

Early College Data Reporting

Office of Early College
Fall 2026



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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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 to what the credit trackers reported, and paid to designated partners in a regular, timely manner?



STUDENT SUCCESS

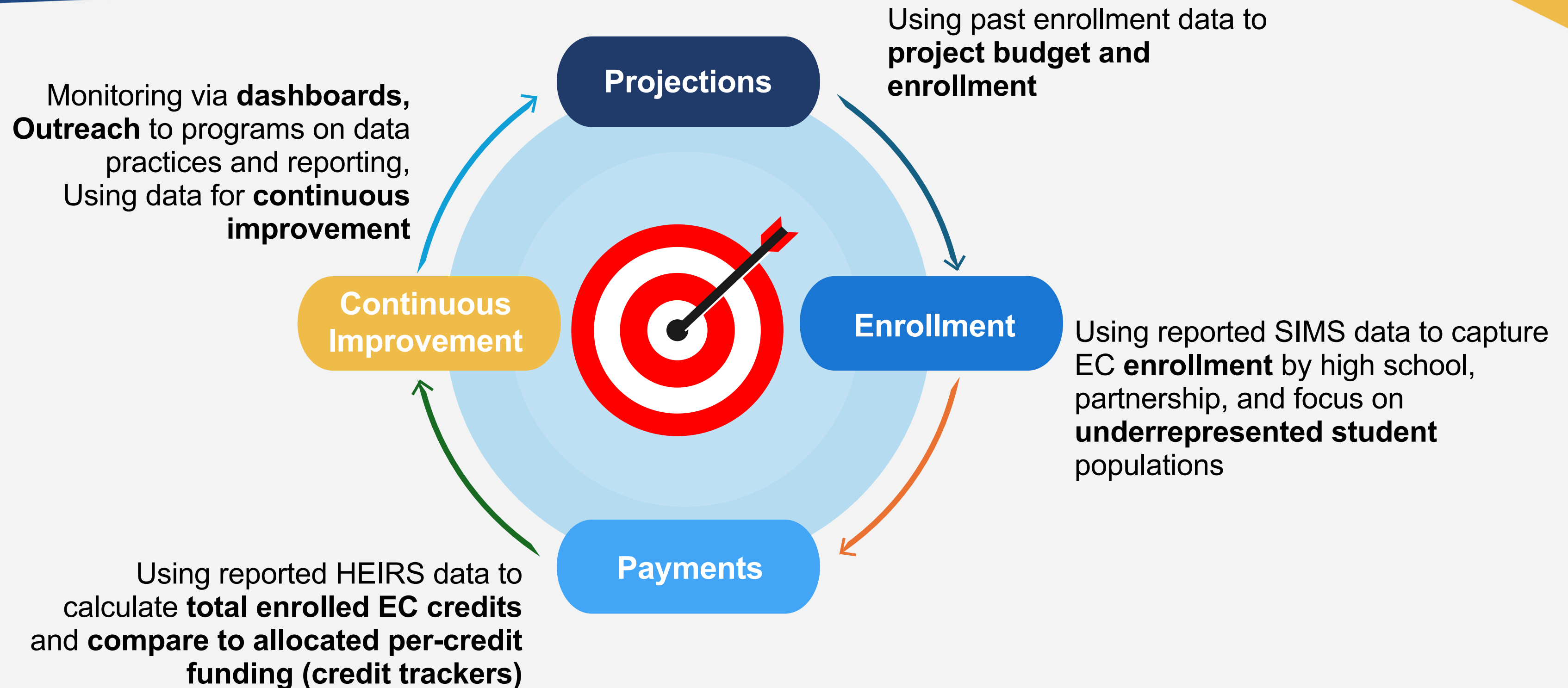
Are institutions supporting student success?
Are students completing 12+ credits?



