



# Guiding Principles

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Equitable Access

# AGENDA



What is Equitable Access?



ECP Reference Documents



Part A Application



Beyond Part A



Resources and Examples



# Equitable Access Defined

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

From Designation Criteria

Massachusetts early college stakeholders agree that a laser-like focus on enhancing educational equity is the most critical component of an effective program. Described by many as their “reason for being,” early college programs provide students of color, low-income students, English learners, first-generation college students, and students with disabilities exposure to the instructional rigor, habits of mind, campus experience, and robust supports that will allow them to persist through college graduation. Though programs serve students from all backgrounds, effective early colleges prioritize underrepresented students in their admissions processes and are designed to eliminate academic, financial, and social barriers to participation.

From Rennie Blueprint

Consideration for applicants - How do you define/track first generation college students?

# Resources



To ensure you are aligned with the requirements for Early College Designation, use the following:

- *Designation Criteria* (as established by ECJC 2017)
- *Early College Program Designation Application Companion Document 2021*

These documents can be found on DESE website at

<https://www.doe.mass.edu/ccte/early-college/>

and our resource website at

<http://www.maeearlycollege.com/> Password = MAECP



# Part A Application

The Part A Application will be completed on [Alchemer](#) – link on DESE website.

For planning purposes, a copy of the full application can be found at back of [Companion Document](#)  
(A .docx version of application is available on the resources slide at the end of this .ppt.)





## Part A Application - Introductory Narrative

- Describe partnership
- Mission and vision
- Desired Impact of program
- How is Early College Designation integral to development of program
- Anticipated challenges and preliminary solutions

Targeted Student Enrollment projected through fall of 2025

# New Heights Charter School of Brockton partners with Massasoit Community College



**Our Mission is to Prepare  
Scholars for College.  
Period.**

*NHCSB uses three key  
design areas – “We go to  
college” culture, Fast Track  
Early College design, and  
Professional and  
Community Development to  
create a strong foundation  
for our scholars to realize  
our mission.*

Click [HERE](#) to view video.



# Equitable Access

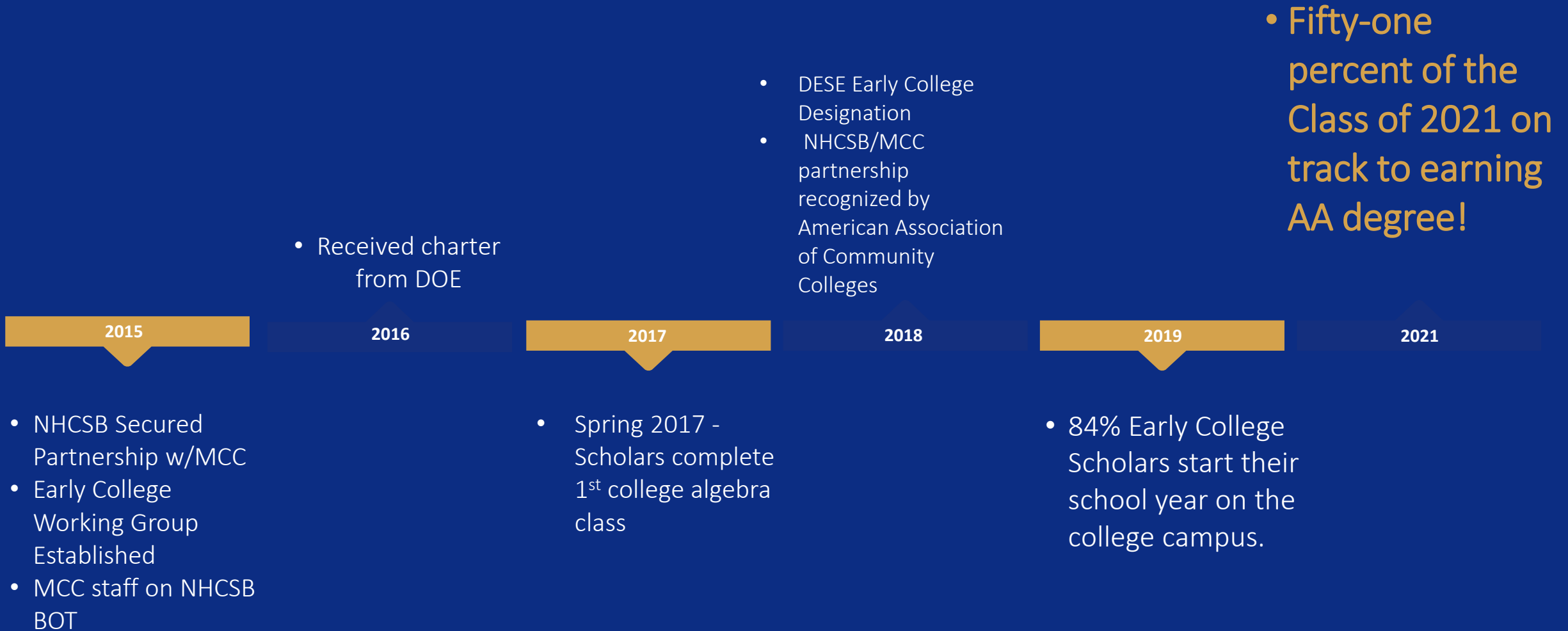
## New Heights Charter School of Brockton

