

Are you ready to
apply for
designation?

May 31, 2022



About NS4ed

- We **empower educators** with solutions to support their education initiatives and priorities.
- We use the foundational tenets and guiding principles of Early College Programs, to **expand opportunities, increase and improve student outcomes**, particularly for underrepresented students.
- We offer **prescriptive and detailed coaching** to ensure organizational targets are properly identified and met.
- We partner with DESE and DHE to **support Early College Programs and Designation Applicants** in Massachusetts and have done so since 2020.

Early College Readiness Checklist

Divided into five parts:

- Mission and Vision
- Structure and Operations
- Prioritizing Equity
- High School Redesign
- College Experience

Early College Readiness Checklist

The Early College Readiness Checklist is a resource for prospective Early College partners to guide their pre-planning for the Designation application process. While this checklist is organized by structural component, each item is closely tied to the 5 Guiding Principles that are essential to a Designated Early College program.

This checklist was created in partnership with NS4Ed.

Mission and Vision

	Yes	No
Have the partners identified a clear rationale for applying for an Early College Designated program?	<input type="checkbox"/>	<input type="checkbox"/>
Do both partners have an understanding of the differences between Early College and Dual Enrollment?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners consulted with students and families to determine interest in the Early College program?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed the projected scale and size of the Early College program, as well as the size of each Early College cohort of students? Do they have a clear rationale for the selected enrollment numbers?	<input type="checkbox"/>	<input type="checkbox"/>
Guiding Principle 1		

Structure and Operations

Have the partners discussed designated staff for the Early College program?	<input type="checkbox"/>	<input type="checkbox"/>
Guiding Principle 5		
Does the IHE have the physical space available to accommodate Early College students?	<input type="checkbox"/>	<input type="checkbox"/>
Guiding Principle 5		
If a partner already has a Designated Early College program, have the prospective partners discussed how these programs will operate in tandem?	<input type="checkbox"/>	<input type="checkbox"/>
Have both partners had initial conversations with their collective bargaining representatives regarding Early College plans?	<input type="checkbox"/>	<input type="checkbox"/>
Guiding Principle 5		
Will both partners be prepared to provide a finalized MOU (if invited to complete Part B of the Designation Application)?	<input type="checkbox"/>	<input type="checkbox"/>

Mission and Vision

- Clear Rationale
- Differences between Dual Enrollments and Early College

	Designated Early College Programs	Dual Credit Enrollment
Definition	<p>Early College Programs in Massachusetts blend high school and college in a rigorous, supportive, and carefully structured program, whereby students earn a minimum of 12 transferable college credits.</p> <p>Early College Programs adhere to five guiding principles: Equitable Access, Guided Academic Pathways, Enhanced Student Support, Connection to Career, and Effective Partnerships</p>	<p>Traditional dual enrollment provides opportunities for qualified Massachusetts high school and home school students to take college-level courses and earn transferable college credits. Some students may receive college and high school credits for their coursework.</p> <p>The Commonwealth Dual Enrollment Program is offered through partner high schools and students receive high school and college credit for courses successfully completed.</p>
Who can participate?	Early College programs prioritize students underrepresented in higher education enrollment and completion. By 10th grade, students will formally enroll in a cohort Early College program and begin structured preparatory and/or credit-bearing academic work.	Participation in dual credit courses is available to all high school students who are in 11th and 12th grade, are at least 16 years old, and meet the eligibility requirements.
Eligibility	Early College program enrollment policies should be as broad as possible. Students should not be excluded from participation in the program based on prior or current GPA, test scores, or placement scores. Enrollments should not rely solely on teacher recommendations or other highly subjective processes. Whenever possible, students should not be excluded based on prior disciplinary records.	Students must meet all course prerequisites per the policies of the participating campus. Participation is at the discretion of the participating institution of higher education, subject to capacity constraints and state appropriation.
Cost	Early College programs are designed to be free of all costs for students and families.	Students and families pay for traditional dual credit coursework. Commonwealth Dual Enrollment Partnership (CDEP) funded students take their first course free of charge or for a nominal fee. Subsequent course fees are set by the institution.
Post-secondary Partnerships	Early College programs establish strong partnerships with one (or more) nearby postsecondary institutions to enable students to accumulate transferable credits.	Courses are offered by the majority of Massachusetts community colleges, state universities and undergraduate University of Massachusetts campuses. Courses may be taught on the campuses of those institutions, on a high school campus, or online.
College Experience	Early College programs have structured plans to acculturate Early College participants to both the college experience broadly as well as at the partnered IHE campus.	Dual credit gives students a taste of college through coursework, although there may or may not be plans to acculturate students to the broader college experience on a college campus.
Support Systems	Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.	Dual credit courses often do not include additional supports outside of those offered with traditional courses.

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Structure and Operations

- Staffing
- Collective Bargaining
- MOU



Prioritizing Equity

- Free
- Admissions Process
- Wraparound Services



High School Redesign: Academic Pathways and Student Supports

MassCore and MassTransfer Requirements

- Aligning Graduation Requirements and College Coursework
- Student Supports

 MassCore Framework Massachusetts High School Program of Studies			 MassTransfer Coursework A set of 34 credits accepted at community colleges, state universities and University of Massachusetts campuses.*		
SUBJECT	UNITS	NOTES	SUBJECT	POSSIBLE	RECOMMENDED
English Language Arts	4 Units		English Composition/Writing – typically English Composition I and English Composition II (**Actual course titles vary.)	6 credits	3-6 credits***
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.	Mathematics/Quantitative Reasoning	3 credits	3 credits***
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.	Natural or Physical Science	7 credits	3-6 credits***
History and Social Science	3 Units	Including U.S. History and World History.	Behavioral and Social Sciences	9 credits	3-6 credits***
Foreign Language	2 Units	Of the same language.	Humanities and Fine Arts	9 credits	3 credits***
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).			
Arts	1 Unit				
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.			

