



Guiding Principles

Enhanced Student
Support and
Connection to Career

November 30, 2021

AGENDA



ECP Reference Documents



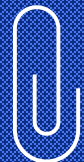
Part B Application/Expectations



Principles Defined



Principles & Application



Resources and Examples

Reference Documents



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 <http://www.maearlycollege.com/>

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.)

While many of the requirements in the Part B 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.**

We encourage you to refer to your Part A application to help you with the Part B application.

Definition Reviewed

Enhanced Student Support

Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.

From Designation Criteria

- Should reflect a holistic program design in terms of prioritized student populations
- Consider academic and non-academic supported related to barriers faced both externally and with regard to academic course taking

From Companion Document

1. Overall Student Support Plan

Please provide a comprehensive plan for how the applicant partners will create a personalized learning environment that supports students academically and non-academically in order to maximize their success within the program.

Be sure to:

1. distinguish which supports are specific to Early College students, and which supports are available to the entire high school student population;
2. identify which supports the secondary partner is responsible for providing, and which the post-secondary partner are responsible for providing;
3. describe how these supports will seamlessly be provided to students, and how students will be made aware of them.



1. Overall Student Support Plan (cont.)

*Please note that this plan should include intentional supports for underrepresented students.

Include a plan for the manner in which students' Individualized Education Plans (IEPs) will reflect accommodations and modifications for both high school and college course taking

Note: A text box is provided, and you can upload up to 5 files.



1A. Master Calendar of Support Activities

Upload a detailed master calendar (with the location and mode of delivery referenced) of academic and non-academic support activities for students, including: tutoring, application assistance, financial aid counseling, and college and career advising.

Upload ONLY here – up to five files



Sample Calendar of Support Activities

CCA PROGRAM		MyCAP
Academic College and Career Planning <ul style="list-style-type: none"> Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options Students will complete the application process for their postsecondary choice[s] Students will demonstrate an understanding of FASFA, have access to it, and complete it with other financial aid applications related to their individual post-secondary goals Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it. 	<ul style="list-style-type: none"> Have students create a list of safety, reach and fit schools, OR a list of possible employers, OR a different postsecondary option with a rationale for whatever their choices are. Have students complete a senior post-secondary timeline Provide a variety of workshops for students to be taught the specific information relative to their post-secondary choice[s] [e.g., <i>Common App, FASFA, military, job corps, community college, scholarships, understanding financial aid packages</i>] Provide structured time [with adult supports available] for students to work on materials required for their postsecondary applications and financial planning Have students identify their final post-secondary plan and provide feedback on the supports they have received to help them develop the plan 	<p>By Sept 15:</p> <ul style="list-style-type: none"> Journal entry with preliminary post-secondary plan [lists] and rationale Upload/link to their personalized senior timeline <p>Ongoing:</p> <ul style="list-style-type: none"> Complete and track applications using online platform [if that feature is available] OR on a spreadsheet that is uploaded or linked to their online account. Update their senior timeline monthly <p>By one week prior to graduation:</p> <ul style="list-style-type: none"> Journal entry describing their post-secondary plan and their financial plan/budget to support it Update resume Complete senior survey

*NOTE: Snapshot from Appendix C in Companion Document. Can be used to guide master calendar development – this is NOT a master calendar.VD

Sample Calendar of Support Activities

SUPPORT ACTIVITIES						
						2021
Month	Support Activities	When/TOD	Recipients	Responsibility	Mode of Delivery	Location
Sept.	Intro to understanding syllabus, locating campus facilities, contacting professors, advisor meetings	Orientation	All EC students	IHE support personnel	Small groups or individual meetings – on campus	IHE Campus
Sept.	Students will understand the importance of grades received for college coursework in relation to FAFSA Eligibility	Advisory Period	All students, including EC students	HS counselor and/or IHE Advisor	Class or Advisory – on campus	HS and/or IHE
Sept-May	Review of concepts, guided practice, etc.	M/W/F block time	All EC students	HS cohort teacher	Course Cohort/On campus	HS Campus
Sept-May	Tutoring, clarification of concepts, etc.	M/W/F block time	EC EL students	EL support personnel	Small groups/or individual - On campus	HS Campus

*NOTE: This is **FAR** from detailed and comprehensive. It is just a calendar snapshot, showing activities (academic and non-academic), when support provided, who will receive support, who is responsible, the mode of delivery and location.

1B. Examples of EC Student Schedules

Upload examples of Early College student schedules indicating time for academic supports including tutoring, advising/guidance time, college preparation support time, and time for career development.

Programs should avoid situations where students are expected to only access supports on their own accord or outside of their daily schedule.



1B. Examples of EC Student Schedules (cont.)

These schedules should:

- include when and where students are able to access support
- clearly delineate how supports are specifically designed or employed to support Early College work

In addition, they may include descriptions of expectations around behavior, health, and safety procedures for students on college campuses and the supports available to ensure these procedures are met.

Upload ONLY



Sample Schedule Snapshot

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

*NOTE: You should upload complete student schedule examples. Additionally, you would want to include a statement clearly delineating how supports are designed or employed to support early college work

To address the challenge of appropriate, timely, and consistent support, it is important to engage academic leaders AND instructors in:

- Collaboration – faculty, content area teachers for academic support class, and specialized support for Sped and former EL students
- Coordination meetings and ongoing collaboration.

How do you know when personalized and/or additional support is necessary for students?

1C. Staffing for Support

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.

