Early College Data Reporting

Office of Early College

Fall 2025

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Introductions

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Today's Objectives

1 **Early College Reporting: The Why and How**

2 **Review: Reporting Elements**

3 **Challenges in Reporting**

4 **Strategies for Improvement**

5 **Case Studies Examples**

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1 Early College Data Reporting: The Why and How

Why are we collecting these data?

EQUITABLE ACCESS
Do programs effectively target, engage students from groups traditionally underrepresented in higher ed?

SIZE, SCOPE, SCALE
Are programs scaling appropriately? Do programs have appropriate size and scope to see the desired impact?

INSTITUTIONAL SUPPORT
Are funds accurate and paid to designated partners in a regular, timely manner?
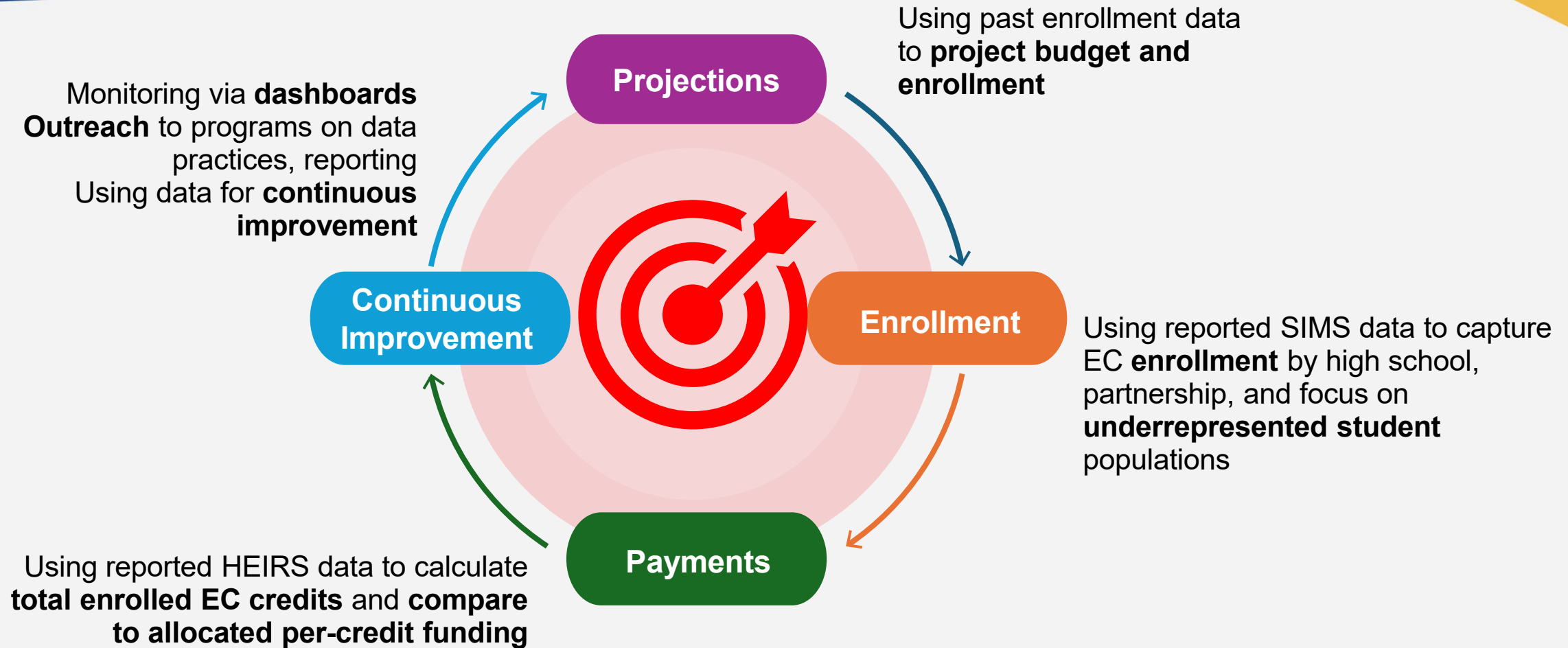
STUDENT SUCCESS
Are institutions supporting student success?
Are students completing 12+ credits?

LONG-TERM OUTCOMES
Are students matriculating to college?
Are students completing a degree at higher rates, in less time, for less money?