The College Experience

- Acculturation and creating a college going identity
- Transportation



Letter of Intent

- Due June 3
- Via Alchemer
- Use .docx version to compile answers, then copy/paste into Alchemer

Early College Designation Letter of Intent - Spring 2022

Letter of Intent to Apply for MA Early College Designation

Thank you for your interest to develop a Designated MA Early College program. Please use this form to indicate your school's interest in learning more about the Designation process and the Criteria for a Designated program. The submission of this Letter of Intent is strongly encouraged for all potential applicants.

Letters of Intent are due by end of day Friday, June 3rd, 2022.

To learn more about the required components of a Designated Early College program, review the application Companion Document here: [Early College Program Designation Application Companion Spring 2021 \(mass.edu\)](https://www.mass.gov/info-details/early-college-program-designation-application-companion-spring-2021)

To learn more about the Massachusetts Early College program, view additional resources, and sign up for upcoming informational webinars, visit the MA Early College resource site here: [MA Early College – Massachusetts – Early College Initiative](https://www.mass.gov/info-details/ma-early-college-initiative)

For any additional questions, please contact:

Kristin Hunt, Director of MA Early College: Kristin.E.Hunt@mass.gov
Rebekah Barr, Early College Program Specialist: Rebekah.Barr@mass.gov

1) Proposed Early College Program Partners

K-12 School: _____

Institution(s) of Higher Education: _____

2) Primary Designation Applicant Contact Information:

Name: _____

Role: _____

Institution: _____

Email: _____

3) Partner Designation Applicant Contact Information:

Name: _____

Role: _____

Institution: _____

Email: _____

Contents of LOI

- Briefly describe Early College Program
 - Proposed size, courses of study
 - Motivation for applying
 - Envisioned intended outcomes/impact of the proposed Early College program on students, the school, and the broader community
- Upload Letter of Intent on behalf of the partner institutions
 - Name all partnering institutions
 - Intent and reason/rationale for applying
 - Affirm commitment to partnership and adherence to designation criteria and guiding principles
 - Signatures of primary contacts for partnering institutions



Questions?

Resources

- [DESE Early College Website](#)
- [NS4ed Resource Site](#)
- [2022 Designation Application Companion Document](#)
- [Readiness Checklist](#)
- [Differences: Early College & Dual Enrollment](#)
- [MassCore/Mass Transfer Chart](#)
- [Letter of Intent in .docx Format](#)
- [Link to Submit Letter of Intent in Alchemer](#)
- [Part A Application in .docx Format](#)

Contact Us



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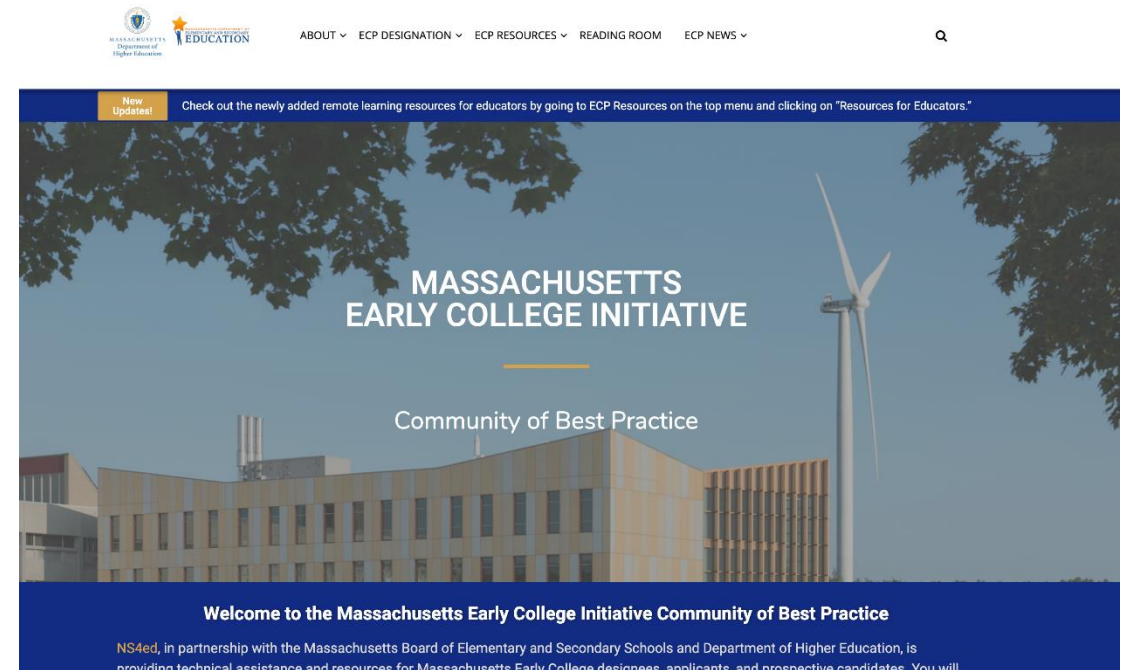
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865-318-6465

MA ECP Technical Assistance and Support

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



Community of Best Practice

- Curate best practices
- Share Information and Outcomes
- Promote a shared vision and shared growth within the ECP



Resource

- Provide Research
- Tools
- Common source of Content



Collaboration

- Promote Leadership strategies
- Provide safe place for growth and development through community forums