Our mission is predicated on the belief that all children are capable and worthy of earning college credits while attending our high school. Every student has the opportunity to earn a minimum of 12 college credits while enrolled at New Heights and regardless of external circumstances, we approach every child with the understanding that he/she can achieve this goal. This serves as the foundation of our school culture as it grounds our entire community in the consistent understanding that we are working with college-going scholars.





# NHCSB Early College Timeline



# 1. Analysis of Demographic Data

- There are two parts to this section of the Part A Application:
  - 1A. Upload high school partner demographic data in Excel format disaggregated by race and ethnicity, economic status, ELL status, disability status, and, if possible, first generation to college. Indicate which students in your school population are less represented in both advanced coursework opportunities and postsecondary education.
  - 1B. Explain how program will use data to identify and prioritize students for recruitment. At a minimum, students in ECP should reflect the demographic make-up of the underserved student population in the school's overall student body. Encouraged to use Early Warning Indicator System (EWIS) to identify students who may be at risk of not attending college but could be supported through the Early College Program
- Consider staffing of your program as you also want it as reflective of school demographics as possible.



# 1A/B. Analysis of Demographic Data

**Why we Chose a Regional Charter School to Include Brockton, Taunton, and Randolph:** The NHCS' founding team relied heavily on the data available on special student populations to develop our new regional model. All three districts are above the state average for low-income students and, on average, slightly higher than the state average in serving ELL and students with disabilities.

Table 1: Regional Special Student Population Percentages  
Source: DESE, 2014-15

Title	% of Brockton	% of Taunton	% of Randolph	% of State
English Language Learner	20.0	3.3	14.2	8.5
Students with Disabilities	13.6	19.0	23.4	17.1
Low Income	82.5	53.6	58.6	39.4

**Table 2: Educational Attainment**  
Source: US Census

Title	% of Brockton	% of Randolph	% of Taunton	% of State
High School Graduate	36.2	29.5	44.1	27.2
Some College, or an Associate's Degree	40	43.2	30	46.3
Bachelors Degree, or Higher	4.4	15.2	8.5	15.3

\*Population 18 to 24 years

- NHCSB serves a student population that is predominantly economically disadvantaged where it is likely the student will be the first in his or her family to attend college.
- Too many students in the Commonwealth were leaving their high schools and testing into developmental education courses (an issue that leaves many discouraged and/or deep in debt before they even begin earning college credit).
- The NHCSB Early College Model will minimize the achievement gap in educational attainment and college success.

## 1B. Analysis of Demographic Data

- How do you access the Early Warning Indicator System (EWIS) to identify students who may be at risk of not attending college but could be supported through the Early College Program?
- How will you use data to identify and prioritize students for recruitment?
- Determining target population spreadsheet



## 2. Outreach and Prioritized Recruitment

### Part A Application

- Describe program's initial plan for outreach and prioritized recruitment of students who are traditionally underrepresented in higher education.
- How will your outreach and recruitment strategies reach these populations and strongly encourage participation?

## 2. Outreach and Prioritized Recruitment – NHCSB

Maximum Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Sixth Grade	105	105	105	105	105
Seventh Grade	105	105	105	105	105
Eighth Grade	105	105	105	105	105
Ninth Grade		105	105	105	105
Tenth Grade			105	105	105
Eleventh Grade				105	105
Twelfth Grade					105
Total # of Students	315	420	525	630	735

### Initial

- Grassroot Approach
- Outreach Team
- Frequented areas (grocery stores, community centers, churches)

### Current

- School Tour
- Open Houses and Acceptance Days
- Translated Recruitment Materials
- Planned visits to neighborhoods



