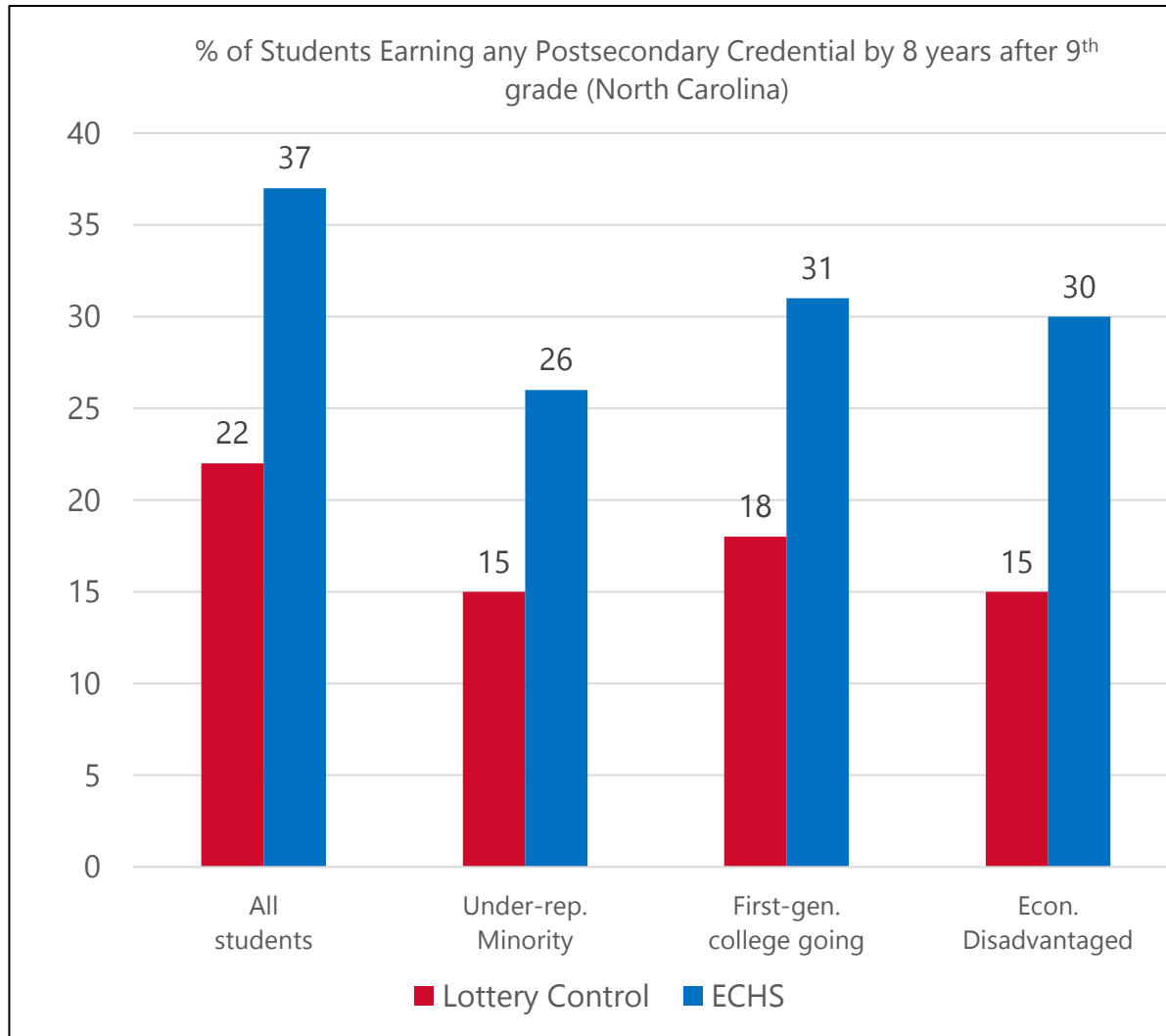


Applying for MA Early College Designation: Part A

For Applicants Interested in Applying for MA Early College Designation
May 2021

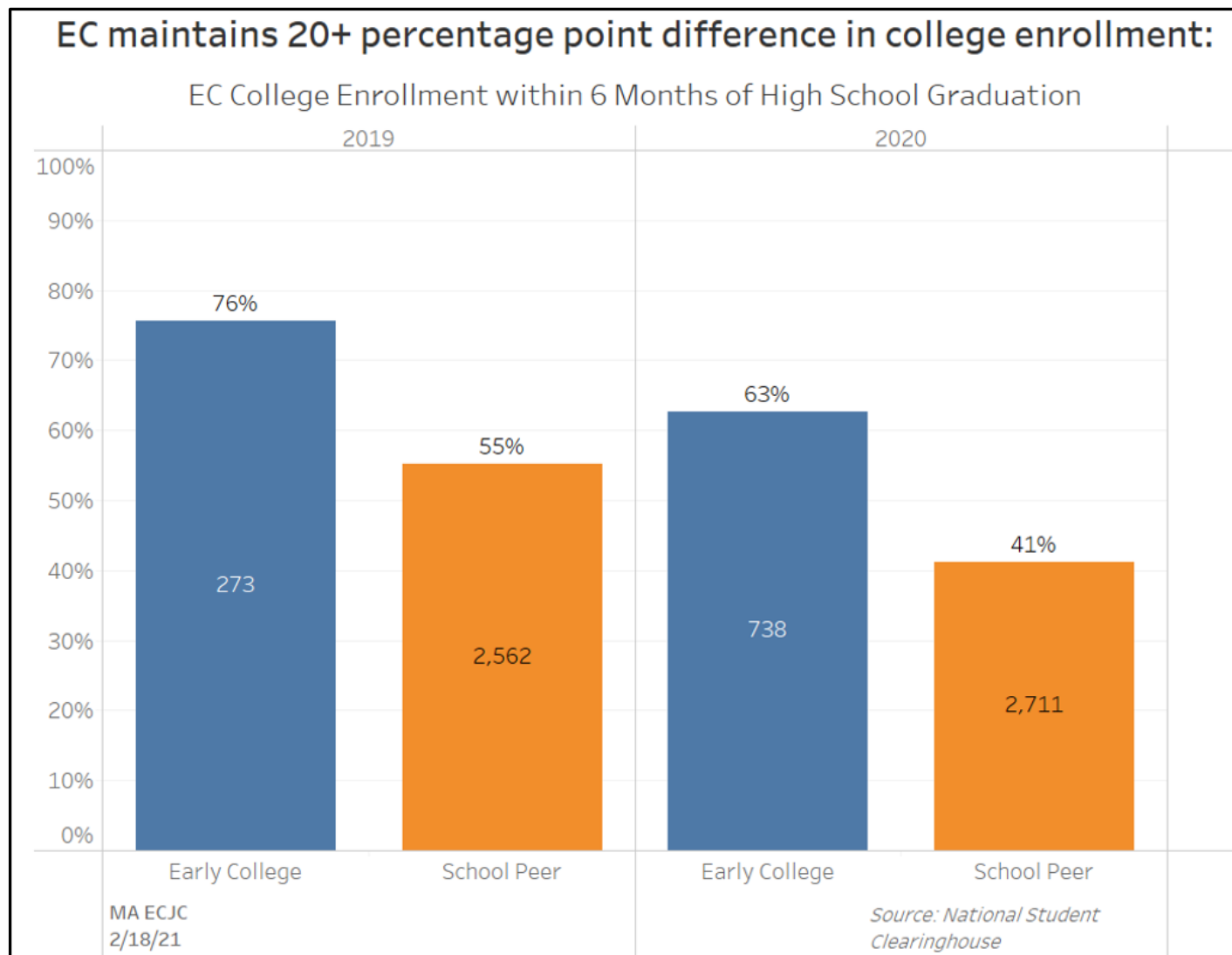
Early College Works



- 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)
- Immersive college exposure for secondary students
- High school realignment and redesign
- Potential industry partnership/support for schools
- State-convened community of practice

Once Designated, Programs...

- Will have access to technical assistance, and the EC community of practice, including bi-weekly check ins and topically relevant seminar series
- Will have access to Data Dashboards of their programs, to assist in determining whether your program is meeting state and partnership objectives
- Will begin a 5 year annual reporting cycle, with annual reporting, site visits, and a cumulative program review at the end of the cycle
- **Will receive the opportunity to apply for state funding, as it arises**

Timeline of Designation Process

- May 3rd: Application and **Companion Document** available online
 - June 30th: Letter of Intent due
 - Summer 2021: Office hours and TA
 - August 27th: Part A applications due
-
- October 2021: Announcement of applicants moving onto Part B, application sent to applicants directly
 - December 2021: Part B Applications due
 - Winter 2021-2022: Interviews held
 - March 16, 2021: Recommendations for Designation made to ECJC

