

**Massachusetts Department of Higher Education
Massachusetts Department of Elementary and Secondary Education**



**Early College Program Designation: Final Application
December 2017**

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Early College Program Designation: Final Application Timeline

The Executive Office of Education, Department of Higher Education, and Department of Elementary Education invited any program interested in receiving an Early College Program designation to submit a preliminary application in September 2017. After reviewing the preliminary applications, those with promising early college programs have been invited to continue the process and are the only entities eligible to submit a final application to receive an Early College Program designation. Departments will provide technical support as qualified applicants prepare materials for submission.

The application for a Massachusetts Early College Final Designation is due no later than 5pm on February 9, 2018.

The Early College Joint Committee will award Early College Designation to applicants who have met all requirements in the spring of 2018, with the expectation that designated programs would launch in the fall of 2018.

Frequently Asked Questions

If you are seeking additional information on the designation process, please email pathways@doe.mass.edu.

Early College Designation: Final Application

PLEASE NOTE:

Below you will find the information required to receive Massachusetts Early College Program designation. Based on learning and feedback from the preliminary application phase, we are working to develop the submission platform for this final application phase, and we will be sharing that with you within the next few weeks.

Please also note that the departments reserve the right to conduct in person interviews with applicants following submission of the final application.

I. Applicant and Partner Information

Early College Program designation applicants must consist of a partnership between at least one institution of higher education (IHE) and one K-12 high school partner. Partners must submit one application and must apply jointly under the signatures of the college or university president and the district superintendent/charter school leader.

Institution of Higher Education Applicant(s)				
K-12 School Applicant(s)				
Institution of Higher Education Applicant(s) Presidents				
Institution of Higher Education Applicant(s) Primary Contacts (Name, Title, Phone, Email):				
	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
Mailing Address:	<i>Street Address</i>			
	<i>City</i>	<i>State</i>	<i>ZIP</i>	
Phone/Email:				
	<i>Preferred Phone</i>	<i>Email Address</i>		
K-12 School Applicant(s) Superintendent Name and contact information:				
	<i>Name</i>	<i>Phone</i>	<i>Email</i>	
Mailing Address:	<i>Street Address</i>			
	<i>City</i>	<i>State</i>	<i>ZIP</i>	
Phone/Email:				
	<i>Preferred Phone</i>	<i>Email Address</i>		

Indicate if you are applying for competitive funding for the implementation phase:

Yes

No

The Departments will award designation to all applicants who fulfill essential elements of early college program design and provide sufficient evidence that the program has enrolled students as defined by the Early College Designation Criteria, or that the applicant has developed all necessary infrastructure to begin enrolling students upon designation. Note that this is not a competitive process as there is no cap on the number of designations. In contrast, funding will be awarded competitively in accordance with the requirements articulated within this competitive funding section of the application.

Assurance

Please check the corresponding box to confirm agreement.

II. The Final Application

This application is the final phase of the process to receive a Massachusetts Early College Designation. At this stage, applicants will be required to demonstrate with clear evidence that the program will fulfill the essential elements of early college program design and provide sufficient evidence that the program has enrolled students as defined by the Designation Criteria, or that the applicant has developed all necessary infrastructure to begin enrolling students upon designation. While many of the requirements in this phase of the application are similar to those requested at the preliminary phase, the expectation at this phase is that responses will not only be descriptive, but will provide evidence related to each aspect of the program, showing actual policies and materials created for the program and providing sufficient detail to demonstrate complete program planning.

Note that should applicants successfully demonstrate the evidence necessary to receive a Massachusetts Early College Designation, the designation will be issued as a five year performance contract, with reporting and review/check-in obligations to be determined by the agencies.

III. Adherence to Guiding Principles

The following pages describe the Guiding Principles that are the framework of the Massachusetts Early College Final Application Criteria. Please review the description of each of the Guiding Principles, and respond to questions that correspond to the criteria.

