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| **Name of Grant Program:** **Early College Support Grant** | **Fund Code:** 460 |

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| PART III – REQUIRED PROGRAM INFORMATION |

# Early College Support Grant Purpose

The purpose of this targeted grant is to provide financial resources to Early College programs designated in 2018 in order to support their expansion and strengthen their commitment to equity in their Early College designated programs. The resources are intended to support both the secondary school partner and the institution of higher education (IHE) partner in increasing the scale and sustainability of their Early College program, specifically in strengthening their recruitment strategies and enrollment efforts targeting students traditionally underserved in higher education. Such students may include: students who may be the first in their family to go to college, students of color, students who may be English language learners, students with disabilities, low-income students, or students who may otherwise not yet possess a perception that they may be a college going student. These resources should also be used to build programs to scale as well as build capacity so that students are strongly supported on their Early College pathways.

# Early College Program Support Grant Timeline

The Executive Office of Education, Department of Higher Education, and Department of Elementary Education invite Early College designated programs who were designated in 2018 to submit for a targeted support grant.

**The application for a Massachusetts Early College Program Support Grant is due no later than 5pm on January 10, 2019.**

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| **Fiscal Sponsor (K-12, but both partners must sign budget proposal)** | Name: | | |
| Title: | | |
| **Fiscal Sponsor Contact** | Preferred Phone Number: | | |
| Email Address: | | |
| **Fiscal Sponsor Contact**  **Mailing Address:** | Street Address | | |
| City | State | Zip Code |

1. Fiscal Sponsor

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## II. 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 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 Early College Joint Committee, created in 2017 to support the development of Early College programs, approved five Guiding Principles to guide program development. All five of these principles, but particularly Equitable Access, are necessary in order to impact students in these programs. Designated programs should prioritize students underrepresented in education enrollment and completion. Programs are encouraged to make real, intentional, and thoughtful efforts to aggressively recruit students who may be the first in their family to go to college, students of color, students who may be English language learners, students with disabilities, low-income students, or students who may otherwise not yet possess a perception that they may be a college going student.

To facilitate this, programs should be structured to eliminate barriers to student participation. Design should 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. In order to support the development, growth, and scalability of Early College Programs, the Commonwealth is providing a competitive funding opportunity for programs who have received designation status in 2018 but have expended initial implementation funds. This funding would be used to continue to increase equitable access and recruitment to Early College, as well as to continue to build scale and support structures under each of the five Guiding Principles so that Early College students are well informed and well supported as they pursue a minimum of twelve college credits.

* **Use of funds**: Successful applicants will specifically demonstrate in their responses below how the support funds from the state will help the applicants continue to scale and expand capacity in their designated Early College programs in an equitable manner. Applicants should signify how their EC pathway adheres to the five Guiding Principles of the designation criteria, with emphasis on Equitable Access.
* **Evaluation**: As with the initial implementation grants, applicants 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. At the end of the grant, a final report will be due exhibiting how these funds both increased equitable access within the partnership and continued to build capacity to serve Early College students.

Generally, applications for competitive funding will be scored based on the quality of the applicants’ plans for the use of the requested funds to promote and support the five Guiding Principles, particularly Equitable Access.

Applicants may request funding up to the following amounts, depending on the structure of their designated partnership:

* A district with one designated Early College high school in one designated partnership is eligible for up to $60,000
* A district with one designated Early College high school in two designated partnerships is eligible for up to $75,000
* A district with two designated Early College high schools in one or more designated partnerships is eligible for up to $90,000
* A district with three designated Early College high schools in one or more designated partnerships is eligible for up to $120,000
* A district with four or more designated Early College high schools in one or more designated partnerships is eligible for up to $180,000

Because these monies are specifically geared at targeted equitable access and recruiting strategies as well as building capacity, scale, and support, it is expected that the K-12 institution in an Early College partnership would be the fiscal sponsor. However, it is allowable for the Institution of Higher Education to serve this role with justification.

Please Note: This funding source represents an extended initial stream of available dollars for the continued 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 FY19 RFP prioritizes the use of dual enrollment funds as part of the development of an Early College program.

III. Application for Competitive Funding

In the Early College program design, Guiding Principle 1, Equitable Access, is considered both the biggest priority as well as often the most difficult to achieve. Therefore, the purpose of this grant is to specifically support efforts to expand the infrastructure needed to support equitable access and practices. The following questions relate to the funding priorities of this grant. We ask you respond to each question to the best of your ability.

1. How will this award of funds enable you to continue to increase student enrollment capacity for students who are underserved in higher education (i.e., students who may be the first in their family to go to college, students of color, students who may be English language learners, students with disabilities, low-income students, or students who may otherwise not yet possess a perception that they may be a college going student, etc.) and/or to increase supports to better serve these students?
2. Please describe and explain whether your program is on track for the scale you originally outlined in your designation application.
3. Please identify any challenges facing your program that are potentially limiting the ability to expand equitable access and support under Guiding Principles 2-5. Explain how your program is addressing these limitations.