Submitting the Application

- Both Part A and Part B applications are within Alchemer (survey instrument). Questions are sorted by guiding principle
 - Alchemer
 - ***Letter of Intent, Part A,*** and ***Part B*** to be submitted electronically
 - Capabilities to save and return and download responses
 - No question is "required" so that applicants can move forward and backward, but expectation is that all questions are completed
 - If file attachments are too large to download, please email them to Rebekah.Barr@mass.gov
-

Application Overview – Part A

Part A:

- “Designation Criteria related to planning”
- Uploading of plans and sharing of intentions and program design
- Technical assistance
 - Guiding Principles PLC – begins May 18th

Part A Timeline:

- Application available online
- Summer 2021: Office hours and TA
- August 27th: Part A applications due

Narrative Descriptions and Overview

- Part A requires descriptions and narratives of planning and intentions
 - *“Describe the program’s initial plan for outreach and prioritized recruitment of students who are traditionally underrepresented in higher education”*
 - *“Upload the program’s preliminary course scope and sequence and indicate how the college coursework meets MassCore...”*
- Part A applications should indicate a programs’ dedication to developing a program that meets the five Guiding Principles

Application Overview: Part B

Part B:

- “*Final Designation Criteria*”
- Uploading evidence of materials
- Technical assistance
- Partnership Interviews held with department staff

Part B Timeline:

- October 2021: Announcement of applicants moving onto Part B, application sent to applicants directly
- December 2021: Part B Applications due
- Winter 2021-2022: Interviews held
- March 16, 2021: Recommendations for Designation made to ECJC

Overview of Guiding Principles



1. Equitable Access

targeting underrepresented students in higher education



2. Academic Pathways

that are well integrated and aligned with college and career



3. Robust Student Support

in both academics and advising



4. Connections to Career

through workplace and experiential learning experiences



5. High-Quality & Deep Partnerships

between high schools and colleges

Some Highlights from Guiding Principle 1: Equitable Access

- EC program should be open to all students. Students should not be excluded from participation based on prior or current GPAs, test scores, or placement scores. Whenever possible, students should not be excluded based on prior disciplinary records
- Enrollments should not rely solely on teacher recommendations or other highly subjective processes
- Programs should conduct prioritized outreach, recruitment, and enrollment of populations underrepresented in higher education (vs. open enrollment to all with no intention)

Some Highlights from Guiding Principle 2 – Guided Academic Pathways

- The scope and sequence of the college coursework must allow students to meet MassCore and MassTransfer requirements and earn a minimum of 12 college credits
- Programs should design “on-ramps” and preparatory academic work for students to access multiple measures of college readiness for coursework
- All students must participate in MyCAP
- Program coursework and related activities and supports take place during the school day

Some Highlights from Guiding Principle 3 – Enhanced Student Support

- Programs should identify potential challenges and corresponding supports for targeted EC students
- Programs should plan both academic and non-academic supports: i.e. tutoring, counseling/advising, peer mentors,
- Programs should plan to integrate staff support from both institutions

Guiding Principle 4 – Connections to Careers

- Programs should design a college and career counseling plan (utilizing MYCAP) that includes early career development, career and postsecondary education exploration, employability skills, and labor information in ways that assist Early College students in connecting college coursework and plans to a fulfilling career choice.
- Programs should think strategically about what connections with possible area employer partners will benefit their Early College program

Guiding Principle 5 – Effective Partnerships

- Applicant partners should be fully integrated in the program work
- Partners should identify key costs related to starting and sustaining the program
- Partners should identify program leadership at each partner institution, as well as any other major stakeholders
- For each proposed pathway, partners should consider graduation requirements, course taking requirements, pathways to any relevant credentials, and transferability

Technical Assistance – NS4Ed

- Office hours
- Access to resource site
- Webinars
- Community of practice/online forums

- Joseph Goins
 - jgoins@ns4ed.com
- www.MAEarlyCollege.com
 - Password: MAECP

Early College Team

Dr. Kristin Hunt

Statewide Director of Early College programs

Kristin.E.Hunt@mass.gov

Rebekah Barr

Early College Program Specialist

Rebekah.Barr@mass.gov

Yaw Asante-Bio

LEE Fellow

Pierre Lucien

SDP Fellow

- <http://www.doe.mass.edu/cte/ccr/hqccp/>
- <https://www.mass.edu/strategic/earlycollege.asp>

Q&A