1. Equitable Access

Designated programs should prioritize students underrepresented in post-secondary education enrollment and completion. To facilitate this, programs should be structured to eliminate barriers to student participation in early college programs, and should affirmatively and actively recruit students. 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.

Final designation criteria to demonstrate equitable access:

The applicant shall continue to meet all criteria requisite for preliminary application for designation. In addition, the applicant must demonstrate:

1. *Long-term program design reflects a reasonable plan to target enrollment of significant scale relative to school/school district size.*
2. *Program design reflects thoughtfulness and opportunity with regard to multiple student entry and exit points in the program. A program will demonstrate a clear pathway for students but will also be designed to allow for multiple entry points for students. Program design will also be structured such that should a student need to exit the program, the student will be able to transition out of the program and back into the traditional or a different high school program in a coherent way.*
3. *The applicant will also submit the following:*
 - a. *Longitudinal data showing student enrollment trends.*

- b. *Needs assessment demonstrating potential district need for such a program in the district or region.*
- c. *Written 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).*
- d. *Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.*
- e. *Materials used for outreach, including but not limited to, brochures and marketing in Spanish, English, and/or relevant second language(s).*
- f. *Written admission policy, including a potential lottery process and minimum program enrollment requirements.*
- g. *Calendar of family/parent outreach events and other opportunities to educate students, counselors, principals, parents, the school board, and community members on the Early College program.*

The designation criteria pursuant to this guiding principle are designed to focus on the goal of closing achievement gaps and offering educational models to leverage students' own personal assets and help them thrive. Research of early college models nationally has demonstrated the effectiveness of designing early college to ensure equitable access. As such, the Massachusetts Early College program designation is designed with the goal of broadening access to college through this model.

This portion of the application is aimed towards keeping entry into early college pathways as open as possible, particularly with regard to prior academic performance. It is also focused on prioritizing program design and enrollments for students who have historically been underrepresented in higher education. Therefore, applicants are encouraged to make real, targeted, and thoughtful efforts to aggressively recruit students who may be the first in their family to go to college; who are part of demographic groups historically underrepresented in higher education; who may be English language learners; who may be students with disabilities; or who may otherwise not yet possess a perception that they may be a college going student. Please note that for programs in high schools and districts with a student population overwhelmingly comprised of students who fall into the aforementioned categories, the expectation remains that applicants will demonstrate the manner in which recruitment activities are concluded such that the largest possible number of students is both aware of the availability of the program, and that students are encouraged to realize their potential of pursuing postsecondary education.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Growth and Scale:** Please describe and demonstrate the plan for growing/scaling the Early College Program. This should include detailed program size projections and a plan to realize this growth for each year from AY18-19 through AY21-21, with specific details on cohort size for each grade level of student participation, as well as written plans for facilitating planned growth. (This may be a repeat from your submission during the preliminary phase, but we request a recapitulation or an update of the data you shared at that stage, as well as further detail regarding

specific grade cohort size targets). This section should also include, but is not be limited to, any current or future plans regarding physical plant dedicated to the program, plans for any future potential partnerships, and targets with regard to future cohort size. (Criteria 1).