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Why? Using Systems More Effectively to Collect Data for Continuous Improvement

Using past enrollment data to **project budget and enrollment**

Monitoring via **dashboards**
Outreach to programs on data practices, reporting
Using data for **continuous improvement**

Projections

Continuous Improvement

Enrollment

Payments

Using reported SIMS data to capture EC **enrollment** by high school, partnership, and focus on **underrepresented student** populations

Using reported HEIRS data to calculate **total enrolled EC credits** and **compare to allocated per-credit funding**

How? Formal data collection at both the K-12 and Higher Education levels

K-12 Data

- **Student Information Management System (SIMS)** formal DESE collection on student information that meets state, federal reporting requirements and includes student demographic and location data. **SIMS is the formal way that DESE identifies EC students.**

- **Student Course Schedule (SCS)** formal DESE collection on student course information. SCS helps to identify the courses that EC students are taking for postsecondary credit.

Higher Education Data

- **Higher Education Information Resource System (HEIRS)** Formal DHE collection that includes information on student demographics, enrollment, programs/majors, course records, degree completion, and financial aid.
  - **HEIRS is the formal way that DESE/DHE will identify the number of credits in which EC students are enrolled for public IHEs.**

- **"Private-HEIRS"** is the HEIRS-like collection for our Independent IHEs, managed by DHE

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How? Formal data collection at both the K-12 and Higher Education levels

K-12 Data

- How many EC Students are Enrolled?

- What is the demographic makeup of our EC Students?

- In which designated EC partnership(s) are students enrolled?

- When do EC students graduate high school?

Higher Education Data

- In how many credits are EC students enrolled?

- In which course(s) are EC students enrolled?

- How successful are EC students in college courses?

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Review of Early College Reporting Elements

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K12 Reporting Checklist

SIMS DOE045:
High Quality Career Pathways Program Type

Code = **02** Early College

SIMS DOE046:
Early College Higher Ed Institution

- **4-Digit College Code**
- Default to Community College**

SCS03:
School/Program ID Number

CLBR + 4-Digit College Code
CLBRVCLG = Online College-Level Courses

SCS09: Course Level

Code = 04
Postsecondary Credit (for college credit courses only)

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K-12 SIMS Data Validation Reports

The SIMS Summary Report provides an opportunity for districts to carefully review the data in SIMS before certifying their SIMS submission.

- By pulling Report 5, districts may analyze the number of students coded as Early College in SIMS before certifying their SIMS report (Report 4 shows school-level SIMS enrollment statistics).

We recommend that Early College Programs pull Summary Reports 4 and 5 and share with Early College program leads to ensure accurate representation of their Early College enrollment in SIMS.

- **We are offering the opportunity to review school and district SIMS Validation Summary Reports 4 and 5 for districts who have entered data by October 15th, 2025.**

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HEIRS Reporting Checklist

STU072: SASID

SASID must be populated, **must align** with SIMS reporting

STU077: Dual Enrollment Student Indicator (EC)

Code = 1 for Early College

STU031: High School

High school must be current, part of a **designated** partnership

Post Term File (ENP)

Must report course outcomes for all Early College students

3 **Challenges in Data Reporting**

Ongoing Challenges in EC Reporting

Reported Early College Students

4,281

!

562 **student difference**

FALL 2021 ENROLLMENT SURVEY

3,719

OCTOBER 2021 SIMS

Reported Early College Credits

For public IHEs only

!

13,443

4,027 credits difference

FALL 2021 CREDIT TRACKER

9,416

FALL 2022 HEIRS

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Challenges: Aligning your data between K-12 and Higher Ed

K-12 Data

- **SIMS:** Student-level data
  - SASIDs
  - Identifies Early College Students
  - High School

- **SCS:** Course-level data
  - Identifies on-ramp coursework (generally 9th, 10th grades)
  - Identifies courses taken for postsecondary credit

Higher Ed Data

- **HEIRS Student File:**
  - Includes SASIDs
  - Identifies Early College students
  - High School

- **HEIRS Course and Enrollment Files:**
  - Calculation of credits for payment
  - Course Outcomes

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Challenges: Aligning your data between K-12 and Higher Ed

K-12 Data

Higher Ed Data

Linking of these data depend on SASIDs

Other Challenges From Programs

Through program feedback, the Office of Early College identified other concerns and challenges:

- Communication around certification of student enrollment
- Shared definitions, understanding between HS and IHE partners
- Lack of alignment with reporting, schedule (when courses begin/end vs. term dates)
- Staff turnover

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4 Strategies for Improvement

