|  |  |
| --- | --- |
| **Name of Grant Program:** Incubator Grant | **Fund Code:** 160 |

|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

The purpose of this competitive targeted grant is to provide significant planning and support resources to innovative Early College models that are proposing to significantly increase the number of students served throughout the Commonwealth through thoughtful implementation plans. Applicants for the Early College Incubator grants should be aligned with the and plan to pursue the [Early College Designation](https://www.doe.mass.edu/ccte/early-college/default.html) by Spring 2023. Applicants should be innovative in their approach, through course delivery methods, use of technology, unconventional student support, etc. to broaden equitable access to students. Given MA Early College’s emphasis on prioritizing students traditionally underrepresented in higher education, it is critical that these programs are:

* *Designed to promote equitable access by not having any barriers such as minimum GPA requirements for program participation.*
* *Building intentional wraparound academic and non-academic supports for program participants;*
* *Committed to creating a thoughtful college culture for programs that includes exposure to college campus.*

Prioritization will be given to programs that are proposing to reach students who do not currently have access to Early College programming, who have substantively consulted with DESE and DHE over the course of FY 22 about potential early college models, and those that plan to build a large-scale Early College program with intentional scope and sequencing that allows a minimum of 400 Early College students to pursue a minimum of 30 college credits.

Applicants for this grant opportunity must name explicit partnerships between the proposed K-12 partners and higher education partners. If primary applicants have a desire to partner with high schools or higher education partners that are already designated, they will need to choose another high school partner or affirm that their requested partners are not in competition, but rather in collaboration, with the existing Designated partnerships. Currently designated programs are not eligible to apply.

DESE anticipates that this grant may be followed by additional funding opportunities for implementation in FY24 through pending funds.

For this grant opportunity, programs will commit to significantly and thoughtfully expanding access. Either a district/K-12 institution or an institution of higher education (IHE) partner can serve as the lead education agency and the resources provided are intended to support all partners in building capacity for a significant number of Early College students to be served by FY24. Each awardee will also receive support through a part-time Early College coach secured through DESE who will assist with developing planning outcomes and an implementation plan.

**Part III**

**Questions**

1. Please describe your motivation in applying for the Early College Incubator Grant. Ensure your response aligns with the mission of the MA Early College Designation and the related Guiding Principles and Designation Criteria. Your response should include an overview of the vision for the Early College School model being introduced. *Response limited to 1,000 words.*
2. This grant prioritizes program models that plan to significantly increase access and equity for underrepresented students in higher education by increasing the college going rates for those students. Please describe how this grant opportunity will specifically allow the partnership to accomplish these goals.
3. Please provide a preliminary description of the physical and logistical challenges and opportunities related to the development of an innovative model of Early College programs.
4. Applicants are required to submit a completed template budget for this competitive grant funding. Please describe how the grant funds will be used by both partners in planning.

**Assurances**

* We commit to developing an Early College program l that will meet the mission and Guiding Principles, with a dedicated focus on increasing equity and college access for underrepresented students.
* We commit to establishing the capacity needed to ensure that the planning process related to the development of a full Early College model is on a regularly established schedule through June 30, 2023.
* We acknowledge a commitment to implement the proposed Early College program by FY24.

***For Programs planning a pilot serving students in FY23, the following questions are also required to ensure that any students participating in a pilot receives comparable high quality program that students do within a Designated program.***

* ***Under Principle 1***: Explain how your Early College Incubator Program’s plan to prioritize students underrepresented in education enrollment and completion. Explain how you will facilitate this in program implementation structured to eliminate barriers to student participation including recruitment strategies, 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.
* ***Under Principle 2:*** Explain your proposed Early College Incubator Program’s plan to inform and provide students an academic pathway from secondary to post-secondary education with regard to coursework and sequencing.
* ***Under Principle 3***: Explain how your proposed Early College Incubator Program’s plan to incorporate sufficient wraparound services from the high school and IHE partner to promote academic success and completion, taking into consideration the needs of diverse populations of students including prior to and during enrollment in college courses.
* ***Under Principle 4:*** Explain how you proposed Early College Incubator Program’s plan will expose students to a variety of career opportunities, for example, by providing opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.