- B. **Admission and Student Entry:** Please describe in detail the plan for Early College student entry (and exit) points pursuant to the criteria description above. In addition, please also provide the written admission policy for the program, which should include any minimum program enrollment requirements. Please include a detailed plan for program selection should student interest outstrip enrollment capacity. (Criteria 2, 3f)
- C. **Enrollment Trends and Goals:** Please provide data showing student enrollment trends at each high school included in this application (as was submitted in the preliminary application phase and indicating student population broken down by race, including percentage of English language learners, students with disabilities, economically disadvantaged students, and high needs students. Please attach a spreadsheet/document that includes current high school enrollment data for each high school as well as a similar demographic breakdown for applicant Early College enrollment goals in year 1 and in year 5 of the program. (Criteria 3a)
- D. **Needs Assessment:** Describe the process and results of any district or regional needs assessment conducted to determine student and parent interest in the proposed programming as well regional demand. (See Criteria 3b).
- E. **Outreach and Recruitment:** Please provide a detailed written recruitment and communication plan, mindful of the considerations described above. This plan should also include timeline of recruitment or enrollment events, including outreach efforts to families, counselors, principals, and community members, as well as students. Describe how, students, parents, and guardians are—or will be—informed of the Early College opportunity, particularly those families of first generation college goers. (Criteria 3c and d).
- F. **Recruitment Materials:** Please attach any recruitment materials for the Early College program (including materials in other languages). (Criteria 3e).
- G. **Shared Commitment to Equitable Access:** Building equitable access to postsecondary access, persistence, and completion is a foundational aspect of the Early College model and of the Commonwealth's designation process. Please provide a narrative statement reflecting the shared vision among partners for how this early college program will meet that goal of building true equity for your students.

2. **Guided Academic Pathways**

Designated programs should be structured around clear and detailed student academic pathways from secondary and post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. In the Early College pathway, students should be expected to complete at least twelve college credits that count towards a postsecondary credential. Programs should also offer students substantive exposure to career opportunities in high demand fields, allowing them to make an informed decision about which career pathway to pursue. Students should also be exposed to the authentic experience and academic rigor of postsecondary education. This would require validating that courses are as rigorous as college level courses offered on campuses. Further, programs should prioritize allowing students to take

courses on college and university campuses where possible, and otherwise offer experiences intended to acculturate students to the post-secondary experience.

Final designation criteria to demonstrate Guided Academic Pathways:

The applicant shall continue to meet all criteria requisite for preliminary application for designation. In addition, the applicant must provide:

- 1. Scope and sequence evidencing a course of study allowing for all students who complete the program as designed to graduate with at least 12 college credits.
 - a. We strongly suggest that, at a minimum, students complete English Composition I or the equivalent and a college-level mathematics course prior to completion of the early college program. Students should be identified as more interested in a STEM or non-STEM pathway for the purposes of completing a math course that will be appropriate for their field of study.*
 - b. Further, as stated above, program design should reflect an effort to ensure that student course taking aligns with MassTransfer Pathways. As such, it is recommended that the remaining course sequence be mapped with major requirements for a particular "A2B Mapped Degree Pathways or with the MassTransfer GenEd Foundation.*
 - c. Program design should also reflect a pathway that allows a student to complete both a 2 year and 4 year degree, should they wish to matriculate to a higher education institution after graduating from high school. As such it is strongly recommended that program design be consistent with course sequencing and aligns with admissions requirements for the Massachusetts public four year institutions, such as completing MassCore. If, for some reason, program design does not so align, applicants must justify its decision to do so.**
- 2. Evidence of curricular alignment between high school and college courses.*
- 3. Proposed schedules for students enrolled in the Early College High School program. Note that should the proposed program require a Student Learning Time waiver, the application for that waiver should be included in the application for final designation.¹*
- 4. Sample redacted individualized learning plan (ILP), including connections between areas of interest and exposure to postsecondary options and career opportunities.*
- 5. Proposed high school course catalogs or additions to existing catalogs, including program outlines and course descriptions and syllabi.*
- 6. Written policy for placement of students into college courses that includes strategies for assuring student preparedness. Early college partners are strongly encouraged to explore alternatives to determine student placement.*

¹ Programs should provide sufficient time on learning for all students engaged in early college programs. A number of [flexibilities](#) outside of class time are permissible to meet the [180 day/990 hour requirements](#), and the vast majority of high school program designs should meet these requirements. However, if the proposed early college program requires additional flexibility due to an innovative schedule designed to meet specific student needs, the program must seek a waiver from the student learning time requirements, and can refer to [this link](#) for further information on the requirements of that waiver submission.