LONG-TERM OUTCOMES

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

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



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

K-12 Data	Higher Education Data
Student Information Management System (SIMS) is the formal DESE collection on student information that meets state, federal reporting requirements and includes student demographic and location data. <u>SIMS is the formal way that DESE identifies EC students.</u> Student Course Schedule (SCS) is the formal DESE collection on student course information. SCS helps to identify the courses that EC students are taking for postsecondary credit.	Higher Education Information Resource System (HEIRS) is the 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

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

K-12 Data	Higher Education 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?	• 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

K12 Reporting Checklist

**SIMS DOE045:
High Quality Career
Pathways Program Type**

= **02** Early College
= **04** Innovation & Career
Pathways and 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)



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 16th, 2026.**

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

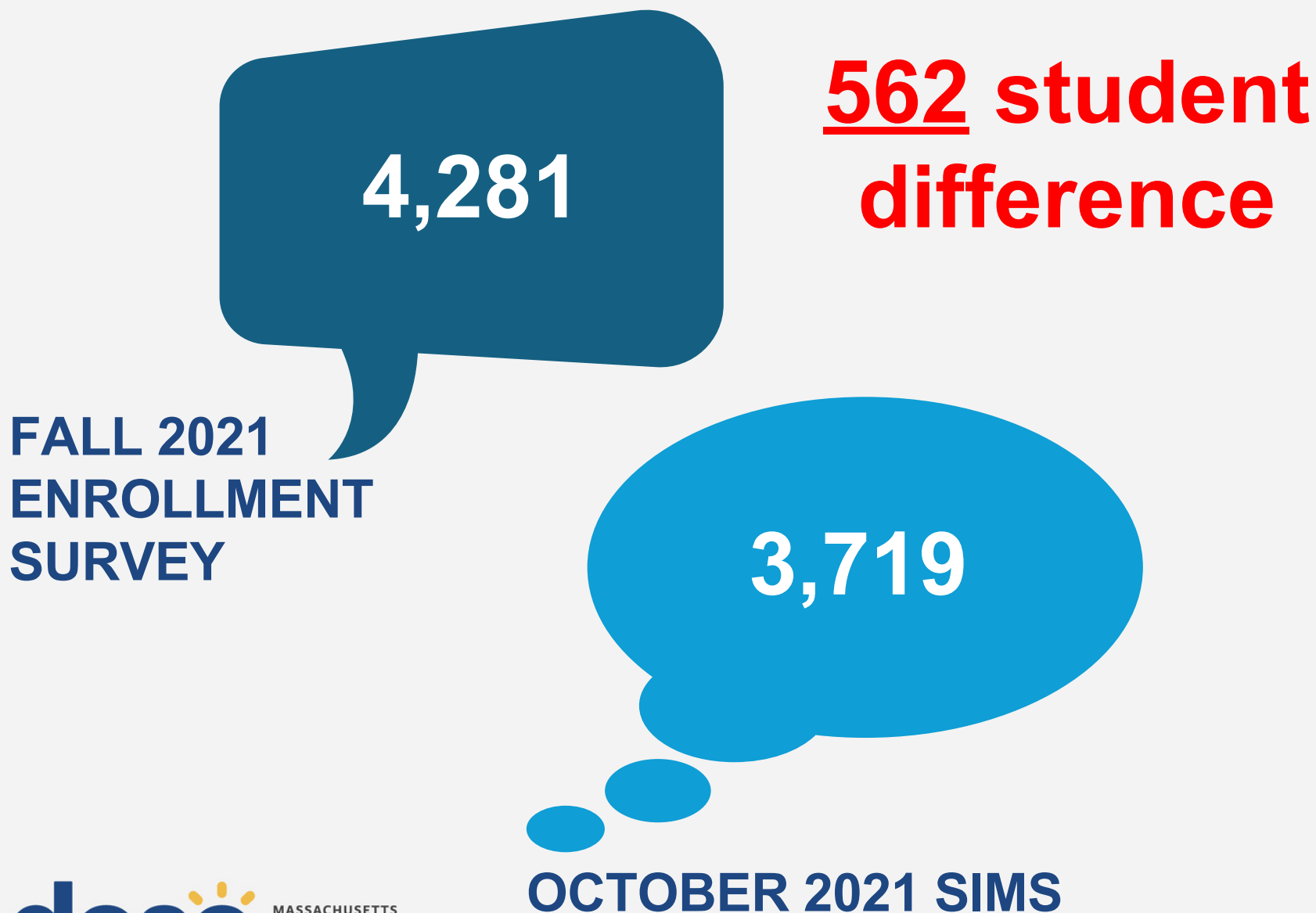


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Challenges in Data Reporting

