



Guiding Principles

Enhanced
Student
Support

AGENDA



Enhanced Student Support Defined



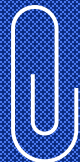
ECP Reference Documents



Part A Application



Beyond Part A



Resources and Examples

Enhanced Student Support Defined

Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students. Early college should be designed not as a boutique program, but should reflect a holistic program design in contemplation of the lived experience of the target student population. Specifically, programs are encouraged to develop student support in consideration of a whole student, in contemplation of student development broadly, development of academic proficiency and support related to barriers faced both externally and with regard to academic course taking.

from Designation Criteria

Applicants should consider academic and non-academic supports as well as those supports that may be unique to ELL, Students with Disabilities and other special populations.

Primary Reference Documents



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.maearlycollege.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 the back of the [Companion Document](#) (A .docx version of application is available on the resources slide at the end of this .ppt.)



1. Challenges

Identify academic and nonacademic challenges that may arise for students in the proposed Early College Program:

- How were these challenges determined?
- What data collections might inform this work moving forward?

What are possible academic challenges?

What are possible nonacademic challenges?

Think about data:

- a) What sources of data might you already have or need to gather that would indicate challenges for students?
- b) How might data provide information on how you are addressing specific areas?

Somerville P.S./ Cambridge College - Program Overview

Grade	Fall College Courses	Spring College Courses	Fulfills SHS Grad Reqs
11th	World History	Integrated Design: Engineering, Technology & Art	World History Science Visual Art
12th	Intro to Social Justice	Digital Storytelling “JustFlix”	English 4 Health Media Arts

MON	TUES	WED	THURS	FRI
Academic Support SHS Content Teacher SpEd/EL Specialist	College Class Cambridge College Professor	Academic Support SHS Content Teacher SpEd/EL Specialist	College Class Cambridge College Professor	Academic Support SHS Content Tchr SpEd/EL Specialist

Support Challenges - Somerville P.S./ Cambridge College

Our program was Designated in spring 2020. As you can imagine, your immediate challenges were

- Transitioning to a remote format
- Collaborating between a P.S. and a College both in crisis.

Some general major program challenges:

- Buy-in from academic leaders – H.S. credit and alignment
- College expectations and self-advocacy
- Remote coordination of team members
- Academic level of students
- Academic support was not uniform

2. Addressing Challenges

- Describe a plan to address the challenges you have specified in question 1.
 - Provide an outline of intentional academic and non-academic supports, naming both those that exist and those that need to be developed.
 - Plans should include, but not be limited to academic supports such as tutoring, counseling/advising, and career exploration and activities. Supports should be differentiated to meet the specific needs of all students participating in the programming and incorporate evidence-based strategies.



Addressing Challenges- Somerville P.S./ Cambridge College

Engagement of academic leaders

- Alignment with H.S. graduation requirements
- Recruitment of students with mutually agreed upon academic standards
- Collaboration – faculty, content area teachers for academic support class, and specialized support for Sped and former EL students.
- Coordination meeting and ongoing collaboration.
- Recruited faculty of color with the best fit

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- Expansion of pilot of 18 to 40, addition target population of Black and Latinx students, engaging young men.
- Courses now fulfill SPS graduation requirements in World History, Science, English, Fine Arts, Media.
- Created a new recruitment and assessment process involving teachers.
- Deeper parent engagement.
- Better framework to support additional programming such as college and career readiness.

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- Expand the program to 80
- Develop 10th grade enhanced readiness

3. Support Staff/Description of Roles

- List the contact information for the individual(s) responsible for student supports at both partnering entities. (If the role requires staff to be hired you can leave blank.)
- Provide a description of roles for support personnel. If the position is to be hired, you can upload the job descriptions. Up to 5 files may be uploaded.
- NOTE: You can upload additional supporting documents for the principle after completing everything else.



Roles and Responsibilities

Program Coordination

- DESE Designation team
- Emily Singer, SHS Coordinator/ Brooks Winchell CC Coordinator
- SPS/CC Early College Steering Team
 - Strategic planning
 - Policies and procedures
 - Evaluation
 - Budget and sustainability
- Faculty and CELT
- Academic support class content-area teachers
- Additional specialized support staff for Sped and FEL students
- Coordination Team
- Community Partners
- Parent and student involvement

Beyond Part A –VERY brief overview



Comprehensive
Plan - Academic
Support



Comprehensive
Plan - Non-
academic
Support



Master Calendar
with Academic
and
Nonacademic
Support
Activities



Sample
Schedules
indicating time
for Academic
Support/
Confirmed
Staffing

Single plan with both academic and
non-academic supports clearly laid out

Compiled Resources

- [DESE Early College Webpage](#)
- On <http://www.maearlycollege.com/> website (password MAECP):
 - [Enhanced Student Support Session Video](#)
 - [Part A Application in .docx format](#)
 - [Designation Criteria](#)
 - [ECP Designation Application Companion Document](#)
 - [Rennie Blueprint](#)
 - [Enhanced Student Support - Examples from Rennie Blueprint](#)
 - [Examples from other programs](#)
- 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 enhanced student support as defined in Early College Program Designation?**
- **What is required for Part A Application?**
- **Resources and Examples**

Contact Us



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