Success Strategies From Programs

- Creating a comprehensive, collaborative Early College leadership team, **inclusive of data folks**

- Professional development for all leadership team members to create a **shared understanding** of data collected, reported and how those data are defined

- "**Constant communication**", including shared, accessible documents

- **Documentation** of processes, challenges and solutions

- **Regular meetings**
  - Create an annual calendar that aligns with enrollment, reporting timelines
  - Regular review of data. *"Once we track students correctly, we can look at why students weren't successful, dropped the course."*

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Success Strategies: Key Relationships

	High School Partner(s)	Higher Ed Partner(s)
Enrollment	Guidance Counselors Early College Coordinators	Early College Coordinators Registrar Faculty
Analysis & Reporting	School or District Reporters Data/Accountability Staff Early College Coordinators	Early College Coordinators Institutional Researchers
Curriculum	Curriculum Leads Department Head Classroom Teachers	Faculty Department Chairs Faculty Members
Leadership	Early College Staff School/District Decision-Makers Data/Accountability Staff	Early College Staff Unit/Institutional Decision-Makers Institutional Researchers

Success Strategies: Key Relationships

REPORTING GUIDANCE

Review reporting guidance from DESE, DHE

OUTREACH, SUPPORT

Engage in continuous outreach with colleagues, fellow designees, and DESE/DHE
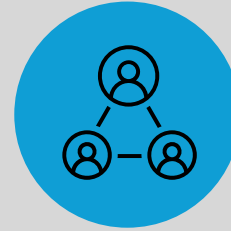
FEEDBACK & ANALYSIS LOOP

Build/Engage in community of practice with consistent opportunities for feedback, opportunities to review analysis for accuracy of data
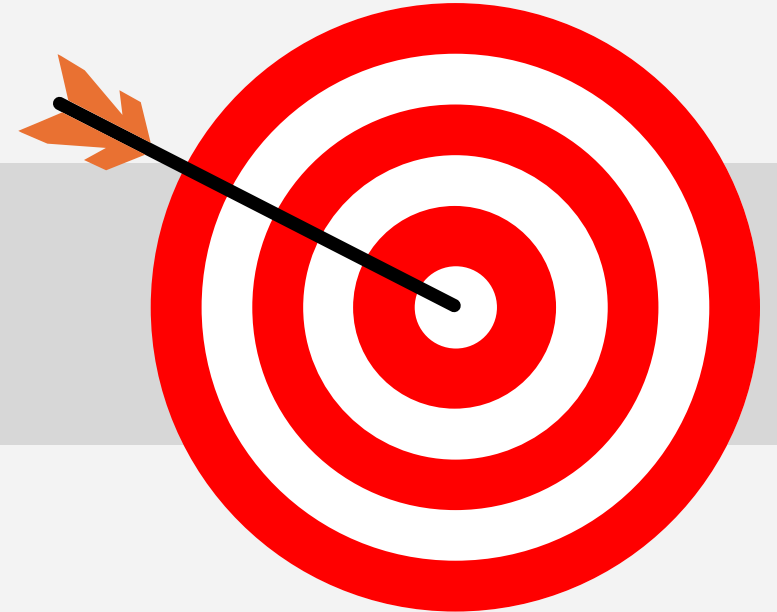
Easier, Accurate, Timely Reporting

Strategies From Programs: Scheduling Meetings

Suggested Fall Data Reporting Checklist

Fall Data Submission Checklist

Date	Topics

Late August/Early September	☐ Identify responsible individuals to be part of the Data & Reporting Team:
	   ○ Early College program data owner(s): _____
	   ○ District SIMS reporting lead: _____
	   ○ IHE data reporting lead: _____
	☐ Set Data & Reporting Team meeting schedule for upcoming school year. Recommended meetings included in calendar below.

