

“Before You Submit Part A” Webinar

Virtual Webinar for Early College
Designation Applicants
2022-2023

Agenda and Welcome

- Reminders for Submitting
- Review of the Part A Application
- Looking Ahead: Early College Planning Grant
 - FC461 Overview
 - Eligibility and Fund Use
- Closer Look: Considerations for Part A
- Q&A

Review of Designation Application Process

Timeline of 2022-2023 Cycle

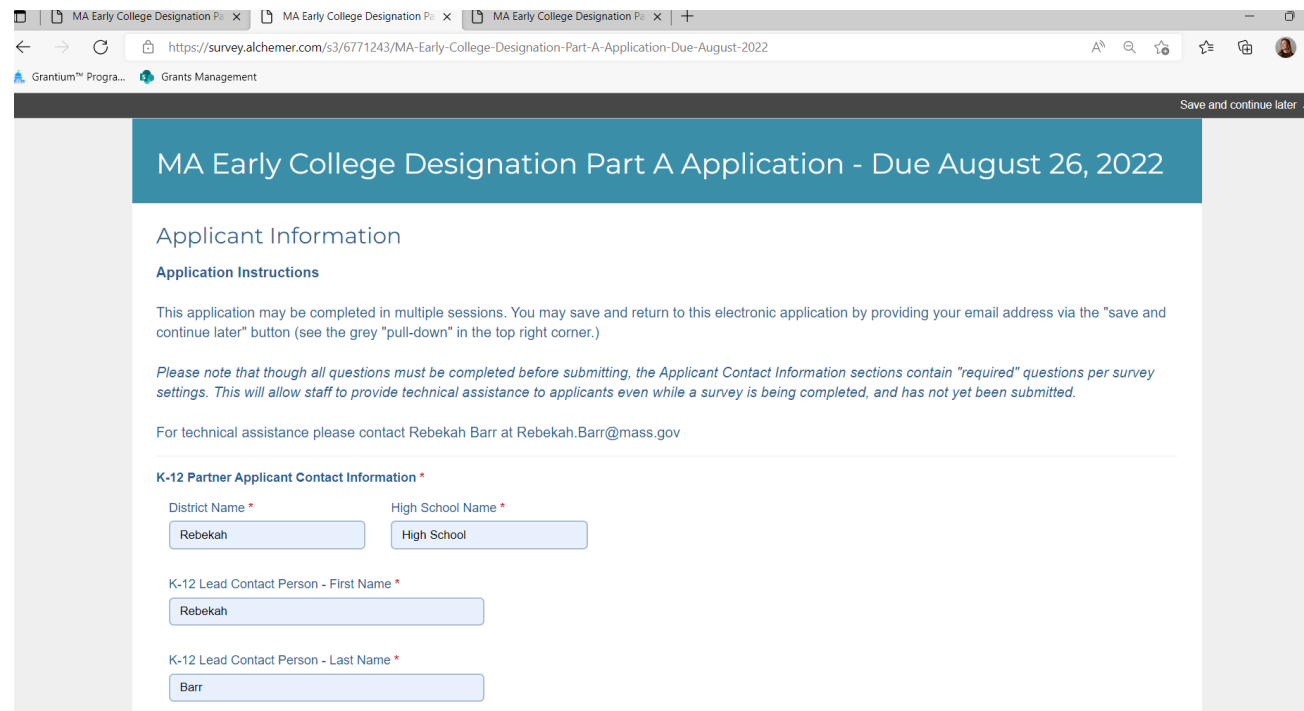
- **Friday, August 26th** : Part A Applications due
- **September 2:** FC461 Information Session
 - Register here: <http://www.doe.mass.edu/conference/?ConferenceID=10373>
- **September 9:** FC461 Planning Grant applications due (Option A)
- **End September – Early October:** feedback provided to applicants
- **September 2022:** submitted applications reviewed
 - Upon approval of Part A Application, applicants are invited to complete Part B Application
 - Planning funds awarded to support continued planning and development of proposed program
- **December 2022:** Part B Applications due
- **Winter 2023:** Interviews with Early College leadership
- **Spring 2023:** Recommendations for Designation presented to the ECJC
- **Fall 2023:** Launch of Designated programs

Reminders for Submitting

Reminders for Submitting

Alchemer

- Use the “Save and Continue Later” feature to generate a unique link to the application. This link can be used by both partners, no log in required.



The screenshot shows a web browser window with the URL <https://survey.alchemer.com/s3/6771243/MA-Early-College-Designation-Part-A-Application-Due-August-2022>. The page title is "MA Early College Designation Part A Application - Due August 26, 2022". The main content area is titled "Applicant Information" and includes "Application Instructions". The instructions state that the application can be completed in multiple sessions and that a "save and continue later" button is available in the top right corner. A note mentions that all questions must be completed before submitting, but contact information sections contain required questions that can be saved and returned to later. Technical assistance contact information for Rebekah Barr is provided. Below the instructions, there are three sections of required input fields: "K-12 Partner Applicant Contact Information" with fields for District Name (Rebekah) and High School Name (High School); "K-12 Lead Contact Person - First Name" (Rebekah); and "K-12 Lead Contact Person - Last Name" (Barr). A "Save and continue later" button is visible in the top right corner of the page.