# Where Are We Today?

## Demographics & Attendance

### 4-Year Trend Summary

Massachusetts Department of Elementary and Secondary Education	2018	2019	2020	2021
<b>ENROLLMENT</b>				
Total	422	532	602	742
In-District Student with Disability (SWD)	46	54	44	69
Out-placed Student with Disability (SWD)	0	0	0	0
<b>RACE/ETHNICITY</b>				
American Indian/Alaska Native	0.2%	0.2%	0.2%	0.4%
Asian	1.2%	0.9%	0.8%	1.2%
Black/African American	88.4%	89.5%	88.7%	87.2%
Hispanic/Latino	8.1%	7.0%	7.5%	7.3%
Multi-Non-Hispanic	0.5%	0.4%	1.2%	2.6%
White	1.7%	2.1%	1.7%	1.3%
Economically Disadvantaged	39.3%	40.0%	44.2%	51.6%
First Language Not English (FLNE)	11.4%	11.5%	15.1%	16.4%
English Learners (EL)	10.4%	10.7%	14.3%	10.4%
Students with Disabilities (SWD)	10.9%	10.2%	7.3%	9.3%

- Wall-to-Wall Early College model
  - All students earn minimum of 12 credits
- Shared Commitment to Equitable Access
- Ensuring Students are Enrolled In and Successfully Complete College Courses Before Graduation
- Developmental Course Sequence and Multiple Measures
- Dual System of Supports (wraparound services)

# Creating a “We go to College” Culture For All Students



### 3. Enrollment Policy

- Describe program's proposed enrollment policy, including:
  - Details on how it is as inclusive as possible
  - How it enables underrepresented student to participate in EC programming, successfully earning a minimum of 12 college credits during their high school career
  - See [Companion Document](#)
- Important that students are not excluded from participation based on prior or current GPA, test scores, or placement scores – Describe how ECP will determine students' admission into the program w/o regard to past academic performance





# Determining College Readiness?

College readiness is the ability for students to demonstrate the knowledge and skills required to successfully complete basic freshman level college courses.

## Math Lab (ALEKS)

This is a computer-based learning course designed to provide the fundamental concepts of arithmetic, algebra and examine some application of these concepts.

## ENGL095 - 9th Grade

In this course students develop strong critical reading skills, as well as background knowledge, vocabulary, and study skills. Students develop skills necessary to succeed in ENGL 101 English Composition I and other college level courses.

## ENGL099 – 10<sup>th</sup> Grade

This course strengthens basic student writing. Includes the study of usage, mechanics, and sentence development. Students develop skills necessary to succeed in ENGL 101 English Composition I.

## B.A.G

- Behavior
- Attendance
- Grades

## 4. Funding

- Describe how program is designed and funded to be offered free for all student participants and their families, including:
  - Tuition
  - Fees
  - Other related expenses, such as textbooks, transportation, technology, other student resources, etc.



# Beyond Part A –

## Documentation required to support what is submitted in Part A



Program Scale



Needs  
Assessment



Outreach &  
Recruitment  
Plan



Enrollment  
Policy



# Compiled Resources

- [DESE Early College Webpage](#)
- On <http://www.maearlycollege.com/> website (password MAECP):
  - [Designation Webinar](#) and [PowerPoint](#) (May 11, 2021)
  - [Equitable Access Session](#) and [PowerPoint](#) (May 18, 2021)
  - [Part A Application in .docx format](#)
  - [Designation Criteria](#) – as established by ECJC in 2017
  - **[Early College Program Application Companion Document 2021](#)** – primary support document for applicants
  - [Rennie Blueprint Pages on Equity](#) (includes examples for reference)
  - [Rennie Blueprint](#) (complete document)
  - [Target Population Spreadsheet](#)
  - [Examples from Other Programs](#)
- Finding School Demographic Data
  - [District-Level and School-Level Data](#)
  - [Postsecondary Early Warning Indicator System](#) – to access, you will need log-in/permission from [District Directory Administrator](#)
- Technical Assistance Office Hours – Every Thursday (beginning May 20) from 9:00-10:00 a.m. - [Join Link](#) Password to join: **MAECP**
- DESE Office Hours – Every Wednesday (beginning May 26) from 3:00-4:30 p.m. To sign up for 30-minute slots, go to <https://calendly.com/maearlycollege/early-college-designation-office-hours>

# SUMMARY

Here is what we covered:

- **What is equitable access as defined in Early College Program Designation?**
- **What is required for Part A Application?**
- **Resources and Examples**

Next Guiding Principles PLC Session:

**Guided Academic Pathways on Tuesday, June 1 at 9:00 a.m.**

# Contact Us



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