

Massachusetts Early College Designation Readiness Checklist

The Early College Readiness Checklist is a resource for prospective Early College partners to guide their pre-planning process. While this checklist is organized by structural component, each item is closely tied to the five guiding principles which are the foundation of Early College programs.

Mission and Vision

	Yes	No
Do both partners have the full support and approval of leadership?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners identified a clear rationale, mission, and vision for developing an Early College program? What is your “Why?” and what do you hope to achieve?	<input type="checkbox"/>	<input type="checkbox"/>
Do both partners have an understanding of the key differences between Early College and Dual Enrollment?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners surveyed students and families to determine interest in an Early College program? Is there an identified need in college-going rates or persistence?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed the projected scale and size of the Early College program, as well as the size of each Early College cohort of students by grade? Do they have a clear rationale for the selected enrollment numbers?	<input type="checkbox"/>	<input type="checkbox"/>

Structure and Operations

Do both partners have the infrastructure and/or finances in place to support an Early College program? Are both partners committed to long-term sustainability?	<input type="checkbox"/>	<input type="checkbox"/>
Have both partners considered any union or contractual barriers to implementing an Early College program?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed designated staff for the Early College program? (This includes staffing at both the high school and the college or university.)	<input type="checkbox"/>	<input type="checkbox"/>
Does the IHE have the physical space available to accommodate Early College High School students?	<input type="checkbox"/>	<input type="checkbox"/>
Are both partners prepared to finalize a detailed Memorandum of Understanding (MOU) prior to implementation?	<input type="checkbox"/>	<input type="checkbox"/>

Prioritizing Equity

	Yes	No
Have the partners had a preliminary conversation with regard to making the Early College program free to all students?	<input type="checkbox"/>	<input type="checkbox"/>
Have partners determined which student populations at the secondary school would most benefit from this Early College program? (This includes students who may be first in their family to go to college and/or those who are part of demographic groups historically underrepresented in higher education.)	<input type="checkbox"/>	<input type="checkbox"/>
<p>Have the partners had a preliminary conversation with regard to an open enrollment process into the Early College program, that:</p> <ul style="list-style-type: none"> - promotes equitable access for all students, regardless of prior academic record? - prioritizes the enrollment of students traditionally underrepresented in higher education? - integrates strategies for providing wraparound support, including strategies for specific student populations? <p>*Note: Entry into the Early College program should be as open as possible, particularly with regard to prior academic performance. Students then receive relevant academic support to be ready for enrolling, and succeeding, in college courses. The intentional design of the program should prepare students <i>for</i> college coursework.</p>	<input type="checkbox"/>	<input type="checkbox"/>

High School Redesign: Academic Pathways and Student Supports

Have the partners discussed how students will be made aware of, and then enroll in, the Early College program?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners had conversations about scheduling, so that coursework and supports for Early College students can be offered during the traditional school day?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners broadly envisioned students' experience in the Early College program, from the time of enrollment to graduation?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed which guided academic pathways they would like to offer? Are the proposed courses in these pathways transferable to both other courses of study and other institutions? Does coursework also relate to determined workforce needs for pathways that will translate into careers considered high-need and high-wage?	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Have partners discussed alignment between high school graduation requirements and college coursework, so that students can satisfactorily meet graduation requirements while also earning college credits?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed a preliminary plan for wrap around supports for Early College students? Do both partners have the infrastructure and/or finances in place to provide supports?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed how individual student progress will be communicated between both institutions, particularly insights into individual student performance throughout a college course (versus only communicating final grades)?	<input type="checkbox"/>	<input type="checkbox"/>

The College Experience

Have the partners discussed how this Early College program will create a college going identity in student participants?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed a preliminary transportation plan for Early College students to attend classes, advising, and other events on the IHE campus?	<input type="checkbox"/>	<input type="checkbox"/>
Have the partners discussed college acculturation, exposure, and orientation activities for Early College cohorts?	<input type="checkbox"/>	<input type="checkbox"/>