Mid-September	☐ If any staff are new, talk through data collection/submission process and expectations for the year ahead. ☐ Review prior year June SIMS, Annual HEIRS reporting for discrepancies between high school, IHE, and program records ○ How did SIMS and HEIRS numbers compare to EC program records? Describe any discrepancies and strategies to improve this year: _____ ☐ Review enrollment list of EC students according to program records ☐ Determine how and when the list of EC students will get flagged in the high school's Student Information System (SIS) before Oct. 1. ☐ Run test report to ensure that SIS numbers match EC program records
Late September/ Early October	☐ Review Fall term IHE course enrollment and list of EC students according to program records ☐ Run report to ensure IHE Student Information System matches EC program records (both for students and credits enrolled). ○ How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ☐ Ensure all EC students coded in IHE have correct high school ☐ (After October SIMS window opens) Access, review SIMS Summary Reports 4 and 5 ☐ Confirm, submit final October SIMS ☐ Run report after enrollment freeze date to ensure program and IHE records still match, are updated with any courses added/dropped for HEIRS Fall term submission
Ongoing throughout Fall	☐ Intermittent check-ins to update Early College student enrollment lists/coding based on program entrances/withdrawals ☐ Intermittent check-ins to check on college course enrollment, withdrawals, add or drops ☐ Identify any additional Early College enrollments that may have occurred after the freeze date (not included in Fall HEIRS) that will need to be included in HEIRS Annual Submissions

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Suggested Spring Data Reporting Checklist

Spring Data Submission Checklist

Date	Topics
January	☐ Review final October SIMS submissions, Fall HEIRS reporting for discrepancies between high school, IHE, and program records. o How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ☐ Review current enrollment list of EC students according to program records ☐ Run report to ensure that high school SIS coding matches EC program records
Early to mid-February	☐ Review Spring term college course enrollment and list of EC students according to program records ☐ Run report to ensure IHE SIS matches EC program records (both for students and credits enrolled) o How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ☐ Ensure all Early College students coded in IHE have correct high school ☐ Run report after freeze date to ensure program and IHE records still match, are updated with any courses added/dropped
March	☐ (After March SIMS window opens) Access, review SIMS Validation Reports 4 and 5 ☐ Confirm, submit final March SIMS
Ongoing throughout Spring	☐ Intermittent check-ins to update Early College student enrollment lists/coding based on program entrances/withdrawals ☐ Intermittent check-ins to check on college course enrollment, withdrawals, add or drops ☐ Identify any additional Early College enrollments that may have occurred after the freeze date that will need to be included in HEIRS Annual Submissions
May	☐ Review March SIMS submissions, Initial Spring HEIRS reporting for discrepancies between high school, IHE, and program records o How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ☐ Run report to ensure that Student Information System coding matches Early College program records, particularly for Early College high school graduates ☐ Run report to ensure IHE Student Information System matches Early College program records (both for students and credits enrolled) for both Fall and Spring terms to prepare for HEIRS Annual file reporting

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Next Steps

- **October SIMS Certification**: **October 24, 2025**
- **HEIRS** Fall 2025 Course, Student Enrollment Files: December 12th.
  - *We strongly encourage EC programs to submit early or on time*
- **Suggestion:** Schedule your next meeting with your data reporting team to discuss these reporting deadlines

Next Steps

- **Additional Data Reporting Sessions** (repeats)**:**
  - Friday, 9/26/25, 10:00 – 11:00 AM
    - Zoom link to attend, no registration required
  - Thursday, 10/2/25, 9:30-10:30 AM, office hours until 11:00 AM
    - Zoom link to attend, no registration required
- **Early College Data Reporting Office Hours:**
  - Tuesday, October 7, 2025: 12:00 – 1:00 PM
  - Thursday, October 9, 2025: 9:30 – 10:30 AM
  - Wednesday, October 15, 2025: 9:30 – 10:30 AM
  - Thursday, October 16, 2025: 12:00 – 1:00 PM
  - Monday, October 20, 2025: 12:00 – 1:00 PM
  - Tuesday, October 21, 2025: 9:30 – 10:30 AM
  - Wednesday, October 22, 2025: 9:30 – 10:30 AM
  - All Office Hours will take place on Zoom at this link, no registration required: https://us02web.zoom.us/j/3447062150?pwd=ZmFtNXJ6MEpxejg2cjlEVWJGZEd1QT09&omn=8502 8598474

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5 Case Study Examples

Student Profile #1

Scenario: 9th grade student at BMC Durfee High School *(Partnered **separately** with Bristol Community College and Bridgewater State University)* who has been accepted into the Durfee/BCC Early College program, but is not currently taking college coursework.

SIMS DOE045	SIMS DOE046	SCS SCS09	SCS SCS03	HEIRS STU077	HEIRS CRS, ENR, ENP
02: Early College	**3110:** Bristol Community College	**NOT 04**: Postsecondary Credit *Will depend on student's coursework*	**WILL NOT CONTAIN** CLBR (courses not on college campus)	**WILL NOT** Appear in HEIRS	**WILL NOT** Appear in HEIRS

Student Profile #2

Scenario: 12th grade Nashoba Valley Technical High School *(partnered with Middlesex Community College)* student continuing as Early College. Currently taking all courses (4 courses) on the Middlesex Community College campus.

