

2026 MA Early College Transition Survey (for the 2018 EC Cohort)

Page description:

Welcome to the Transition Survey for the 2018 cohort of Early College Designated programs to support entering into Full Designation. As mentioned in the Orientation meeting, this survey is designed to bridge the information we have on file for programs with the criteria of Full Designation. We recommend that if you are a K-12 school or district with multiple partners, you analyze your program data both disaggregated by each partner as well as in the aggregate.

Please note: At this point we are not asking for evidence of all of the qualitative indicators listed under Full Designation as programs may have met related quantitative outcome indicators and more information is not needed at the time. However, if programs have not met related quantitative indicators, the Full Designation review team may reach out to ask for additional information to support your review.

Early College Program Partners - Contact Information

Note: Once you have submitted at least your contact information, OEC will send you out an editable link for any revisions/continued work. *

K-12 School

K-12 District

Institution of Higher
Education

If relevant, Additional K-12
School

If relevant, Additional K-12
District

If relevant, Additional Institution of Higher
Education

Please enter the contact information below for the two primary Application contacts.

These individuals will receive relevant updates, communication, and questions regarding the proposed Early College program.

You are also asked to provide contact information for the District Superintendent and the President of the College or University.

To add additional contact information to our contact mailing list, please email Kelly Kennedy:
kelly.kennedy@p2c.org

Primary K-12 Designation Contact *

Name

Role

Institution

Email

District Superintendent *

Name

Email

Primary IHE Designation Contact *

Name

Role

Institution

Email

College/University President *

Name

Email

PART 1: Evidence of Guiding Principles

1. In Support of Guiding Principle 1:

In order to demonstrate equity in your current program enrollment process, please upload your current enrollment policy and all current enrollment forms used by your program to enroll students into your program. Please highlight any requirements that students must meet to participate. *

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2. In Support of Guiding Principle 2:

Provide a sample of the current college/course enrollment forms used to register students for courses. Please make sure to include information on how students are assessed for course readiness. *

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3. In Support of Guiding Principle 2:

Provide a comprehensive college course list by grade level for an EC participant in your program. Please start with the grade level in which they typically join the program. Include the college course title, the CRN, times/days and semester of the course, the location of each course, the modality of the course (in person, hybrid, or virtual) and type of instructor for each course (HS instructor, college instructor, or both), and whether it is a general course for whole cohort or a pathway specific course for smaller groups/individual students.

Note: If helpful, you can request a course list template from the Office of Early College

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4. In Support of Guiding Principle 2:

Please upload a copy of your program's current academic policies regarding Early College courses and program participation (e.g. enrollment specifications, early warning alerts, withdrawals, course failures, etc) . Specifically be sure to include what information families receive regarding college coursework.

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5. In Support of Guiding Principle 3:

Does your program/school partner currently track college applications by EC participants?

*

- Yes
- No

6. If yes, please upload a copy of your Early College program's data tracking files. Please report by student level, making student level data anonymous as needed.

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7. If no, please describe what support you provide in terms of the college application process. Provide any evidence that EC participants have participated in the college application process. *

8. In Support of Guiding Principle 3 and 4

Please confirm MyCAP development for EC students by listing activities they complete by Grade Level.

List main activities completed this past year

Grade 9 (if applicable)	<input type="text"/>
Grade 10	<input type="text"/>
Grade 11	<input type="text"/>
Grade 12	<input type="text"/>

9. Please provide any quantitative data you have on program participation in these MyCap activities or other time dedicated to MyCAP development. You can either cut and past from institutional reports and/or provide a summary narrative.

10. Informational question on Guiding Principle 3 and 4:

What current online tool does your program use to implement MyCAP?

11. In Support of Principle 5:

Please confirm that you have a current EC Program MOU.

- Yes and it doesn't expire this school year.
- Yes and it expires at the end of this school year.
- No, we do not have a current and active MOU in place.

12. Please upload an Early College Partnership budget that provides details on cost of program, funding sources, and institutional commitments. If the budget is not currently balanced, indicate whether you are currently seeing a deficit or surplus and how you are planning to potentially mitigate.

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PART TWO: Quantitative Data Indicators (Outcomes)

This section is a series open-ended questions concerning the quantitative indicators found on the Early College Data Dashboard as well as the Data Summary sheets provided to each program. These questions allow you to provide specific context for these quantitative indicators for your program. Be specific when referencing which quantitative indicators under each question so that the review team can refer to these as well. In addition to providing contextualization for your quantitative data indicators, you will also be providing evidence that you have identified strategies to address them.

For your convenience we are providing the link to the EC Data Dashboard [here](#)

13. Across all the named quantitative indicators (outcomes) for Full Designation, what are the areas of strength for your program? What qualitative indicators do you think support these outcomes? *

14. Across all named quantitative indicators (outcomes), what are any significant challenges/outcome gaps to address? Share what factors you believe have led to these challenges/outcome gaps.



15. In relation to the named challenges/outcome gaps named in the question above, identify any qualitative indicators that may need to be strengthened to better support your students? What strategies have you begun to identify for improving any data gaps in these key quantitative indicators? Do you anticipate implementing changes this school year (to be demonstrated in next year's data)? Which data gaps do you anticipate will need to be addressed through a more long term Full or Conditional Designation Plan?


