# Early College Designation Part A Application - Due August 26, 2022

## For parties seeking an MA Early College Designation in Spring 2023 for SY2023-24 enrollment.

### ****Welcome to the SY23 Early College Part A Designation Application**** Below are the required questions to complete Part of the Early College Designation application due August 26, ****2022****. As you prepare your responses, please plan to consult the EC 2021 Designation Application Companion Document.Here you will find extensive information onthe Designation process and requirements. The Companion Document also provides important information in regards to the criteria to be met under each of the five Guiding Principles. The scoring rubric for the MA Early College Part A Designation Application will be aligned with both this survey, and the specified criteria within the Companion Document.  ****Primary Contacts**** Kristin Hunt, Early College Director, [Kristin.E.Hunt@mass.gov](mailto:Kristin.E.Hunt@mass.gov) (781) 661-8257 Rebekah Barr, Early College Specialist, [Rebekah.Barr@mass.gov](mailto:Rebekah.Barr@mass.gov) (781) 338-3195

## Applicant Information

### ****Application Instructions**** This application may be completed in multiple sessions. You may save and return to this electronic application by providing your email address via the "save and continue later" button (see the grey "pull-down" in the top right corner.)  For technical assistance or for a MSWord version of the application for reference, please contact Rebekah Barr at [Rebekah.Barr@mass.gov](mailto:Rebekah.Barr@mass.gov)

### *Note: This Word Doc is available as a guide for planning, the Part A Application must be submitted in Alchemer here:* [*https://survey.alchemer.com/s3/6771243/MA-Early-College-Designation-Part-A-Application-Due-August-2022*](https://survey.alchemer.com/s3/6771243/MA-Early-College-Designation-Part-A-Application-Due-August-2022)

### ****K-12 Partner Applicant Contact Information****\*

District Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

High School Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K-12 Lead Contact Person - First Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K-12 Lead Contact Person - Last Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K-12 Lead Contact Person - Title (e.g., Principal, Head of School, Executive Director)\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K-12 Lead Contact Person - E-mail\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K-12 Lead Contact Person - Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### ****Institution of Higher Education Partner Applicant Contact Information****\*

Institution of Higher Education (IHE) Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHE Lead Contact Person - First Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHE Lead Contact Person - Last Name\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHE Lead Contact Person - Title\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHE Lead Contact Person - E-mail\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHE Lead Contact Person - Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **For the K-12 Applicant:**is this Designation application for an entirely new Early College program or to enhance a currently existing program with an additional partnership?

If either the K-12 school or the postsecondary institution already operate a Designated Early College program, please elaborate on the preliminary plans to integrate this new program alongside those existing programs.

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### **For the K-12 Applicant:**Do you have Designated Innovation Pathways, or offer CVTE programming? If so, please name. Please also note below if you are planning to apply to any of these programs this upcoming 2022-2023 year.

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#### Does this partnership currently have a dual enrollment agreement in place?

( ) Yes

( ) No

#### Designated programs are expected to enroll students within the Early College program no later than 10th grade, so that students participate in at least 3 years of pathway activities, courses, and supports.

#### Please indicate here what grade level and term students will formally enroll in the Early College Program.

[ ] 9th Grade – Fall

[ ] 9th Grade – Spring

[ ] 10th Grade – Fall

[ ] 10th Grade - Spring

[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Because all Designated Early College K-12 partners are required to integrate MyCAP into their programming, applicants are expected to participate in DESE’s MyCAP training before, or concurrently with their participation in the Early College designation process.

#### The training will equip them to fulfill Early College expectations for high quality college and career advising and embed MyCAP into the program. Please confirm whether you have participated in this training or are planning to do so.

( ) The K-12 applicant high school has already completed MyCAP training.

( ) The K-12 applicant high school will register and participate in the College and Career Advising Workshop Series in FY23.

### If completed, when did the applicant complete MyCAP training? (Note month and year.)

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#### If completed, would applicant high school be interested in a refresher training or sending a new team for training?

( ) Yes

( ) No

## Introduction

### I. Please provide an introductory narrative describing the proposed partnership, the mission and vision for this Early College program, and the desired impact of the program. Describe the importance of the proposed Early College program for your students, your school and campus, and your region.

### Explain how Designation is integral to the development of your early college program.Discuss any anticipated challenges the program might face in implementation and preliminary solutions for addressing those challenges. ****Field limited to 1,000 words.\*****

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#### II. Provide the targeted student enrollment for the first years of the program (including current enrollment for existing programs seeking Designation). List by grade level if easier to explain.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Number of Students (enrolled in previous year) | Projected Number of New Students | Total Students |
| Fall 2022 (if existing program) |  |  |  |
| Fall 2023 |  |  |  |
| Fall 2024 |  |  |  |
| Fall 2025 |  |  |  |
| Fall 2026 |  |  |  |

III. Please describe the preliminary rationale for the intended scale of the Early College program and name the projected total enrollment.

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IV. Please describe the proposed funding plans for the Early College program, and confirm that the program will be offered free of all costs for students and families (including courses, textbooks, and transportation).

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## Adherence to Guiding Principles

#### ****GUIDING PRINCIPLE 1 - EQUITABLE ACCESS**** *Designated programs should prioritize students underrepresented in 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.* 1. Please provide an initial analysis of school demographics to demonstrate need for Early College programming. Explain how this data will be used to identify and prioritize students for ongoing recruitment into the Early College program.

### Please refer to the Designation Criteria Companion Document for guidance regarding student demographics.

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2. Describe the program’s initial plan for scaling the Early College program. The initial plan should address logistics, funding, space, and school size.