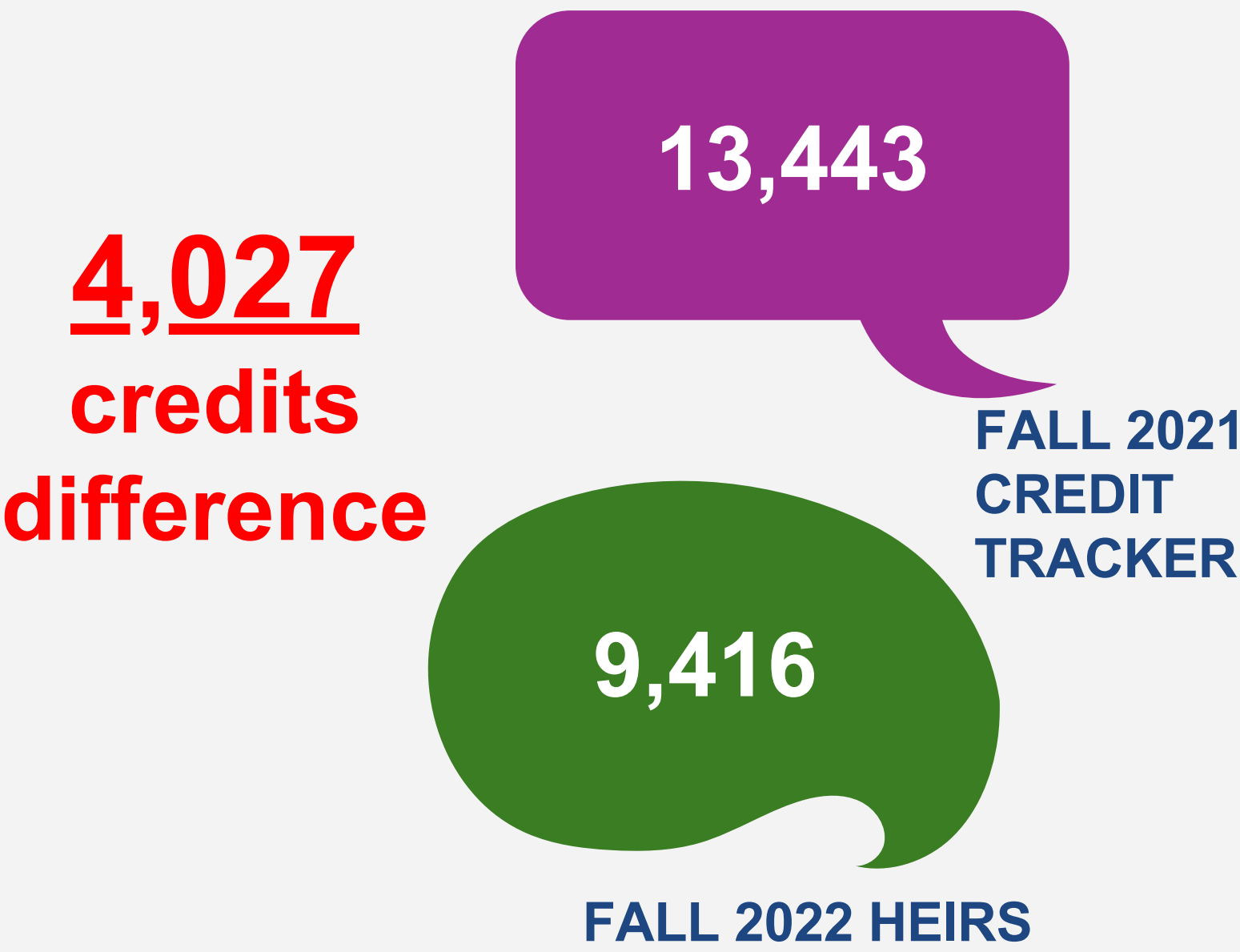
Ongoing Challenges in EC Reporting

Reported Early College Students



Reported Early College Credits

For public IHEs only



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

K-12 Data	Higher Education Data
SIMS: Student-level data • SASIDs • Identifies Early College Students • High School	HEIRS Student File: • Includes 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	HEIRS Course and Enrollment Files: • Calculation of credits for payment • Course Outcomes