Two textboxes provided:

K-12 Student Support Staff Contact Information

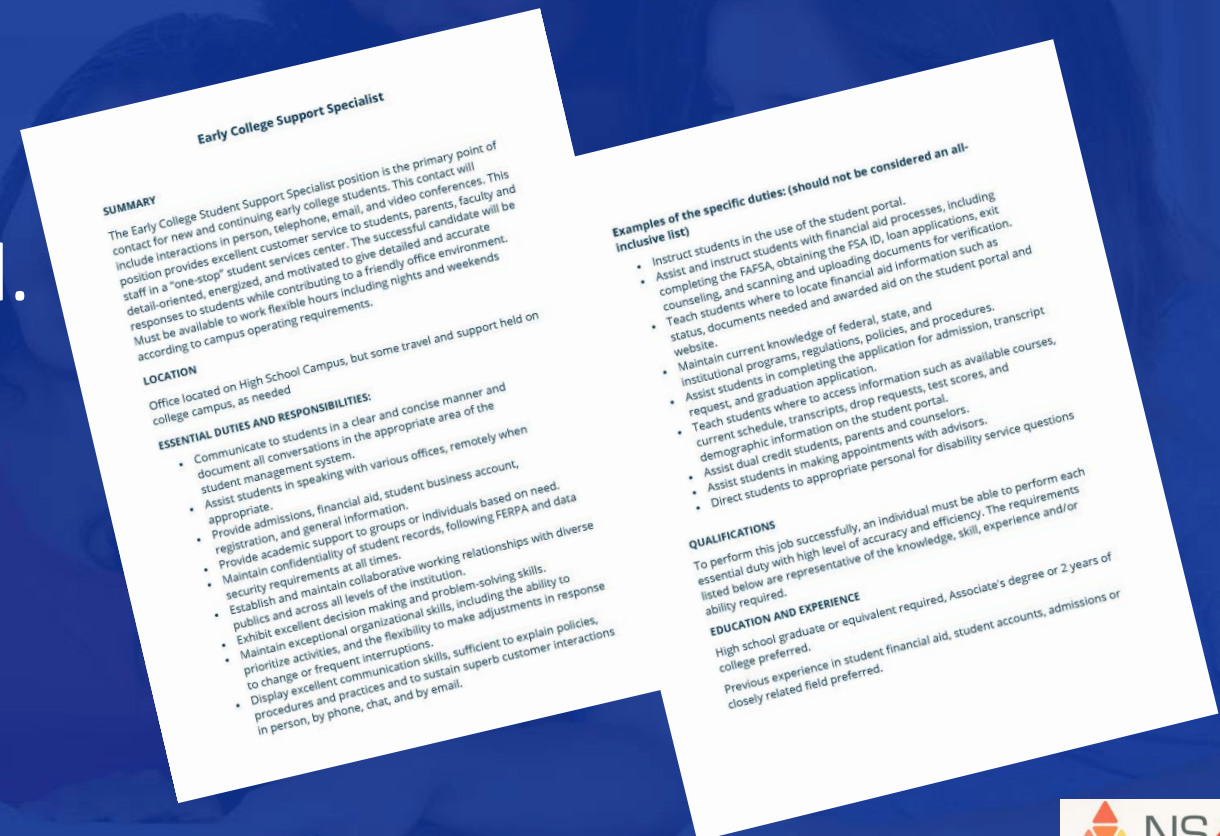
IHE Student Support Staff Contact Information



1C. Staffing for Support (cont.)

Please provide a description of the roles for support personnel. If the position is to be hired, you can upload the job descriptions.

Up to 5 files may be uploaded.



2. Communication Policy

Describe how you will communicate with students who are failing a course, including: how they can access supports, how they can withdraw from a course, and what actions might be taken if they are at risk of failing a course.

Textbox provided.

Upload any additional supporting documents demonstrating the program's course failure policy here.

You can upload up to 10 files here.

Upload any additional documents to support Guiding Principle 3 here. Upload up to 10 files.



Definition Reviewed

Connection to Career

Designated programs should expose students to a variety of career opportunities including greater depth in careers relevant to their selected pathway, for example, by providing opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.

From Designation Criteria

- Should support college and career readiness such that students are expected to develop aware of their education growth while understanding how their education path is connected to career opportunities
- Framed broadly to allow students to explore career possibilities and develop employability skills necessary to thrive in any work environment

From Companion Document

1. Plan for Career Counseling/Development Activities

Provide a schedule and description of proposed career development education activities for students by grade level, both within the high school broadly, as well as those activities and/or resources available only to Early College students.

The proposed activities must include evidence of incorporation and integration of an online tool for use in college and career counseling (e.g., Naviance or MEFA Your Plan for the Future) that is recognized by the Department of Elementary and Secondary Education in supporting the MyCAP process.



1. Plan for Career Counseling and Development Activities (cont.)

The activities should incorporate inclusion of early career development and career and postsecondary education exploration, and be grounded in employability skills and labor market information.

No textbox available. Upload up to 5 files.



1A. Higher Education Partner Involvement

Indicate which career activities will take place on the partner institution of higher education's campus, as well as which activities are solely for Early College cohorts. The higher education partner's commitment and resources to help support connections between education and career should be apparent.

Textbox provided here.



2. Area Employer Partners

List and describe any relevant specific employer contacts in order to demonstrate a commitment of community businesses and other partners, with the goal of exposing students to a variety of career options and internship opportunities.

Textbox provided.

Upload any additional documents to support Guiding Principle 4 here.



Questions?





Compiled Resources

- [DESE Early College Webpage](#)
- On <http://www.maearlycollege.com/> website (password MAECP):
 - [Enhanced Student Support and Connection to Career Session Video](#)
 - [Early College Worcester](#)
 - [Part B Application in .docx format](#)
 - [2021 ECP Designation Application Companion Document](#)
 - [Designation Criteria](#)
- 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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