### Please refer to the Designation Criteria Companion Document for guidance regarding program scale.

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### 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.

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### 4. Please describe the initial enrollment policy into the Early College program with details on how it as inclusive as possible and will enable underrepresented students to participate and 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. Please refer to the Designation Criteria Companion Document for guidance regarding enrollment components to integrate.

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#### Upload any additional supporting documents for Guiding Principle 1 - Equitable Access here.

### ****GUIDING PRINCIPLE 2 -  GUIDED ACADEMIC PATHWAYS**** *****Guided academic pathways ensure that students experience coherence, clarity, and connection as to their path, but flexibility as to their exploration. And these pathways also ensure that young people develop identities as college going students. As a corollary, we hope for a similar combination of innovation and structure with regards to early college program design itself. Early College Designation will not require that a pathway be in a specific field (nor is such specificity precluded), although designation expectations require that students will, at a minimum, be educated as to their postsecondary education and career options and the connection between both.*****

### 1A. Provide a general description of the intended academic plan for Early College students. Include a brief breakdown of the academic plans by grade level, as well as a preliminary description of any specific Early College pathways to be offered.

### Please refer to the Designation Criteria Companion Document for guidance regarding the academic plan.

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### 1B. Describe preliminary plans to prepare students for college coursework, after their enrollment in the program. Within the description, name any preparatory courses (high school or college level).

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### 1C. Please provide the proposed measures for determining students’ readiness for college coursework.

### Please refer to the Designation Criteria Companion Document for guidance regarding measures of readiness for college coursework.

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1D. Please describe, by grade level, the proposed MyCAP plan that will be incorporated to track the social emotional, academic, and career development of individual Early College participants.

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

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1E. Please upload a preliminary course scope and sequence. For each course listed, indicate how the college coursework meets MassCore/high school graduation requirements, and will reflect MassTransfer courses.

### Please refer to the Designation Criteria Companion Document for guidance regarding scope and sequence.

### 2. Outline redesigned scheduling plans that would ensure the program, including both coursework and student supports, takes place during the school day.

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### 3. Please provide an initial proposal of when and where college coursework will be completed. Include a description of how coursework is articulated with a high school’s graduation requirements.

### Please refer to the Designation Criteria Companion Document for guidance regarding college coursework.

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### 4.  Describe plans to acculturate Early College participants to both the college experience broadly as well as at the partnered IHE campus.

### Please refer to the Designation Criteria Companion Document for guidance regarding college immersion experiences for students.

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#### Upload any additional supporting documents for Guiding Principle 2 - Guided Academic Pathways here.

### ****GUIDING PRINCIPLE 3 - ENHANCED STUDENT SUPPORTS**** *****Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.***** 1. Identify the academic and nonacademic challenges that may arise for students in the proposed Early College program.

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### 2. Provide an outline of supports for academic, nonacademic, and career development for students. For each support outlined, indicate which partner will provide the support, to whom it would be provided (i.e., Early College cohort, sub-group of students at school, or whole school population), and when and where it would take place. Please refer to the Designation Criteria Companion Document for additional guidance regarding student supports.

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#### 3. Provide the contact information and current role for the individual(s) responsible for coordinating student supports at each partnering institution. If the role requires staff to be hired, please name that here, and upload a proposed job description below.

K-12 Student Support Staff Contact Information and Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHE Student Support Staff Contact Information and Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Upload a proposed job description(s) here. Up to 5 files may be uploaded.

#### Upload any additional supporting documents for Guiding Principle 3 - Enhanced Student Supports here.

### ****GUIDING PRINCIPLE 4 - 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.***** 1. Outline the college and career counseling plan for Early College students, incorporating early career development and career and postsecondary education exploration. This preliminary plan should be grounded in employability skills and labor market information.

**Please refer to the Designation Criteria Companion Document for additional guidance regarding MyCAP and college and career counseling.**

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### 2. Describe the program’s plan to engage area employers (when relevant) to support connections between student’s guided academic pathways and their career exploration. If relationships with area employers already exist, please name those here.

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#### Upload any additional supporting documents for Guiding Principle 4 - Connection to Career here.

### ****GUIDING PRINCIPLE 5 - EFFECTIVE PARTNERSHIPS**** *****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.***** 1. Please describe how the K-12 school and postsecondary institution plan to be fully integrated partners in the program work. Please identify roles and responsibilities of each partner during the planning process.

**Please refer to the Designation Criteria Companion Document for additional guidance regarding institutional partnership plans.**

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### 2. Please provide information on the leadership at each partner institution who are empowered to make decisions around the Early College program in this process. This includes leaderships at the individual K-12 institution, the K-12 district, the higher education institution, and any other major stakeholder.

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### 3. Please identify key costs of program operations for both institutions, including, but not limited to, per credit student support and student transportation.

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

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### 4. Please provide an outline of the logistics of the Early College pathways regarding graduation requirements, course taking requirements, and pathways to credentials, if offered.

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### 5. Outline the proposed plan to hold discussions concerning collective bargaining agreements, at both the K-12 and higher education level, as needed. Where there is a requirement for local bargaining relating to any aspect of the pathway, local requirements must be followed.

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#### Upload any additional supporting documents for Guiding Principle 5 - Effective Partnerships here.

## Thank You!

### Thank you for submitting the Part A Application of the Massachusetts Early College Designation process. Your response has been recorded. Once all Part A Applications have been submitted, we will provide a copy of your responses to you for your record.