## ATTACHMENT B

### Qualifications Form and Instructions

**Instructions:** Unless otherwise indicated, each section of this form must be completed. **Applications may not exceed 15 pages.**

### 1. Proposed Project Summary

In this space, provide a concise (no more than 200 words) summary of the proposed project, including a rationale why the project is needed, what the target region and population is and why, who comprises the project team, partnerships, timeline, and total budget for the project.

**Note:** This section should be prepared so that if the applicant is awarded a grant, it can be easily cut and pasted into a contract to expedite the contracting process. In addition, this description may be used by the Executive Office of Education for public outreach activities.

### 2. Applicant Description - 5 Points

<table>
<thead>
<tr>
<th>2.1 Lead Applicant Commitment</th>
<th>Provide a concise description of the Lead applicant(s) and partners and their level of commitment to the project including appropriate signatures from the leadership in the district, high school and post secondary partner.</th>
</tr>
</thead>
</table>

### 3. Early College High School Narrative and Design - 75 points

Applicants must address all of the sections below. If a section does not apply to your project/organization/partnership, write “Not Applicable” in the section. Do not skip any sections or change the order of the sections. You may adjust the spacing in each section on this application to accommodate your answers. Answers may also be provided in bulleted or chart form.

- **Section I: Demographic and Achievement Data of Student Population (5 Points)**
  Applicants must provide detailed demographic information about the students in the target district(s) and/or the school(s) that are included in this proposal. Specific types of data could include, but are not limited to, the racial, ethnic, cultural, linguistic backgrounds and special education needs of students; student achievement outcomes; information about socioeconomic status; enrollment and attendance data; and dropout and retention rates.
  
  Applicants must also identify the population(s) of high school students who would be served, why the population or populations were identified, and how the ECHS would address the specific needs of the selected population(s).

- **Section II: Proposed Elements of the Early College High School (ECHS) - (40 Points)**
  Applicants must address the relevant elements of the proposed plan to either create a new ECHS, including design and implementation, or to expand an existing ECHS and include any design and implementation activities for that expanded program.

  - **Instruction, Professional Development, Competencies, Credits**
    - What is the proposed ECHS plan to align curricula and instruction? Can you describe the rigorous academic framework aligned to Massachusetts Common Core and college-ready standards?
    - Explain how you will meet state and K-12 school district requirements such as the instructional day, dual enrollment eligibility, calculation of attendance, teacher certification, and other administrative issues. Have you discussed with your partner/s whether you will need any special
arrangements? If yes, what is your proposed plan and anticipated timeline for achieving the arrangement(s)? Who at the high school and higher education lead will drive this effort?

