

# Key Components of the Part A Application

June 21, 2022



# Agenda

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- **Part A Overview**
- Examining Effective Partnerships
- Examining Equitable Access
- Examining Guided Academic Pathways
- Examining Enhanced Student Support
- Examining Connection to Career

# Sections of the Part A Application

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- Applicant Information 
- Introduction
- Guiding Principles



# TIP #1

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- Use the Designation Criteria Companion Document throughout the process.

*Please refer to the Designation Criteria Companion Document for guidance regarding....*

## Question from Part A

### Part A Application Question 3 under *Equitable Access*

3. Please provide the program's initial plan for outreach and recruitment of students who are traditionally underrepresented in higher education and would benefit from the Early College program.

*Please refer to the Designation Criteria Companion Document for guidance regarding outreach and recruitment.*

### Companion Document Guidance

#### **3. Proposed outreach and recruitment plan**

Program provides an initial plan for outreach and recruitment of students who are traditionally underrepresented in higher education and would benefit from Early College, including: students of color, economically disadvantaged students, and students who are first generation to attend college.

#### ***Components to Integrate:***

If applicable, the program should identify how they might leverage existing college access programming at their schools to identify and support. Programs may need to expand the current enrollment requirements of any existing dual enrollment programs to be more inclusive of all students.



# Examining Effective Partnerships

- Fully integrated
- Roles and Responsibilities
- Collective Bargaining
- Key Costs



## TIP #2

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- Create a spreadsheet where you keep a running list of key costs.💡
  - Add to list as things come up throughout planning process.
  - Add a column for HS and one for IHE to indicate responsibility for covering that cost. If shared, indicate so, possibly with percentage of total.



# Examining Equitable Access

- Historical view of equitable access
- Designation criteria
  - Eliminate barriers to participation
  - Recruitment and outreach



# Examining Equitable Access

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- Analysis of school demographics and how it will be used to identify and prioritize underrepresented students
- Initial plan for outreach and recruitment of underrepresented students
- Initial enrollment policy

# TIP #3

## Planning for Guiding Principle 1: Equitable Access

### Part A

#### 1. Analysis of school data to demonstrate need

Program uses data to provide an initial analysis using school demographics with a focus on students who are less represented in both advanced coursework opportunities and postsecondary education. Programs provide an explanation of how this data analysis will be used to identify and prioritize students for ongoing recruitment into the Early College program.

##### Components to Integrate:

At a minimum, students in the Early College program should reflect the demographic make-up of the underrepresented student population in the school's overall student body and reflect the program's intention to significantly shift the college going culture within those populations, and/or the school as a whole. Programs are also encouraged to utilize the postsecondary Early Warning Indicator System (EWIS) to identify students who may be at risk of not attending college and could be supported through the Early College program.

#### 2. Initial plan for program scale

Through an initial consideration of school demographic data, the program outlines a proposed plan for thoughtfully scaling the Early College program. The plan should address logistics, funding, space, and school size.

##### Components to Integrate:

While there is no specific definition of appropriate scale, program cohorts should be of significant size to positively affect a college-going culture. Additionally, the program should be structured to be financially sustainable. These programs require intensive supports and without scale, it is difficult to maintain the level of resources needed if affecting small numbers of total students.

#### 3. Proposed outreach and recruitment plan

Program provides an initial plan for outreach and recruitment of students who are traditionally underrepresented in higher education and would benefit from Early College, including: students of color, economically disadvantaged students, and students who are first generation to attend college.

##### Components to Integrate:

If applicable, the program should identify how they might leverage existing college access programming at their schools to identify and support. Programs may need to expand the current enrollment requirements of any existing dual enrollment programs to be more inclusive of all students.

#### 4. Proposed description of enrollment policy

The program has described an initial enrollment policy that is as inclusive as possible and enables underrepresented students to participate in Early College programming and be supported so they can successfully earn a minimum of 12 college credits during their high school career. The provided description must include a rationale for the policy, a description of how the policy is as broad as possible and supports the enrollment of special populations of students, and integrates a lottery if necessary.

##### Components to Integrate:

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.<sup>4</sup>

- Enrollment policy is subject to and may account for appropriate processes to address suitability for special populations of students, such as those with an Individualized Education Plan (IEP).
- Programs may also be designed to require students to meet reasonable benchmarks of attendance, engagement, and performance to continue participation.
- If the number of student applicants exceeds program capacity, participation will be determined by a lottery among applicants to ensure equitable access to the program while prioritizing traditionally underserved students.

