



# Guiding Principles

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## Effective Partnerships

October 26, 2021

# AGENDA



Why Effective Partnerships First?



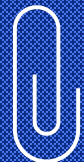
ECP Reference Documents



Part B Application/Expectations



Effective Partnerships



Resources and Examples

## In case you're wondering...

...we chose to cover Effective Partnerships first because:

- The partnership is critical to the success of your program
- Characteristics of effective partnerships impact all other guiding principles (truly they all work together for a successful program)
- The requisite Memorandum of Understanding (MOU) detailed in the Part B Effective Partnerships section of the application requires that details from each of the other guiding principles be agreed upon by partners



# Resources



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

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

These documents can be found on DESE website at <https://www.doe.mass.edu/ccte/early-college/> and our resource website at <https://www.maearlycollege.com/designation-resources/>

# Part B Application

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

For planning purposes, a copy of the full application in [.docx format](#) is available for download on the resources slide at the end of this .ppt.





## Part B Application (cont.)

The Part B application is the final phase of the process to receive a Massachusetts Early College Designation. At this stage, applicants will be required to **demonstrate with clear evidence** that the program will fulfill the essential elements of early college program design and **provide sufficient evidence that the program has enrolled students as defined by the Designation Criteria, or** that the applicant has developed all necessary infrastructure to begin enrolling students upon designation.

While many of the requirements in this part of the application are similar to those requested within Part A, the **expectation** at this phase is that responses will not only be descriptive, but will **provide evidence** related to each aspect of the program, **showing actual policies and materials created for the program and providing sufficient detail to demonstrate complete program planning.**

# Definition Reviewed

*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)

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

- Companion Document (2021)

# 1. Joint or Common Vision Statement

The applicant must provide a joint or common vision statement agreed upon by partners.

The vision statement should include an affirmation of the value of the program to each partner.

Purpose of Joint Vision Statement

Where do you start?

Plan for how you will communicate the shared vision with stakeholders.





# Current Practitioners – Lynn Public Schools and Salem State University

- Shared vision was not just a writing piece reflecting our philosophy
- We put forward our expansive goal for early college and also the teamwork processes that brought us to that vision
- The LPS early college includes NSCC and SSU and it was important to highlight our joint design process to show seamless cross-institution integration of early college.
- Challenge: Choosing pathways
- Must-have: Supports for students
- Advice: (1) Create a communication plan to build and revise your vision as you grow, our solution is a cross-institution steering committee with subcommittees to work through growth challenges (2) Don't view structural limitations as forever fixed; work on them together. (3) Keep shared goals in mind. (4) Keep students in the center.

## Vision Statement Quotes

"With thoughtful planning and adequate supports, we seek to successfully integrate early college programs."

"Pathways selected will be mindful of regional workforce demands, with the long-term goal of viable, sustainable employment."

"As we work together with our partners to develop pathways, we hope to offer programs that draw on the special strengths of each institutions offerings while also being mindful of the cost-effective articulations that already exist, and from which students may greatly benefit. Where chosen pathways can grow sensibly, we will marshal energy and supports to secure opportunities for our students."

## 2. Memorandum of Understanding (MOU)

Please submit a current, mutually signed Memorandum of Understanding (MOU) or document\* that defines an active partnership between the school district and institution of higher education (IHE). It should reference all required topics as specified in the criteria.

In addition, ensure that that the signed MOU reflects the information in previous sections of the application.

\*Document should contain details re: all required topics and provide assurance that a signed MOU will be submitted by the start of Designation.





# MOU Considerations

## ■ INSTRUCTION

- How is student progress monitored? Who manages mid-term reporting?
- What is the process and timeline for course withdrawals?
- How are student complaints and grade appeals handled?
- IHE and SD calendars – What happens during:
  - School vacation weeks
  - Professional development days or half days/early dismissal
  - IHE Spring Break
  - Snow days

# MOU Considerations cont'd

## ■ TIMELINES

- Scheduling of courses
- Hiring faculty/assigning teachers
- Planning/PD for teachers and professors
- Registration of students into courses
- Onboarding/orientation activities (email, LMS, etc.)
- Distribution of books and equipment (technology)

# MOU Considerations cont'd

## ■ BUDGET

- Who – IHE or SD? – is paying for:
  - Transportation
    - To and from the university for classes
    - Field trips or campus tours
  - Books and equipment (technology)
  - Any PD stipends for faculty and teachers

*Given budget considerations, is there a minimum enrollment required for a course to run?*



### 3. Performance Measures and Goals

Upload a detailed plan (referenced in the MOU) on performance measure goals must be provided by the program. Those measures should include, but not be limited to, the following:

- General enrollment and retention rates of participating students disaggregated by subgroup
- percentage of high school participants who persist in program and course completion during high school career
- percentage of students that participate in MyCAP on an annual basis
- number of pathway activities and percentage of students who participate
- high school graduation rate of participating students
- percentage of 12th grade students completing FAFSA application and MassCore requirements
- percentage of participating students who gain postsecondary credits per grade level and percentage of 12th grade students that attain a minimum of 12 credits
- percentage of Early College graduates who enroll in a 2-or 4-year institution within 6 months of high school graduation
- percentage of high school graduates who persist in college on an annual basis
- percentage of participating students who achieve an associate or bachelor's degree within three or six years of high school graduation



# Data Collection and Sharing

- **Identify IHE or SD, or both, for each item, for example:**

- Student Outcome Indicators:

- 1. Program completion rate (supplied by SSU - university)
    - 2. High school graduation rate (supplied by LPS – school district)
    - 3. Application to college (LPS)
    - 4. Transfer credit applied to degree at Salem State (SSU)

- **Identify the specific person at the IHE and in the SD who is responsible for collecting the data and attending Data webinars**

- **Hire an external evaluator, if possible, particularly if you wish to include interviews or focus groups**

## 4. Aggregated Program Information

The program's submitted application should also include the following for the program in the aggregate:

- budgets, including estimates of both start-up costs as well as per student ongoing costs to sustain the program (with reference to the cost estimates described in the Parthenon study). Budget must outline the funding responsibilities for each institution
- staffing plans
- faculty and teacher qualifications and assignments
- job descriptions for individuals supporting the ECHS Program
- training or professional development and support plans
- if relevant, student mentor program plans

**(Up to 10 files may be uploaded to address the components above.)**





## 4. Aggregated Program Information (cont.)

Remember in Part A, you addressed many of these things (Where will courses be taken, who will teach, when will they be taken, which college-level courses could fulfill a graduation requirement, key costs, etc.)

In Part B, you need to take your answer there a step further and provide evidence. (Much of this is also addressed in your MOU.)



## 5. Collective Bargaining/Labor Relations

Please affirm that applicant partners have considered any potential collective bargaining/labor relations issues that may arise related to the proposed Early College program (such as those concerning responsibilities of faculty and staff for classroom instruction, student support, etc.).

In a provided text box, you should share a brief description of the results of those conversations.

# Questions?



# Compiled Resources –

- [DESE Early College Webpage](#)
- On <http://www.maearlycollege.com/> website (password MAECP):
  - [Effective Partnerships Session Video](#)
  - [Part B Application in .docx format](#)
  - [2021 ECP Designation Application Companion Document Designation Criteria](#)
  - [Parthenon Study](#)
- Technical Assistance Office Hours – Every Thursday from 9:00-10:00 a.m. - [Join Link](#)
- DESE Office Hours – Every Wednesday from 3:00-4:00 p.m. To sign up for 30-minute slots, go to <https://calendly.com/maearlycollege/early-college-designation-office-hours?month=2021-10>





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