Guided academic pathways ensure that students experience coherence, clarity and connection to a clearly articulated end goal, but flexibility in their exploration of options within their field of interest. 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 regard 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 informed and prepared to make choices about their postsecondary education and career options and the connection between both.

More specifically, designation will prioritize the valuable work of our public campuses to develop Associate's to Bachelor's degree pathways between the public two and four year institutions. Applicants should, at the program design phase, think deeply not only about the pathway within the early college program itself, but also the value of the courses and credits achieved by students who successfully complete early college and how they would transfer to degree programs.

Understanding that some applicants may include postsecondary partners who are not public higher education institutions, we request that in those cases, partners develop pathways that are part of a clear course of study at the partner higher education institution. Furthermore, we understand that there may be programs that are designed as intentional pathways but not aligned with a major or course of study that is currently mapped. Ultimately, however, the designation will require evidence the early college courses provide relative flexibility for students but also credit attainment that supports a student in earning an associate's and/or a bachelor's degree.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Detailed Scope and Sequence**: Recognizing that all applicants submitted a scope and sequence as part of the preliminary application, we ask that you again submit a scope and sequence for this phase as well, which should include any updates and further detail developed through planning. Please incorporate any feedback received following the initial phase. Please also provide a template/sample schedule for the entirety of the students' high school course taking in addition to those courses that will be taken for college course credit; this schedule must indicate all course names, course numbers, the number of credits per college course, and the number of credits a student will have earned cumulatively at the end of each year. Applicants should also identify which courses will be offered on campus and which will be offered at the high school. In this submission, it should be clear how students will be prepared for college course taking prior to enrolling in those courses, including the use of co-requisite model to support college-level math taking. This document should also provide detail regarding both how the courses will serve to fulfill MassCore and the high school graduation requirements. (See Criteria 1c). If the IHE partner is a Massachusetts public institution, please also note how/whether courses are aligned with MassTransfer Pathways (which may include the A2B Mapped Degree Pathways, the MassTransfer GenEd Foundation, or the MassTransfer STEM GenEd Foundation). (Criteria 1a, 1b, 1c, 2).

- B. **My Career and Academic Plan (MyCAP), formerly referred to as Individualized Learning Plans:** Please provide a detailed description of the partners plans for implementation of MyCAP. See also Section 4, Connection to Career. (Criteria 4).
- C. **High School Course Catalog and College Course Descriptions:** Please provide the portion of the high school course catalog referring to the Early College program, including the program outline and course descriptions as shared with students. If this is provided as part of the response to question A, please reference that fact. If information on your proposed program is available on your website(s), please provide relevant links. (Criteria 5).
- D. **College level course taking assessment:** Please provide the written policy for placement of students into college courses, including how students are assessed for course taking preparedness. Please also provide any detail with regard to support provided to early college students to prepare for a successful assessment. (Criteria 6).

3. Enhanced Student Support

Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.

Final designation criteria to demonstrate enhanced student support:

The applicant shall continue to meet all criteria requisite for preliminary application for designation. In addition, the applicant must provide:

1. *Comprehensive plan for ongoing academic and non-academic support so students will be on a pathway to take college courses in high school; the plan must address supports for English Language Learners, students with disabilities, and first generation college students.*
2. *Student schedules evidencing advisory/or college access/ readiness and support time built into the program.*
3. *If the proposed schedule for students is not likely to meet the minimum 180 days/990 hours of instruction, applicant shall include a description as to how the proposed schedule will ensure that students will have sufficient access to learning supports to successfully complete program requirements.²*
4. *Advisory/study skills curriculum material and tutoring schedules.*
5. *Detailed calendar of awareness activities for current and prospective students, including application assistance, financial aid counseling, and college and career advising.*
6. *Policy on communicating to students that they are at risk for failing a course, supports for helping the student get back on track, and actions that may or may not be taken if a student fails a course or multiple courses.*

