



Guiding Principles

Effective Partnerships

AGENDA



ECP Reference Documents



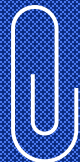
Part A Application



Effective Partnerships Defined



Beyond Part A



Resources and Examples

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



Effective Partnerships Defined

Designated programs should be a partnership between at least one institution of higher education and one public secondary school and/or district and may include one or more employers. Partnerships should present evidence that the program is consistent with collective bargaining agreements and memoranda of understanding detailing the nature of governance, budget, sustainability, scheduling, respective responsibilities, and performance measures. Programs should be sufficient in size to capture economies of scale goals and to ensure long-term sustainability.

- Designation Criteria (2017)

- MOU is requirement of designation
- Fully integrated
- Deep commitment and full collaboration on both sides is imperative
- Clear and respected relationships between instructors and leaders at both institutions.

- Companion Document (2021)

1. Describe Plan/Identify Roles & Responsibilities

Describe your plan for how the K-12 school and postsecondary institution will be fully integrated partners in the program work.

Identify roles and responsibilities of each partner during the planning process.

2. Early College Leadership

Who are the decision-makers around Early College at the K-12 institutions, the K-12 district, **AND** the higher education institution? Also identify any other major stakeholder.

Identify which personnel are empowered with the authority to enter memoranda of understanding (MOU) discussions.



3. Key Costs/Funding Plan

- Identify key costs associated with ECP for BOTH institutions.
- What are your preliminary funding plans to address key costs for both institutions?
- NOTE: On question 4 under the Equitable Access section, you were required to describe how the program is designed and funded to be offered free for all students. You likely provided details about tuition, fees, and other expenses when answering this question. Refer to it to assist in answering question 3 here.



3. Key Costs/Funding Plan (continued)

- Consider the following:
 - Dedicated staff from one or both institutions (stipend or full-time?)
 - Support Staff
 - Per credit student support
 - Textbooks
 - Student Transportation
 - Other fees
- Plan should be realistic
- Funding structure should be able to cover all associated cost for the initial three years of the program.
- NOTE: On question 4 under the Equitable Access section, you were required to describe funding-related plans. Refer to it to assist in answering question 3 here.



4. Pathway Logistics

- Provide an outline of the logistics of the Early College pathways regarding graduation requirements, course taking requirements, and pathways to credentials.
- NOTE: Refer back to question one, parts A and B, from the Guided Academic Pathways section to help answer this question.
- To answer, take your answer there a step further to describe logistics... where will each course be taken, who will teach, when will courses be taken (keep secondary vs. postsecondary scheduling/calendar in mind), which courses at the college-level could fulfill a graduation requirement?



5. Bargaining Agreements

- Your proposal should outline the plan to hold discussions concerning collective bargaining agreements, at both the K-12 and higher education level, as needed.
- NOTE: Where there is a requirement for local bargaining relating to any aspect of the pathway, local requirements must be followed.
- After this question, you are provided an opportunity to upload any additional supporting documents.



Beyond Part A



Joint Vision
Statement



Signed MOU
addressing
detailed
partnership
(logistics,
funding, and
policy)



Signed MOU
must also
address
performance
measures and
goals



Aggregated
Program
Information

Compiled Resources

- [DESE Early College Webpage](#)
- On <http://www.maearlycollege.com/> website (password MAECP):
 - [Effective Partnerships Session Video](#)
 - [Part A Application in .docx format](#)
 - [Designation Criteria](#)
 - [ECP Designation Application Companion Document](#)
 - [Rennie Blueprint](#)
 - [Guiding Questions to Develop MOU from Rennie Blueprint](#)
 - [AIR Article: The Lasting Benefits of Early College High Schools](#)
 - [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:

- How are effective partnerships defined in Early College Program Designation?
- What is required for Part A Application?
- Resources and Examples

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