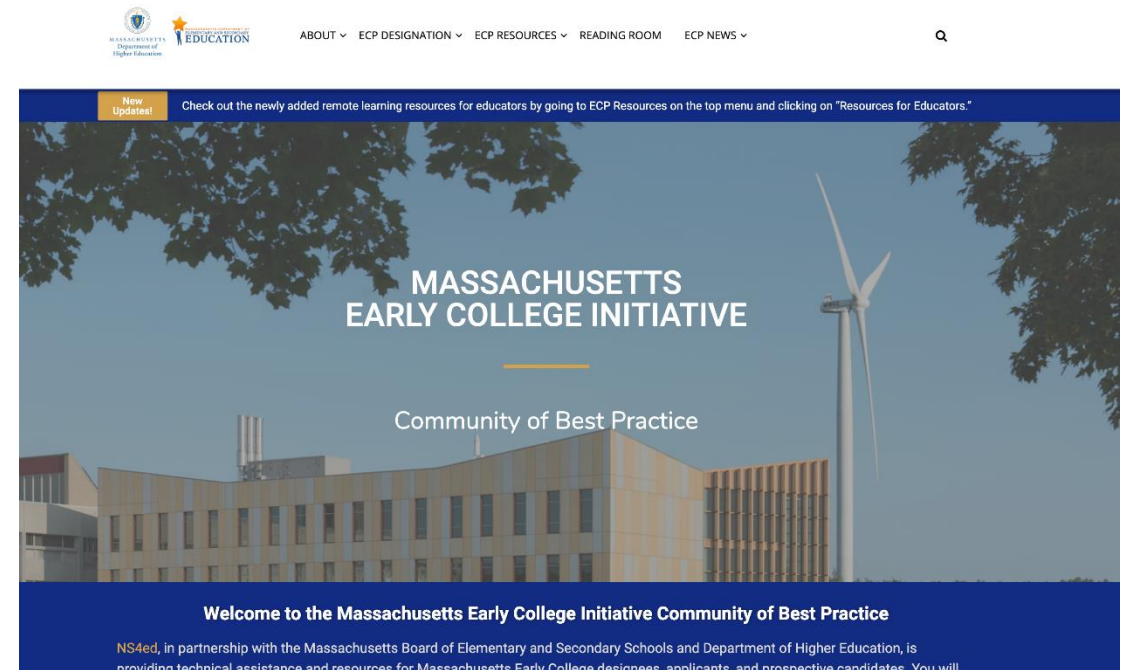
Sample Early College Student Journey



	OR		OR			
9 th grade student exposed to EC pathway option. Student may participate in college and career exploratory course/unit but hasn't committed to a program.		In 9 th grade, student has applied and committed to and Early College program by spring of 9 th grade		In 10 th grade, student has applied and committed to the EC program. 10 th grade	In 11 th grade, student is participating in EC program and taking college credits. Also participating in career awareness or immersion activities and wrap around support services.	In 12 th grade, student is participating in EC program and taking college credits and participating in career awareness or immersion activities. Preferably, at least some college courses are taken at the college campus.
		Student has begun on ramping activities/prep for college coursework. Student may also begin taking college coursework. *May need to complete course registration paperwork for the IHE				

MA ECP Technical Assistance and Support

<http://www.maearlycollege.com/>



Community of Best Practice

- Curate best practices
- Share information and outcomes
- Promote a shared vision and shared growth within the ECP



Resource

- Provide research
- Tools
- Common source of content



Collaboration

- Promote leadership strategies
- Provide a safe place for growth and development through community forums

Early College Toolkit

<http://www.maearlycollege.com/best-practices-toolkit/>

Password: MAECP

MA Early College

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The Massachusetts Early College Toolkit

The Early College Toolkit is coming soon!

The Massachusetts Early College Toolkit is designed to support current Early College designees.

Explore Key Pieces of the Early College Toolkit:

Introduction – This section provides an overview of the Early College Toolkit and its components.

Guiding Principles – This page provides an overview of each of the the Massachusetts approved design principles of **Equitable Access**, **Guided Academic Pathways**, **Enhanced Student Support**, **Connection to Career**, and **Effective Partnerships**. Click on the individual design principles for specific information and resources relative to each.

Designation Criteria – Massachusetts designation criteria for each of the five guiding principles.

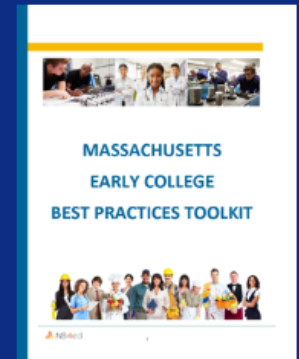
MassCore – MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations.

MassTransfer/GenEd – GenEd courses accepted at community colleges, state universities and University of Massachusetts campuses.

Regional Blueprints – view Regional Labor Market Blueprints representing industry and occupational priorities for workforce investment in seven regions across the Commonwealth: Berkshire, Pioneer Valley, Central, Southeast, Cape, Greater Boston, and Northeast.

[Department of Elementary and Secondary Education Early College Webpage](#)

[Department of Higher Education Early College Webpage](#)



Massachusetts
Resources for
Educators

Upcoming Webinars

- “Applying to the Early College Designation – Spring 2021 Webinar”
 - Tuesday, May 11th 3pm-4pm
 - <http://www.doe.mass.edu/conference/?ConferenceID=10321>

- Professional Development – 5 Guiding Principles
 - Equity: May 18th
 - Guided Academic Pathways: June 1st
 - Student Support: June 8th
 - Connection to Career: June 15th
 - Effective Partnerships: June 29th

EARLY COLLEGE TEAM

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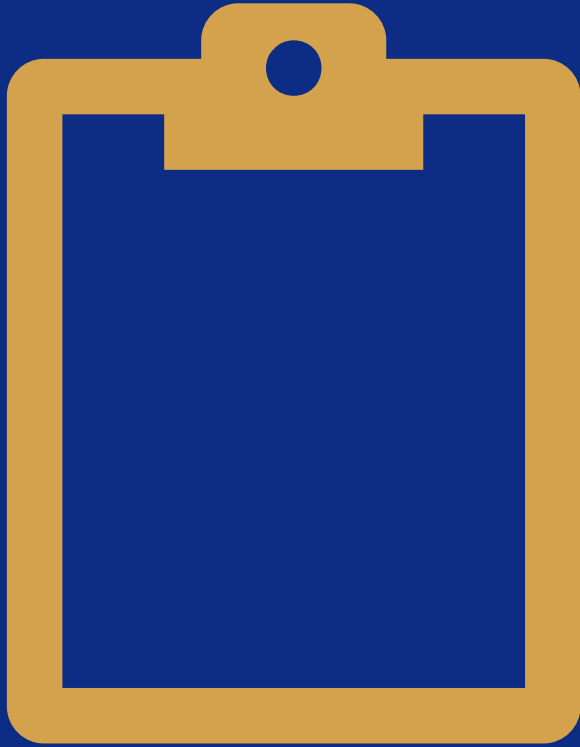
SDP Fellow



Q&A



SESSION SURVEY



**Before leaving this session,
please complete the brief
survey linked in the chat.
NOTE: We will want to set up
surveys in advance so we can
post links and gather data.**

Thank You!

Partial session recordings, guiding questions and session materials will be posted on the resource website after the conclusion of the Spring Summit.