Contact Information

- Contact Information
 - In addition to the President's and Superintendent's who are notified of Part A, sure that the “lead” contact information includes the two individuals who will receive confirmation of submission, any questions about the submission, as well as scheduling follow up.

Considerations Regarding Timing

Note: Some components of Early College programs require more time to develop and therefore it is helpful for programs to indicate in the Part A application where they are in the development process

- Course Scheduling
- Collective bargaining negotiations
- Staffing
- Transportation plans

Review of the Part A Application

Overarching Review Questions

- Is the proposed program equitable in design?
- Are partners proposing a program that is “a game changer” for EC students in a large enough scale? Will this program positively impact the school community as a whole?
- Are both partners equally involved in the development and proposed implementation of the program?
- Is the proposed program sustainable in design, and projected to launch in Fall 2023 if Designated?

Scoring of the Part A Application

Review Process

- Submitted applications downloaded and reviewed for completeness and accessibility
 - August 26 – August 29
- Confirmation of receipt of complete application sent via email + scheduling link + forms for FC461
 - August 29
- PDFs of applications reviewed and scored by rubric that is aligned to Designation Criteria under “Planning”
 - Early September
- Reviews compiled and submitted to DHE, DESE, EOE leadership
 - Mid September
- Announcements made directly to applicants, Part B Application emailed directly
 - Late September
 - **Week of September 26:** launch individual meeting times to review submitted Part A Application with EC Team/TA

What are reviewers looking for?

- Did applicant answer the question and integrate the relevant Designation Criteria components?
- Did applicant provide enough detail to demonstrate the intentionality of program design to meet Designation Criteria (always keeping equity in mind)?

Example Responses

“Incomplete”/Low Scoring Response

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.

Sample Response:

The recruitment plan will include all students. Recruitment will come from multiple staff in the school. Students most interested in the program will be able to enroll. Enrollment figures will be monitored during the recruitment process to ensure that goals are met.

Example Responses

“Strong” Response

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.

Sample Response:

A variety of outreach and recruitment methods will be used to ensure that students who might not opt into the Early College program learn about the opportunity. This includes: outreach by both the Special Education staff and ELL staff to **intentionally recruit students** who have different needs, and those for whom English is not a first language. Additionally, two community events will be held for parents and students. Flyers will also be mailed home to students who identify as underrepresented in higher education. Students who have expressed interest in careers that are supported by the EC pathways in their 9th grade survey (Business, Health, Education) will also be interviewed by guidance counselors to learn more about the EC program.

Looking Ahead: Early College Planning Grant

FC461 Overview

All Part A Applicants will receive information about this potential grant opportunity via email on Monday, August 29th

- Information session to be held @ 11am on September 2nd
 - Register here: <http://www.doe.mass.edu/conference/?ConferenceID=10373>
- Completed materials emailed to Rebekah Barr (Rebekah.Barr@mass.gov) by Friday, September 9th

Eligibility & Fund Use

- Competitive grant open to Part B applicants
- Priority will be given to programs who did not receive planning funds through the EC office in FY21 or FY22
- Full School Impact and Incubator Grant recipients will not be eligible
- Awarded funds need to be expended by August 31, 2023

Closer Look: Considerations for Part A

Program Enrollment

Based on research, the most effective early college models are those that are either a self-contained school, or those with a critical mass cohort size, to allow for growth and exploration of students and prioritization of program priorities within respective institutions. One aim of this initiative, therefore, is to support this larger cohort model as well as the expansion of existing programs. That said, at this stage of Early College growth in Massachusetts, we appreciate that some programs are in nascent and startup stages, and in other cases, expansion is challenged by concerns about feasibility. Therefore, while there are no minimum initial cohort size

requirements for applicants, the ECJC is likely to prioritize proposals with critical mass and may defer approval for plans it judges unlikely to be sustainable or cost-effective.