## Demonstrating Principle 1: Equitable Access

### Part B

*Important Note: All aspects of the Part B Application will be reviewed with the expectation that they have incorporated the Part A Criteria.*

#### 1. Full description of program scale

- Program provides information of projected enrollments inclusive of a long-term design that reflect a reasonable plan to enroll students at a significant scale relative to school/school district size and to the proportion of historically underserved students.
- The program provides longitudinal data showing at least five years of projected student enrollment trends within the program.
- The program shares a fully developed needs assessment with data demonstrating potential district need for such a program in the district or region. A needs assessment could include high school graduation rates, postsecondary entry/persistence/completion rates, skills gaps within the regional labor force, economic trends, community support, etc.

#### 2. Finalized outreach and recruitment plans

- Program provides a fully developed written outreach and recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community (e.g., recruitment schedule). A written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, business, and industry partners, etc.
- Program uploads materials used for outreach and recruitment, including but not limited to, brochures and marketing in English as well as Spanish and/or relevant second language(s). Program uploads a calendar of family/parent outreach events and other opportunities to educate students, counselors, principals, parents, the school board, business and industry partners, and community members on the Early College program.

#### 3. Finalized enrollment policy

Program provides a fully developed written enrollment policy that includes information regarding:

- When, and how, to apply and enroll in the Early College program, including any minimal enrollment requirements, if applicable.
  - What the student and family commitment will entail over the course of the student's high school career, as well as an explanation for how this commitment will be conveyed
  - Any academic pathways available to EC students and the multiple entry points into college course-taking.
  - How a student would exit the program, so the student would be able to seamlessly transition out of the program and back into the traditional or a different high school program.
- c) The potential lottery process to be held if Early College applications exceed enrollment capacity, and a description of how this process will support the equity mission of the program. *If the number of student applicants exceeds program capacity, participation will be determined by a lottery among applicants to ensure equitable access to the program while prioritizing traditionally underserved students.*



## Planning for Guiding Principle 1: Equitable Access

### Part A

#### 3. Proposed outreach and recruitment plan

Program provides an initial plan for outreach and recruitment of students who are traditionally underrepresented in higher education and would benefit from Early College, including: students of color, economically disadvantaged students, and students who are first generation to attend college.

##### **Components to Integrate:**

If applicable, the program should identify how they might leverage existing college access programming at their schools to identify and support. Programs may need to expand the current enrollment requirements of any existing dual enrollment programs to be more inclusive of all students.



TIP #3  
(Continued)

## Demonstrating Principle 1: Equitable Access Part B

#### 2. Finalized outreach and recruitment plans

- a) Program provides a fully developed written outreach and recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community (e.g., recruitment schedule). A written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, business, and industry partners, etc.
- b) Program uploads materials used for outreach and recruitment, including but not limited to, brochures and marketing in English as well as Spanish and/or relevant second language(s).  
Program uploads a calendar of family/parent outreach events and other opportunities to educate students, counselors, principals, parents, the school board, business and industry partners, and community members on the Early College program.



# Examining Guided Academic Pathways


- Preparing students for college coursework
- Multiple measures of college readiness
- Preliminary scope and sequence

## TIP #4

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Academic assessments can be used to inform supports students will need.

# Examining Enhanced Student Support

- Identifying academic and non-academic challenges 
- Provide an outline of support



# Examining Connection to Career

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Outline college and career counseling plan

- Grounded in labor market data
- Appendix C: College and Career Advising Framework in companion document