Early college should reflect a holistic program design in contemplation of the lived experience of the target student population. Specifically, programs are encouraged to develop student

support in consideration of the whole student. Therefore, programs should contemplate student development broadly which factors in support towards development of academic proficiency as well as consideration of barriers faced inside and outside the classroom.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Overall Student Support:** Please provide a comprehensive plan for how the applicant partners will create a personalized learning environment and student academic and support services to maximize student success, such as tutoring or mentoring and social and emotional supports for Early College students. The plan should address supports for all students. Please note that this plan should specifically include support for English language learners and students with disabilities. This plan should include a plan for the manner in which students' Individualized Education Plans (IEPs) will reflect accommodations and modifications for both high school and college course taking. This plan should also include detail on any orientation or mentoring provided to students as they join the community at the institution of higher education. (See Criteria 1)
- B. **Guidance/Advising:** Within the student support plan, please also detail the plan for ensuring students receive clear guidance and advising support throughout the program, both at the high school and the college level. This advising support should include support for academic course taking, exploration of career opportunities, and social/emotional support. Response to this question may include—but is not limited to—submission of sample student schedules to demonstrate where/when/with whom that activity will occur. (See Criteria 2)
- C. **College awareness:** Please detail the plan for creating and implementing strategies to provide students robust exposure to postsecondary opportunities and long term planning, which should include information about choosing potential majors, learning about financial aid opportunities including student loan considerations, learning about the college application process, and learning about how programs of study link to careers. (See Criteria 5)
- D. **Course Failure Policy:** Please provide the program's policy on communicating to students that they are at risk for failing a course, communicating consequences of failing college courses (e.g. Pell eligibility), supports for helping the student get back on track, and actions that may or may not be taken if a student fails a course or multiple courses. In addition, indicate how students and families will be apprised of the program's policy. (See Criteria 4 and 6)

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.

Final designation criteria to demonstrate connections to career

The applicant shall continue to meet all criteria requisite for preliminary application for designation. In addition, the applicant must provide:

1. *Proposed career development education activities, by grade level, that include awareness, exploration, and/or immersion (internships, proposed career pathways) that consider labor market information.*

2. *A five-year plan for proposed career development education activities for students with contact information, evidencing a commitment of community businesses and other partners to expose students to a variety of potential career options and possible internship opportunities.*
3. *Identification of the higher education partner's commitment and resources to help support connections between education and career.*
4. *Incorporation and integration of an online tool for use in college and career counseling (e.g., Naviance or MEFA Your Plan for the Future).*

This guiding principle dictates that designated early college programs should be designed to support college and career readiness such that students are expected to develop awareness of their educational growth and development while understanding the manner in which their educational path is connected to career opportunities. This connection should be framed broadly, to allow students to explore career possibilities and to more generally develop foundational employability skills necessary to thrive in any work environment.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Career Development:** Provide a list of proposed career development education activities for students in the program, both within the high school as well as those activities and/or resources available to early college students at the higher education institution. Career development education activities may include awareness, exploration, and/or immersion (internships, proposed career pathways). Please also indicate how these activities are linked to/planned in consideration of labor market information and, to the extent possible, describe the involvement of community businesses and other partners. If applicable, please include information regarding specific community and employer partners that will be involved in this aspect of the program. (See Criteria 1, 2, and 3)
- B. **My Career and Academic Plan (MyCAP)³:** Individualized student planning for college and careers is a multiyear process that is foundational to student success. Explain how the program will implement a personalized planning process to provide guidance in planning a degree path(s) that supports various careers and for all students using a MyCAP tool, and specify which on-line platform will be used (Naviance, MEFA Pathway [formerly Your Plan for the Future], MassCIS, or other) to drive the planning process. (See Criteria 4)

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.

