

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 |
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| 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? Guiding Principle 1 | <input type="checkbox"/> | <input type="checkbox"/> |

Structure and Operations

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| Have the partners discussed designated staff for the Early College program? Guiding Principle 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the IHE have the physical space available to accommodate Early College students? Guiding Principle 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 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? Guiding Principle 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 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"/> |

Prioritizing Equity

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| <p>Have the partners had a preliminary conversation between partners with regard to making the Early College program free to all students? Guiding Principle 1</p> | [] | [] |
| <p>Have partners determined which student populations at the secondary school would most benefit from this Early College program?</p> | [] | [] |
| <p>Have the partners had a preliminary conversation with regard to an open enrollment process into the Early College program*, that:</p> <ul style="list-style-type: none"> - promotes equitable access for all students, regardless of prior academic record? - prioritizes the enrollment of students underserved in higher education? - integrates particular strategies for supporting Black and Latinx students? <p>Guiding Principle 1</p> <p>*Note: students enter into the Early College program and then they receive relevant academic support to be ready for enrolling in college courses. The intentional design of the program should prepare students for the courses.</p> | [] | [] |

High School Redesign: Academic Pathways and Student Supports

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| <p>If the high school partner already has Innovation Pathways or CVTE programming, have the partners discussed how students will be aware of, and guided through, the various programs?</p> | [] | [] |
| <p>Have the partners had preliminary conversations about scheduling, so that coursework and supports for Early College students would be offered during the traditional school day? Guiding Principle 2</p> | [] | [] |
| <p>Have the partners broadly envisioned students' experience in the Early College program, from the time of their enrollment (in 9th or 10th grade) to graduation? Guiding Principle 2</p> | [] | [] |
| <p>Have the partners discussed which guided academic pathways they would like to offer? Are the proposed courses in these pathways broad and widely transferable to both other courses of study, and other institutions? Guiding Principle 2</p> | [] | [] |
| <p>Have partners considered alignment between high school graduation requirements and college coursework?*</p> <p>*Note: it is strongly encouraged, at minimum, that students complete at least English Composition and a Math course as part of their college coursework.</p> | [] | [] |

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| <p>Have the partners discussed a preliminary plan for wrap around supports for Early College students? Do both partners have the infrastructure and/or finances in place to provide these? Guiding Principle 3</p> | [] | [] |
| <p>Does the secondary institution already use an online platform such as Naviance or MEFA Pathways that is integrated into the advising program at the school? (Aligned career and college counseling is a required piece of the Early College designation, including the guided use of MyCAP beginning in 9th grade.) Guiding Principle 2</p> | [] | [] |

The College Experience

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| <p>Have the partners discussed how this Early College program will create a college going identity in student participants?</p> | [] | [] |
| <p>Have the partners discussed a preliminary transportation plan for Early College students to attend events, advising, and college coursework at the IHE? Guiding Principle 5</p> | [] | [] |
| <p>Have the partners discussed college exposure activities for Early College cohorts? Guiding Principle 2</p> | [] | [] |