SIMS DOE045	SIMS DOE046	SCS SCS09	SCS SCS03	HEIRS STU077	HEIRS CRS, ENR, ENP
02: Early College	**3554:** Middlesex Community College	**04:** Postsecondary Credit	**CLBR3554** Courses on Middlesex Campus	**1:** Early College	All 4 courses will appear in **Course, Enrollment, and Post-Term** files from MCC

Student Profile #3

Scenario: 11th grade Framingham High School *(partnered together with Mass Bay Community College and Framingham State University)* Early College student. Taking two courses for college credit through Framingham State University, one of which is online.

SIMS DOE045	SIMS DOE046	SCS SCS09	SCS SCS03	HEIRS STU077	HEIRS CRS, ENR, ENP
02: Early College	**3519:** Framingham State University	**04:** Postsecondary Credit *Only for those two courses for college credit*	**CLBRVCLG** for online college course *If other course is on FSU campus, code as* **CLBR3519**	**1:** Early College	Both college courses will appear in **Course, Enrollment , and Post-Term** files from FSU

Student Profile #4

Scenario: 11th grade Claremont Academy *(partnered with Quinsigamond Community College and Worcester State University)* student who was previously in an Innovation Career Pathway (ICP). This fall, they committed to the Early College program. Student 4 is currently taking some college coursework through both Worcester State University and Quinsigamond CC.

SIMS DOE045	SIMS DOE046	SCS SCS09	SCS SCS03	HEIRS STU077	HEIRS CRS, ENR, ENP
02: Early College	**3714:** Quinsigamond Community College	**04:** Postsecondary Credit *Only for those courses for college credit*	**CLBR3714** (QCC) or **CLBR3524** (WSU) *if courses are taught on the college campuses*	**1:** Early College	All college courses will appear in each IHE's **Course, Enrollment, and Post-Term** files

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Student Profile #5

Scenario: 11th grade Lawrence High School *(partnered **separately** with both Merrimack College and Northern Essex Community College)* student who committed to Early College this fall. LHS has separate Early College designated programs with Merrimack College and Northern Essex Community College. Student 5 is part of the LHS/Merrimack Program but may take a course or two at NECC.

SIMS DOE045	SIMS DOE046	SCS SCS09	SCS SCS03	HEIRS STU077	HEIRS CRS, ENR, ENP
02: Early College	3525: Merrimack College	04: Postsecondary Credit *Only for those courses for college credit*	CLBR3525 (Merrimack) or CLBR3674 (NECC) *if courses are taught on the college campuses*	1: Early College	All college courses will appear in each IHE's **Course, Enrollment, and Post-Term** files (independent IHE collection to come)

5 FAQs and Q&A time

FAQs in DESE Reporting

- *How can we code a student as both Innovation Career Pathways (ICP) and Early College (EC) in HQCCP Program Type DOE045, as our school offers flexible scheduling that allows students to meet both program requirements?*
  - Our office recommends that you use the DOE045 vlue that most closely aligns with the student's experience. DOE045=02 denotes Early College. DOE045=04 denotes Early College and ICP.
- *If a student is enrolled in a Ch74 Secondary Prep Program Pathway (like Healthcare), should the EC code need to override the CTE coding for HQCCP Participation and Program Type?*
  - You should be able capture a student's participation in Ch74 programming as well as Early College. HQCCP Program Type DOE045 should still be 02 for Early College, but other HQCCP fields may or may not be filled in for Ch74 programming.
- Our Early College Program includes a college course taught at the high school by a college professor, or by a high school teacher approved by the college to teach the course. How should we code the course location?
  - In either case, the college course taught on the high school by an in-person college professor or approved HS teacher would be coded as taking place at the college location. Virtual-only courses would be coded as virtual (VCLG) in SCS.

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FAQs in HEIRS Reporting

- *My IHE campus has late start Early College courses or 'stretch' courses that span multiple terms.*

  - We understand that several of our IHEs have Early College courses that span multiple terms and/or for whom course outcomes are unavailable at the time the post-term file is due. Please consider including these courses in the **term files in which you can also record the course outcome (ENP009 – ENP012)**. Ex: If your courses run November – March, include all courses, enrollments in the Spring Course and Post-Term files.

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Thank you!!

Please contact me with any questions:

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