³ Formerly Individual Learning Plans (ILPs),

Final designation criteria to demonstrate effective partnerships

The applicant shall continue to meet all criteria requisite for preliminary application for designation. . In addition, the applicant must provide:

1. *A joint or common vision statement agreed upon by partners, and ideally the value add of each partner.*
2. *A current, signed Memorandum of Understanding (MOU) that defines an active partnership between the school district(s) and the institution of higher education (IHE) that addresses topics including, but not limited to:*
 - a. *the location and proposed faculty of the courses offered in the Early College program ;*
 - b. *the anticipated costs and planned funding sources for all instruction costs and for all support, logistical, administrative and other activities, including but not limited to costs for tuition, fees, and textbooks;*
 - c. *student transportation;*
 - d. *program coordination plan;*
 - e. *student support plan;*
 - f. *faculty support plan; and*
 - g. *career partnership coordination plan.*
3. *The MOU shall also include the following necessary components:*
 - a. *grading periods and policies;*
 - b. *courses of study;*
 - c. *curriculum alignment;*
 - d. *instructional materials*
 - e. *instructional calendar*
 - f. *student enrollment and attendance policies*
 - g. *provisions for discontinuing ECHS program operation in the event that becomes necessary;*
 - h. *provisions and processes for collecting, sharing, and reviewing student and teacher data to assess the progress of the ECHS program;*
 - i. *policy for advising students on the transferability of all college credits offered and earned;*
 - j. *professional development for ECHS faculty (including both district and IHE faculty/staff);*
 - k. *policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned;*
 - l. *policy addressing the role of each partner in the resolution of student issues (including student conduct, investigative procedures, consequences); and*
 - m. *indication of how often the MOU will be reviewed.*
4. *The MOU shall also detail performance measure goals, and how the data attached to those measures will be collected, analyzed, and disseminated. Those measures should include but not be limited to the following:*
 - a. *retention rate of participating students;*
 - b. *high school graduation rate of participating students;*
 - c. *percentage of participating students who complete the program;*
 - d. *percentage of participating students who gain postsecondary credits and how many credits;*
 - e. *percentage of participating students who achieve an Associate's or Bachelor's degree within three or six years of high school graduation; and*
 - f. *college and/or career outcomes of students.*
5. *Detailed MOUs for any other partnerships, including community based organizations, businesses, and other partners.*
6. *The application should also include the following for the program in the aggregate:*
 - a. *budgets;*
 - b. *staffing plans;*
 - c. *faculty and teacher qualifications;*
 - d. *job descriptions for individuals supporting the ECHS Program;*
 - e. *training or professional development and support plans;*
 - f. *student mentor/induction program plans;*

g. faculty and teacher assignments.

Fundamentally, an effective and sustainable early college program necessitates a fully integrated partnership between the school, district, and postsecondary institution. Tacit agreement to collaborate is not sufficient—deep commitment to partnership and continued full collaboration on both sides is imperative. While the designation will require substantive evidence of these partnerships in the form of a MOU, what will be most important to maintain these partnerships will be clear and respected relationships between instructors and leadership at both institutions.

Keeping this framing in mind, please respond to the following questions:

Applicant Questions

- A. **Vision Statement:** Please provide a shared vision statement for the Early College program. (See Criteria 1)
- B. **Memorandum of Understanding:** Please submit a detailed, current, mutually-signed MOU for each partnership that includes all required topics as specified in the criteria above, defining roles of each partner, including the fiscal agent. In addition, ensure that that the signed MOU reflects the information in previous sections of the application. (See Criteria 2, 3, 4, and 5)
- C. **Shared Understanding of Outcome Goals:** The MOU shall also present the shared understanding of detailed outcome goals for the Early College program, and how the data attached to those measures will be collected, analyzed, and disseminated. Those measures should include but not be limited to the following:
 - i. Student enrollment demographics of the Early College Program as compared to larger district population, including English language learners, students with disabilities, economically disadvantaged students, at-risk students, as well as Hispanic/Latino, and African American students.
 - ii. retention rate of participating students;
 - iii. high school graduation rate of participating students;
 - iv. MassCore completion rates;
 - v. the number of postsecondary credits earned by eligible students while enrolled in the Early College program that may be applied toward a postsecondary degree or credential program;
 - vi. percentage of participating students who complete the program;
 - vii. total number and percentage of eligible students who enroll in and subsequently complete the Early College program;
 - viii. percentage of Early College program graduates completing the program who enroll in a postsecondary institution; and
 - ix. percentage of participating students who achieve an industry recognized credential, Associate's or Bachelor's degree, within three or six years of high school graduation.