- What plan is in place for professional development for instructors, including all relevant content areas, embedded career development education, recognizing and resourcing necessary student supports and alignment and preparedness for post secondary success?
- Please describe how the ECHS design will or does integrate innovative teaching and learning strategies? (e.g. Distance learning, professional learning communities, project-based learning, technology enabled learning, etc.)
- Please describe how the proposed ECHS will embed the essential competencies of Massachusetts’ definition of College and Career Readiness (i.e., an individual has the knowledge, skills and experiences necessary for success in postsecondary education and economically viable career pathways in a 21st century economy)
  - Describe the following and how it is embedded in the proposed design:
    - **Learning** – how will students demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit-bearing courses.
    - **Workplace Readiness** – How will the ECHS prepare students for college and career by emphasizing career awareness, exploration and immersion as well as development of the foundational knowledge and skills necessary to successfully navigate the workplace.
    - **Qualities and Strategies** – How will the ECHS prepare students for college and career to develop a wide range of quantitative and qualitative abilities that go beyond the minimum levels of competence needed for entry-level college courses and employment.
- Does the proposed ECHS focus on personalized learning that meets the needs of every student according to their individual needs. Are there assessments in place to identify those needs?
- How does the proposed ECHS create a culture that emphasizes a strong college-going pathway and/or a strong sense of success after high school and post secondary success.
  - Does the ECHS plan include a design that integrates students’ exposure to post secondary options, including courses at partnering college campuses and college visits?
  - Does the ECHS design integrate workplace and work-based learning, including internships, apprenticeships or co-ops. Are there business and industry partners committed to support career immersion activities and provide subsidized wages for these activities?
- Does the ECHS design build in the simultaneously earning of a high school credit and diploma and transferrable college credit and possible attainment of a certificate or an Associate’s or Bachelor Degree? Does the design build in the practice that the ECHS experience is tuition free to students?
- Does the ECHS design include development and implementation of articulation agreements that engaged students in an industry specific pathway and include a sequence of coursework leading to a large number of college credits earned while still enrolled in high school?
- How will the ECHS design build and sustain strong partnerships with colleges, workforce, employer and nonprofit partners that agree to a shared meaning of accountably, responsibility and outcome delivery for student success?
- Describe how the ECHS will include or leverage student support that requires the program to meet the non academic needs and include more holistic supports for example those that address the physical disabilities, social and emotional needs of students with the support of adult advocates?
- **Student Support**
  - Describe your strategies for serving a variety of populations including working students, immigrants, students facing barriers related to poverty, and out-of-school and at-risk youth who may not have experienced success in other education settings.
  - Please describe any college programs or services that will/do serve students and specific populations.
  - What are the relevant staffing strategies, coaching or mentoring programs to provide student supports?
  - Describe your experience finding external resources and developing partnerships with community based organizations that connect students with non academic resources (housing, crisis intervention, mental health employment, or other social services.)
  - If the ECHS program occurs offsite from the high school, is transportation a challenge for young people in your community? Is there a public transportation system and, if so, can it be subsidized for students? If not, how do you anticipate students will travel to and from the campus?
  - Will or does the proposed ECHS model have a person(s) on staff with the responsibilities required to meet students needs include teaching; planning and conducting student recruitment; providing regularly scheduled, one-on-one services to students; and meeting regularly with other members of ECHS team.
  - Describe any college services, including tutoring, academic support, coaching, career advising etc that is/will be embedded in the ECHS strategy and include the staffing structure.

- **Section IV: Coordination, Management and Collaboration (15 points)- this can be done in chart form.**
  - Applicants must identify the individual(s) who will contribute to the design and/or implementation/growth of the early college high school. In particular, applicants must describe the proposed timeline for hiring and/or maintaining staff (e.g. faculty, coordinators, success coaches, resource teams etc) who will be responsible for coordinating and implementing all planning activities and/or implementation activities and successfully working with all students, faculty and partners to establish or expand the early college high school. If appropriate, Résumés or CVs for these individuals may be included in the Appendix.
  - Applicants must also identify the proposed partners of the early college design/planning or implementation/growth team and their potential responsibilities, including but not limited to the following: 1) developing the academic and workforce development plan; 2) expanding upon or establishing relationships with the public and private institutions of higher education, local Workforce Investment Board, local/regional business and employers, community based non profits, and other entities; 3) engaging students, parents and family members, and community members in ongoing discussions about the establishment, implementation and growth of the early college high school; 4) planning professional development and learning programs for educators, 5) developing the budget; and 6) working with local and regional entities to create pathways to postsecondary educational and any potential employment opportunities for students as appropriate.
  - Applicant should also describe any plan to include parental involvement. How will parents be informed about the ECHS? How will parents and guardians of students enrolled in the school be engaged on an ongoing basis?
• **Section V: Leadership, Capacity and Sustainability (15 points)**
What type of formal agreement do you intend to use to govern your partnership with your school district (e.g., would you require a contract, a memorandum of understanding, a charter, or some other method) and allow K-12 funds to be received by your college?
Applicants are strongly encouraged to develop and submit a formal agreement between all leaders and partners that demonstrate a commitment to the Early College High School by agreeing to specific roles, responsibilities and inputs for the project over a specific period of time. *EOE considers MOUs as a best practice and will give preference to those projects that demonstrate use of this tool.*

