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KEY DESIGNATION CRITERIA: EXPLORING PROBLEMS OF PRACTICE



HOST: DR. KRISTIN HUNT

TIME: 2:00PM-2:50PM

Purpose


The primary purpose of this session is to highlight key aspects of the Early College Designation and share out on some of the ways in which programs align with Designation criteria and move Early College students forward

Principle 1: Equitable Access



Equitable Access to: Early College program, college courses, college degrees, sustainable careers

Key Elements Related to Equitable Access

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- Outreach and Recruitment
 - Enrollment Requirements
 - On-ramps and support
 - Scale

Area of Focus Related to Guiding Principle 1

- Program Enrollment (Broad, open) versus college course requirements and enrollment (need to demonstrate academic preparedness)
Requires “on-ramps” to multiple measures of college readiness

Sample of Program Enrollment

Ex: Dearborn Commitment Form

- Assurances signed by Student, Parent/Guardian and Advisor
- No testing academic requirements needed to fill out form
- Primarily focuses on students' rights and responsibilities, particularly around dual enrollment course-taking

**Could be coupled with a program description or handbook and acknowledgement by student and parent of what program commits to students- Overall pathway and “on-ramps” to academic preparedness, philosophy and mission of program, promise that courses, textbooks, transportation are free of charge, intentional wrap around support services , specialized advising, etc.*

Example of Dual Enrollment College Course Application

Ex: Northern Essex Community College Early College Application

- Completed when enrolling in first college courses
- “Starts” students in college system
- Much more detail about course-taking requirements, etc.

Principle 2: Guided Academic Pathways

Guided Academic Pathways include high school and college advising, scope and sequence of on-ramps to college coursework, foundational, transferable college courses, integrated supports and connections to careers.

Key Elements related to Principle 2

- Scope and Sequence
- Foundational coursework
- Comprehensive and Integrated Early College schedule

Areas of focus Related to Principle 2



To Name or Not to Name: How specific to get with Guided Pathways?

Dual enrollment should fulfill MassCore and MassTransfer

Sample Guided Academic Pathways

Examples of Early College Pathways

- Early College Pathway
- College Foundation Pathway
- Early College STEM Pathway
- Early College Liberal Arts Pathway
- Early College Education Pathway
- Early College IT Pathway

Should be able to distinguish a Designated Early College program from other non-Designated dual enrollment pathways and other Designated programs supported by DESE (such as CVTE or IP)

All pathways should include “on-ramps” and general education foundations

Pathways should include generalized scopes and sequences but MYCAP can be used to individually tailor EC pathways

Guided Academic Pathways

EX: Charlestown HS Pathways:
Business, Health, and IT

Guided Academic Pathways

Mass Core and Mass Transfer: Side by Side Comparisons

Principle 3 : Enhanced Student Support & Principle 4: Connections to Careers

- Integrated academic and non-academic wrap around supports & Integrated career awareness, exploration and immersion experiences
MyCAP

Key Elements related to Principle 3

- Academic and Non-Academic Intentional Supports
Provided jointly by both high school and college
partner
Built into school day

Key Elements related to Principle 4

- Students have opportunities for career awareness,
exploration and immersion activities
Career activities are linked to labor data and
college coursework

Using MYCAP in Early College Planning

Lisa Harney: What might MYCAP look like for Early College students?

Ex. Adapted Incoming EC Student Questionnaire

Principle 5: Deep and Effective Partnerships

Great schools do not exist apart from great leaders.

NAESP & NASSP, 2013

- Partners have worked together to transform high school experience by blending in college experience

Key Elements related to Principle 5



Extensive MOU
Partner Communication
Budgets

Area of Focus Related to Principle 5



Partner Communication: Keeping in touch and being proactive

Partnership meetings

Ex: Worcester Partnership Meeting Agenda

- The ECW Team meets once a week for an hour, sometimes two-essential particularly with ECWP involving multiple institutions and a large student population.
- An agenda is created and shared in google for the team to add “priority” topics of the week, issues, or concerns

Thank You!

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