- D. **Faculty and Staff Plan:** Please provide a description of required qualifications for faculty and teachers and a staffing plan for the Early College program. Please include faculty, teachers, and other staff who will support the program, and specific details regarding who will be teaching the college courses in the program and in what locations. Please also describe any training, professional development, and other support for all positions supporting the Early College program. (Criteria 6)

- E. **Collective Bargaining/Labor Relations:** Please affirm that applicant partners have considered any potential collective bargaining/labor relations issues that may arise related to the proposed Early College program (such as those concerning responsibilities of faculty and staff for classroom instruction, student support, etc.). In addition to this affirmation, please describe in detail, if applicable, how any such issues have been or will be addressed by the applicant partners. (Criteria 2).

- F. **Aggregate Budget for Early College program:** Please be advised that we will be requesting a detailed budget for the totality of costs related to the early college program. We are currently developing a template for that portion of the application and will be sharing it with applicants in the coming weeks.

III. Overview of Early College Competitive Grant Application

The Commonwealth of Massachusetts is committed to ensuring that all of its students complete high school ready for college and career, and that they have well-designed postsecondary and career plans to enable them to become active citizens able to earn a family-sustaining wage. Its new structures for student pathways to college and career, Early College programs and Innovation Pathway programs have been designed to support these outcomes. These pathways provide a rigorous program of study that offers contextualized learning and a student-directed college and career planning process.

The Commonwealth launched this Early College Designation process, as well as the designation process for the Innovation Pathway in July 2017. For information on the overarching High Quality College and Career Pathways initiative and the Innovation Pathway, please follow [this link](#).

In order to support the development of Early College Programs, as well as Innovation Pathways, the Commonwealth is providing a competitive funding opportunity for the second phase of the designation process, which applicants for a Final Designation are invited to pursue. It is important to note that the receipt of a Final Designation itself does not trigger an award of implementation funding. We anticipate that the number of applicants for Final Designation who receive the designation may well exceed the number who can be awarded funding. Applicants may also elect not to compete for funding while seeking the Final Designation.

To qualify for competitive funding for the Implementation Phase, applicants must:

- **Designation**: Successfully obtain a Final designation during this application cycle (spring 2018).
- **Start by Fall 2018**: Plan to have students enrolled in the designated pathway either immediately upon designation or no later than the fall of 2018.
- **Use of funds**: Demonstrate in their responses below how implementation funds from the state will help the applicants execute on the plan outlined in their designation application above, such that the pathway meets all of the criteria for final designation.
- **Evaluation**: Agree to participate in an evaluation process for the life of the grant, including supplying required data about students enrolled in the pathway and information about their ongoing oversight of the pathway, as well as participating in interviews by the external evaluator.
- **Career Advising Training**: Agree to deploy relevant staff to a new Career Advising training program that will be available in FY19 to support continual improvement in the career connections made in the program

Generally, applications for competitive funding will be scored based on the degree to which a) the program meets and/or exceeds the criteria for final designation above and b) the quality of the applicants' plans for the use of the requested funds to support the pathway in meeting criteria for final designation.

In addition, funding priority may be given to applicants 1) with high percentages and numbers of students who are historically underrepresented in higher education, including students of color,

low income students, English language learners, and students with disabilities, and 2) that present plans to increase the enrollment capacity above what currently exists.

Applicants may request funding in an amount not to exceed **\$140,000** for the 18 month period to commence July 1, 2018 and end December 31, 2019. Current plans are to provide a total of five grants to Early College applicants, but agencies reserve the right to adjust grant distribution based on submissions.

