Early College 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 design principles common to most Early College programs.

**Mission and Vision**

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|  | **Yes** | **No** |
| Do both partners have the full support and approval of leadership? | [ ] | [ ] |
| 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? | [ ] | [ ] |
| Do both partners have an understanding of the key differences between Early College and Dual Enrollment? | [ ] | [ ] |
| 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? | [ ] | [ ] |
| 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? | [ ] | [ ] |

**Structure and Operations**

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| Do both partners have the full support and approval of leadership? | [ ] | [ ] |
| 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? | [ ] | [ ] |
| Have both partners considered any union or contractual barriers to implementing an Early College program? | [ ] | [ ] |
| Have the partners discussed designated staff for the Early College program? (This includes staffing at both the high school and the college or university.) | [ ] | [ ] |
| Does the IHE have the physical space available to accommodate Early College High School students? | [ ] | [ ] |
| Are both partners prepared to finalize a detailed Memorandum of Understanding (MOU) prior to implementation? | [ ] | [ ] |

**Prioritizing Equity**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Have the partners had a preliminary conversation with regard to making the Early College program free to all students? | [ ] | [ ] |
| 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.) | [ ] | [ ] |
| Have the partners had a preliminary conversation with regard to an open enrollment process into the Early College program, that:   * 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?   \*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 *for* college coursework. | [ ] | [ ] |

**High School Redesign: Academic Pathways and Student Supports**

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| Have the partners discussed how students will be made aware of, and then enroll in, the Early College program? | [ ] | [ ] |
| Have the partners had conversations about scheduling, so that coursework and supports for Early College students can be offered during the traditional school day*? (NOTE: As an initial schedule is required in Part A, it is recommended that you have already started this process as part of determining readiness.)* | [ ] | [ ] |
| Have the partners broadly envisioned students’ experience in the Early College program, from the time of enrollment to graduation? | [ ] | [ ] |
| 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? | [ ] | [ ] |
|  |  |  |
|  |  |  |
|  | 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? | [ ] | [ ] |
| 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? | [ ] | [ ] |
| 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)? | [ ] | [ ] |

**The College Experience**

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| Have the partners discussed how this Early College program will create a college going identity in student participants? | [ ] | [ ] |
| Have the partners discussed a preliminary transportation plan for Early College students to attend classes, advising, and other events on the IHE campus? | [ ] | [ ] |
| Have the partners discussed college acculturation, exposure, and orientation activities for Early College cohorts? | [ ] | [ ] |