Source: Designation Criteria (2017)

large scale Designated Early College program
vs.
targeted and highly intentional Designated Early College program

Exploring Components of the Part A Application

All Principles Lead to Equity

Design Principles

Under the Early College Designation put forth by the Massachusetts Board of Higher Education (BHE) and Board of Elementary & Secondary Education (BESE), approved designated early college programs in Massachusetts will align with the following design principles:



1. Equitable Access

targeting underrepresented students in higher education



4. Connections to Career

through workplace and experiential learning experiences



2. Academic Pathways

that are well integrated and aligned with college and career



5. High-Quality & Deep Partnerships

between high schools and colleges



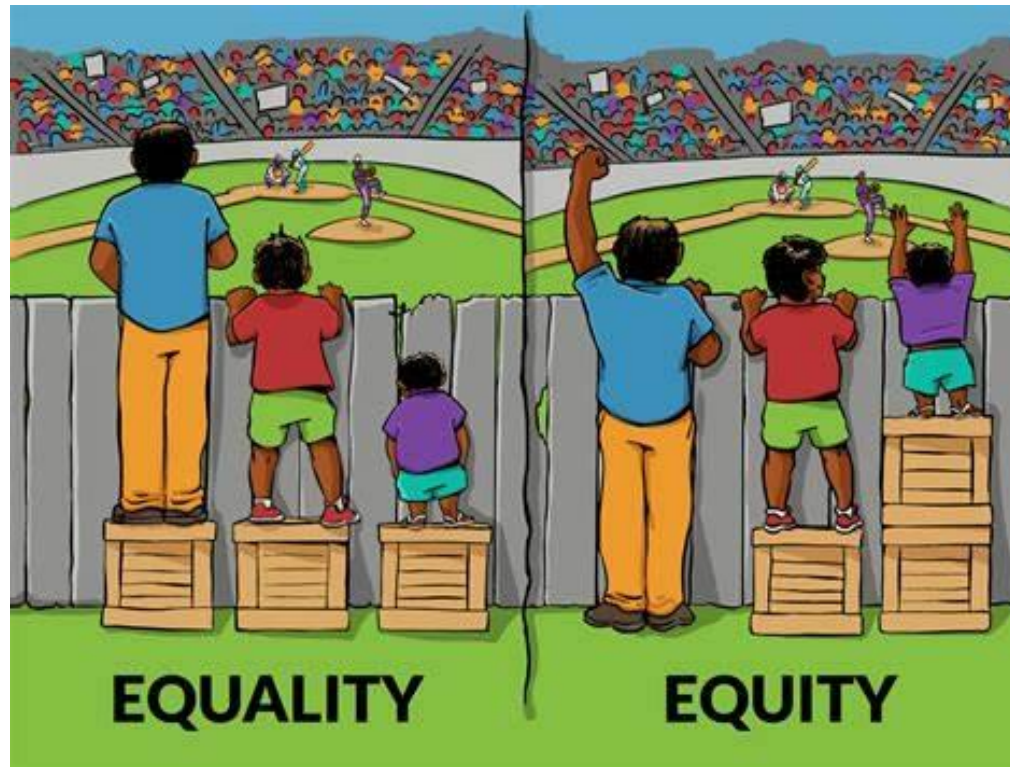
3. Robust Student Support

in both academics and advising

Source: [DHE Early College webpage](#)

Guiding Principle 1: Equitable Access

Equity ~~=~~ Equality



Equity & Program Enrollment

Guiding Principle 1: Equitable Access

Designated programs should prioritize students underrepresented in higher education enrollment and completion. To facilitate this, programs should be structured to eliminate barriers to student participation. Design might therefore include, but not be limited to, tuition-free participation, open enrollment without regard to prior academic performance, student supports to promote success, scalability, multiple entry points for students, and student supports to prepare students for entry into the program.

Equity

Equity is embedded in each components of the program including: recruitment and outreach, program entry, program participation, college course taking, and student supports

High School Redesign

- Logistics to accommodate program
 - Staffing
 - Scheduling
 - Student supports
 - Transportation
- Realigning mission and vision
- Building effective partnerships

Exploring Components of the Part A Application

Understanding Differences Between Program Enrollment and College Course Enrollment

Early College **Program** Enrollment

Entry into the Early College program should be as open as possible

and

Students who do not identify as college-going should be **actively recruited** into the program

Early **College Course** Enrollment

“From the start, programs should plan to incorporate necessary academic preparation and supports to ensure participants are able to be successful in the program and **meet one** of multiple possible measures of college readiness to pursue college coursework.”

College Coursework for Academic Pathways

- Onboarding courses/skill preparation
- MassCore
- MassTransfer
- English and Math as foundational courses
- Multiple measures/avenues into coursework

College Acculturation

“How is this program going to intentionally develop a college going identity in student participants (and therefore faculty and staff as well)?”

- Experiences on the high school campus:
 - Workshops, guest speakers, college instructors in classrooms, dedicated “Early College” space for students, “Near Peer” tutors, field trips to college campuses
- Experiences on the partner college campus:
 - In person course taking, dedicated “Early College” space for students, opportunity for EC students to participate in college clubs, optional summer experiences

provided to students in cohorts, by both partners

Student Supports

- Support services open to all students vs. intentional design to support Early College students based on their specific needs
- MyCap is the avenue by which students “connect the pieces”

Questions?