Please Note: This funding source represents an initial stream of available dollars for development of Early College programs. The Departments will continue to inform existing Early College programs and potential applicants of future funding sources, including those appropriated by the legislature and those available through private sources. Please also note that the Department of Higher Education Commonwealth Dual Enrollment Program FY18 RFP prioritizes the use of dual enrollment funds as part of the development of an Early College program.

Application for Competitive Funding

A. Grant application narrative: Based on the needs of your proposed model, please detail how you will use funding to enhance your program, utilizing the frame of the five guiding principles as detailed in the application.

B. Funding Priorities: The following questions relate to the funding priorities of this grant. We ask you to consider and answer whichever of the following questions are applicable to your request (please respond to a minimum of three of these questions).

1. How will an award of funds enable you to **increase student enrollment capacity** for students who are targeted (i.e., students who are historically underrepresented in higher education, including students of color, low income students, English learners, and students with disabilities) and to better serve students who are targeted for access?
2. **Curricular Alignment:** Explain how the partners will utilize funding to ensure that the sequence of high school level courses is well-designed to prepare students for the college-level courses incorporated into the program.
3. How will you use grant funding to provide **necessary student support services** such that students with challenges are successful in the program?
4. **Professional Development:** Explain how the funding will be used to provide professional development and supports for faculty, staff and teachers who will be delivering the proposed Early College program. In your response, address plans for common planning time for instructional faculty and other staff, including high school leaders and college/university faculty, and plans for providing teachers with support and guidance through teacher mentoring, professional development, and induction. Professional development should focus on curriculum alignment and developing a college-going culture.
5. Describe how funding will be used to **foster substantial parental involvement** in strategies and activities designed to encourage high school and postsecondary degree completion.
6. Describe how the funding will be utilized to create and implement strategies and activities that **cultivate a distinct college-going culture** for students in the program (examples – bridge programs, participation in college activities, college visits, summer programming on partnering college campus(es).)

7. Explain how the funding will be used to actively **promote school-wide adoption of MyCAP**.
8. **Other (area not specified in the aforementioned questions)**. We recognize that programs are in various stages of development and implementation. In assessing the status of your program, if have you identified an area of focus that is not specified in the aforementioned questions, explain how the funding will be used to address this need and strengthen the program.

Assurances

In order to receive implementation funding, check the assurance boxes below to confirm the following:

9. The applicants will participate in any mandatory technical assistance opportunities provided by DHE and EOE.
 - a. Yes We will fully participate in the evaluation planned for the grant program
 - b. Yes We will send a team of staff to the Career Advising training program
10. In order to receive implementation funding, check the assurance boxes below to confirm that you will fully participate in the intended evaluation process and that you will deploy staff to a new Career Advising training program that will be offered in FY19:
 - a. Yes We will fully participate in the evaluation planed for the grant program
 - b. Yes We will send a team of staff to the Career Advising training program

Budget for Competitive Funding

Please submit a budget for your funding request using the following template.

Applicant Name:			
A. Salaries and Benefits	Rate \$ per Hour	# of Hours	Total
Administrator			
Project Coordinator			
High School Teacher Stipends			
Postsecondary Faculty Stipends			
Support Staff			
Fringe Benefits			
Total Salaries and Benefits			\$ -

B. Contractual Services	Rate \$ per Hour	# of Hours	Total
Describe			
Describe			
Describe			
Total Contractual Services			\$ -

C. Other*	Total
Travel	
Instructional Related Supplies and Materials	
Other Supplies and Materials	
Describe	
Describe	
Describe	
Other Total	\$ -

Grant Request Sub Total (Section A + B + C)	\$ -
Indirect Costs (10% Maximum)	
Grant Request Total (Not to exceed \$140,000)	\$ -

Narrative *(if needed)*

*Please note equipment may not be funded by this planning grant.