# Examining Connection to Career

CCA PROGRAM				MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 <sup>th</sup> Grade <b>NOTE:</b> Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	Implementation Strategies and Activities <b>NOTE:</b> Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.		MyCAP Process and Documentation <b>NOTE:</b> Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
<b>Personal Social</b>	<ul style="list-style-type: none"> <li>•Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions</li> </ul>	<ul style="list-style-type: none"> <li>•Introductory activity where students identify their skills</li> <li>•“Possible Selves” unit [to explore hopes, dreams, strengths, weaknesses, etc.]</li> <li>•Introductory lesson orienting students to online platform</li> <li>•Students complete online surveys</li> <li>•Students write reflections about their results</li> </ul>		<ul style="list-style-type: none"> <li>•Skills journal entry</li> <li>•Possible Selves artifact</li> <li>•Document extracurricular activities</li> </ul>
<b>Career Development Education</b>	<ul style="list-style-type: none"> <li>•Students will demonstrate knowledge and understanding of career clusters.</li> <li>•Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests</li> </ul>	<ul style="list-style-type: none"> <li>•Introduce the concept of career clusters</li> <li>•Using online platform, have students analyze career clusters in relation to survey results</li> <li>•Create an activity where students apply cluster analysis to self-identified interests, values, and skills</li> <li>•Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest</li> <li>•Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term “employability skills”</li> <li>•Have students complete culminating project (TBD by educator)</li> </ul>		<ul style="list-style-type: none"> <li>•Save careers of interest</li> <li>•Upload final project</li> <li>•Document work and/or community service</li> </ul>
<b>Academic College and Career Planning</b>	<ul style="list-style-type: none"> <li>•Students will understand graduation requirements, MassCore requirements, AP options, and early college options.</li> <li>•Students will create a four-year course-taking plan connected to identified career interests</li> <li>•Students will understand any available high school pathways and the variety of postsecondary options.</li> <li>•Students will be able to write a personal postsecondary goal and career goal</li> </ul>	<ul style="list-style-type: none"> <li>•District-developed freshman seminar</li> <li>•District developed course planning activity</li> <li>•Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary]</li> <li>•Online college search activity</li> <li>•Have students prepare for, participate in, and reflect about a college fair and/or a college tour</li> <li>•Introduce any career pathway or early college options at your school</li> </ul>		<ul style="list-style-type: none"> <li>•Complete four-year plan [using online platform, if possible]</li> <li>•Complete goal statements [using online platform]</li> <li>•Save college search results with journal entry</li> <li>•Journal reflections about college fair and/or tour</li> </ul>



Questions?



# Part A Application Office Hours

- DESE

- Begin on Friday, June 10
- Offered twice a week
  - Friday from 10:00-11:00 a.m.
  - Tuesday from 2:00-3:00 p.m.
- Click [HERE](#) to sign up for a 15-minute time slot

- NS4ed

- Offered every Thursday from 9:00-10:00 a.m.
- Click [HERE](#) to join drop-in office hours
- For a dedicated time to ask questions and/or review pieces of the Part A application, email [Kelly Kennedy](#)

# Resources

- [DESE Early College Website](#)
- [NS4ed Resource Site](#)
- [2022 Designation Application Companion Document](#)
- [Part A Application via Alchemer](#)
- [Part A Application in .docx Format](#)

# Contact Us



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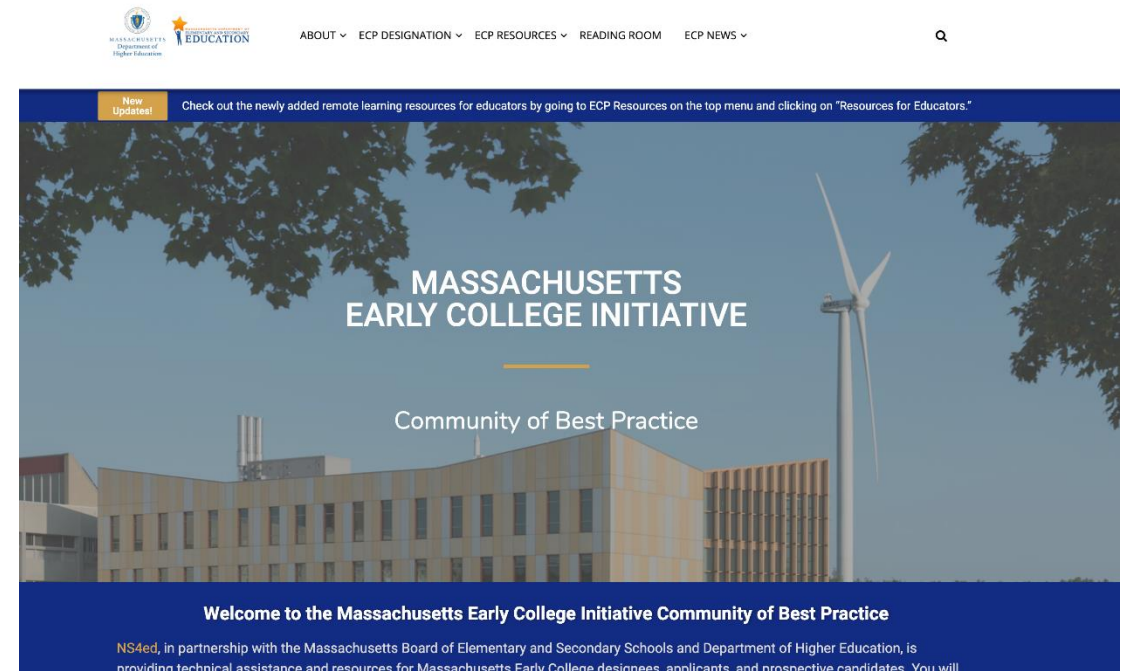


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# MA ECP Technical Assistance and Support

<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