In either a descriptive format below or using an agreement template, applicants must provide the following:
- Detailed information about the levels of individual, collective, and organizational capacity to design a high-quality early college high school, and
- Identify the partner organization(s) that will actively and continuously support the planning activities for the early college high school. In particular, applicants must describe any existing partnerships and initiatives that have been implemented successfully, and must describe strategies to increase coordination and output among local, regional, and if applicable, statewide entities.

In addition, Applicants must also include:
- A description of specific staff and other resources of all partner organizations that will be utilized to support the design and operation of the proposed early college high school, and
- Provide evidence of school site and/or public school district support for the establishment of the proposed early college high school, and if applicable, the responsibilities of school and district administrators, higher education and other partners who will actively contribute to the design of the early college high school and related activities.
- Applicants should also describe potential barriers to the successful design and implementation of the proposed early college high school and describe how the applicant(s) and partner(s) will address these barriers over the course of the grant program.

• **Section VI: Additional Information (0-5 points)**
Applicants may include additional information that is not included in the previous sections of the proposal narrative.

### 4. Timeline for Project Plan- 5 Points
Applicants must submit a full project timeline with the anticipated start date of January 15, 2015 that includes the milestones for the design and operation of the proposed program and that identifies the individual(s) responsible for ensuring that these milestones are reached, and provides a description of the planned expenditure of grant funding during this time period. If necessary, insert rows into the chart to capture all of the activities you will be undertaking. If this chart below is not suitable for your needs, please create a chart that will accurately and concisely describe the project plan.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Lead Person Responsible (Name/Title)</th>
<th>Key Participants (Name/Title/Role)</th>
<th>Planned Start &amp; End Dates</th>
<th>Desired Outcome/Product</th>
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If above schedule does not fully capture the nature of tasks associated with the project, please add additional detail in the form of a narrative.

### 6. Tracking Progress and Anticipated Outcomes -10 Points
Applicants should describe how they will assess student progress towards increased academic proficiency and post high school success (by monitoring the following – and any other proposed- metrics). **To the best of your ability and where relevant to your proposed activities**, please provide high level information in the chart below providing any anticipated outcomes of your project.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Outcomes Over Course of Project</th>
<th>Design and Planning – if relevant (0-12 Months)</th>
<th>Implementation (Months 0-12)</th>
<th>Implementation (Months 12-24)</th>
<th>Implementation (Months 24-30)</th>
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<tbody>
<tr>
<td>Is Project Partially or fully funded by ECHS Grant and or CDEP or other funds?</td>
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<td>Student groups targeted (Age/grade level served)</td>
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<td>High school and college curriculum aligned</td>
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<td>Career development education embedded</td>
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<td>Student support services offered</td>
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<td># of college credits earned by high school students</td>
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<td>Number of Students served</td>
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<td>Percentage of Students Graduating from High School within 4 years and within 5 years</td>
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<td>Percentage of Students Earning College Credits</td>
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<td>Percentage of Students Earning Associates Degree</td>
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<td>Scale of Project over time (partners, schools involved, courses developed, students reached)</td>
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<td>6. Budget submission- 5 points</td>
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<td><strong>Budget Form</strong></td>
<td>Applicants must submit a budget with proposed expenditures <strong>for each fiscal year</strong> that is planned in the project. A detailed narrative should also be included that connects all expenditures to the design of the proposed project. The budget should be prepared by planned fiscal year and included as an attachment using the attached Budget Form (<strong>Attachment C</strong>). Applicants should be able to project total costs for each major phase of the project.</td>
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<td><strong>6.1 Match</strong></td>
<td>In this section, discuss your match commitment if available and applicable. <em>Match is not required but is strongly encouraged.</em></td>
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