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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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.”*

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: - o Early College program data owner(s): _____ - o District SIMS reporting lead: _____ - o 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 - o 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). - o 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 <u>after enrollment freeze date</u> 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 <u>after</u> the freeze date (not included in Fall HEIRS) that will need to be included in HEIRS Annual Submissions

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. ○ 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) ○ 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 <u>after freeze date</u> 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 <u>after</u> 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 ○ 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, <u>particularly for Early College high school graduates</u> ☐ Run report to ensure IHE Student Information System matches Early College program records (both for students and credits enrolled) for <u>both Fall and Spring terms</u> to prepare for HEIRS Annual file reporting

Next Steps

- **October SIMS Certification: October 23, 2026**
- **HEIRS Fall 2026 Course, Student Enrollment Files:**
December 11, 2026.
 - *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):**
 - Thursday, September 17, 2026 from 9:00 - 10:00 AM
 - Zoom link to attend, **registration required**
 - Thursday, 10/15/26, 9:00-10:00 AM
 - Zoom link to attend, **registration required**
- **Early College Data Reporting Office Hours:**
 - Thursday, September 17, 2026 from 10:00 - 11:00 AM - No Registration Required
 - Wednesday, October 14, 2026 from 10:00 - 11:00 AM - No Registration Required
 - Thursday, October 15, 2026 from 12:30 - 1:30 PM - No Registration Required
 - Wednesday, October 21, 2026 from 11:00 AM - 12:00 PM - No Registration Required
 - Thursday, October 22, 2026 from 9:00 - 10:00 AM - No Registration Required

You can join any of the office hours using this link:

<https://us02web.zoom.us/jc/87504223401>

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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	<u>NOT 04:</u> Postsecondary Credit <i>Will depend on student's coursework</i>	<u>WILL NOT CONTAIN CLBR</u> (courses not on college campus)	<u>WILL NOT</u> Appear in HEIRS	<u>WILL NOT</u> 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, FNP
02: Early College	3519: Framingham State University	04: Postsecondary Credit <i>Only for those two courses for college credit</i>	CLBRVCLG for online college course <i>If other course is on FSU campus, code as CLBR3519</i>	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 02: Early College	SIMS DOE046 3714: Quinsigamond Community College	SCS SCS09 04: Postsecondary Credit <i>Only for those courses for college credit</i>	SCS SCS03 CLBR3714 (QCC) or CLBR3524 (WSU) <i>if courses are taught on the college campuses</i>	HEIRS STU077 1: Early College	HEIRS CRS, ENR, FNP 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, FNP 
02: Early College	3525: Merrimack College	04: Postsecondary Credit <i>Only for those courses for college credit</i>	CLBR3525 (Merrimack) or CLBR3674 (NECC) <i>if courses are taught on the college campuses</i>	1: Early College	All college courses will appear in each IHE's Course, Enrollment, and Post-Term files (independent IHE collection to come)

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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 value 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.

FAQs in DESE Reporting

- *I have a student who was previously enrolled in Early College and coded as DOE045=02. They are not taking college coursework this semester. Should I continue coding this student as an Early College Student (DOE045=02)?*
 - While students should generally be enrolled in a college course consistently as an Early College student in grades 11 and 12, we understand that unexpected personal or scheduling constraints may arise. If a student has formally committed to the Early College pathway, is participating in EC pathway programming, and plans to earn at least 12 credits by graduation, they may continue to be coded as an Early College Student. Students should only be “un-coded” as EC if they are formally withdrawing from the EC pathway program.

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.



Thank you!!

Please contact me with any questions:
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