
Early/Middle College Program Identification Application and Procedures

Legislation provides the opportunity to leverage Postsecondary Enrollment Options (PSEO) funding for developmental coursework under specific circumstances. Subdivision 9 of Minnesota Statutes, section 124D.09 states:

An institution must not enroll secondary pupils, for postsecondary enrollment options purposes, in remedial, developmental, or other courses that are not college level except when a student eligible to participate and enrolled in the graduation incentives program under section 124D.68 enrolls full time in a middle or early college program. A middle or early college program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway to allow the student to earn a postsecondary degree or credential. In this case, the student shall receive developmental college credit and not college credit for completing remedial or developmental courses.

Definition: For this purpose, an Early/Middle College Program allows high school students to earn dual high school and college credits with well-defined pathways towards earning a postsecondary degree or credential in addition to a high school diploma. Early/Middle College Programs are partnerships between State-Approved Alternative Programs (SAAP) and eligible postsecondary institutions designed to serve and support students in the academic middle - especially low-income, English Language Learners, first generation college students, and/or students of color.

Student Eligibility: Students are considered eligible if they are exclusively enrolled in a core school day SAAP under the graduation incentives program as defined by the Minnesota Department of Education (refer to Minnesota Statutes, Section 123A.05). Students enrolled in an Early/Middle College Program are restricted to the participation limits in the PSEO program as outlined in Minnesota Statutes, Section 124D.09.

Program Eligibility: Only eligible postsecondary institutions as defined in Minnesota Statutes, Section 124D.09 and Minnesota SAAPs are eligible to submit an application for an approved Early/Middle College Program to receive PSEO funding for developmental coursework. Any secondary/postsecondary partnership that is not approved by the Minnesota Department of Education must not enroll secondary pupils, for PSEO funding, in remedial or developmental courses.

Application Directions: In order to be approved as an Early/Middle College Program for 2021-2022, each SAAP and its partnering postsecondary institution must submit a complete application by March 1, 2021. A separate application is required for each unique partnership. **Programs are approved for a 3-year cycle before applying again.**

1. Complete the Cover Page.
2. Complete the Narrative. An optional [Narrative Template](#) is provided in Word. Provide descriptions of required elements of an EMC program and include supplemental information or documents requested in each section.
3. Email the scanned Cover Page and completed Narrative (including supplemental information) to beth.barsness@state.mn.us.
4. Applicants will be notified by March 20, 2021.

Cover Page for Early/Middle College Program Identification Application

School Year: 2022-2022

Due Date: March 1, 2021

Early/Middle College (EMC) Program Information

Name of Early/Middle College Program (EMC)

State Approved Alternative Program (SAAP) Information

Name of State Approved Alternative Program (SAAP)

SAAP 3-digit Number

District Name

District Number

Name of SAAP Contact Person / Title

Phone Number

Email Address

Postsecondary Institution Information

Name of Partnering Postsecondary Institution

Name of Postsecondary EMC Contact Person

Phone Number

Email Address

Statement of Understanding / Assurance Verification

I have thoroughly reviewed the information included with this application and have submitted the appropriate documentation required as part of the application process for an Early/Middle College Program. My signature below certifies that the information provided accurately describes the status of the Early/Middle College Program offered at our school(s).

Superintendent's Typed Signature

Date

Postsecondary Administrator's or Dean's Typed Signature

Date

Narrative for Early/Middle College Program Identification Application

School Year: 2021-2022

Due Date: March 1, 2021

Required Elements of an Early/Middle College Program

- A. Strong Partnership in Support of Students.** A strong secondary/postsecondary partnership fosters shared responsibility for student success, with collaboration on the development of academic programs that 1) meet secondary and postsecondary standards. Early/Middle College programs are most commonly located on a college campus and draw on that environment to enable high school students to experience real college coursework and build their identity as college-goers. Provide the following:
- A1. A description of how student participants will be identified, recruited, and retained in the program and how each partner contributes to this process.
 - A2. A description of where the program is located. If the program is not completely located on the college campus, explain where identified students will access courses and how they will experience the college environment.
 - A3. A description of how student participation and progress data will be collected and shared between partners (include progress and retention in program, transcription of postsecondary credits, and awarding of earned degrees in both secondary and postsecondary student record systems).
 - A4. A description of how student participation and progress data will be reported, monitored, and evaluated for continuous improvement by both program partners.
- B. Aligned Curricula and Instruction.** A coherent instructional framework aligned to college-ready academic standards, with consistent instructional practices that establish a strong college-going culture and prepares students for postsecondary success. Identified career pathways that allow participating students to earn their high school diploma while working towards a postsecondary credential or degree. Students simultaneously earn a high school diploma and college credit—tuition free. Provide the following:
- B1. A description of the program’s college readiness curriculum that addresses academic preparation and alignment with K12 academic standards and local high school graduation requirements.
 - B2. Identify individual career pathways the program will offer to students. Provide a term-by-term program plan or map that includes all courses (college-level and developmental) included in each pathway.
 - B3. A description of how the student will earn both high school and postsecondary credit for program coursework.
- C. Personalization and Student Supports.** Student-centered learning environments promote personalization, engagement, and relationships among students and staff, with assistance based on assessments that identify the needs of each individual. Each student should have a program course map to complete graduation requirements and earn postsecondary credits as part of their Personal Learning Plan (PLP) and Continual Learning Plan (CLP) on file at the district. Student PLPs or CLPs may also include college and career readiness assessments and targeted interventions if needed by the student. Provide the following:
- C1. A description of how the program partners provide a unique environment for identified students with specific supports and resources at both the secondary and postsecondary sites, including: access to college campus resources (i.e. student services, advising, tutoring, library services), support services that develop students’ skills and behaviors necessary for college success, guidance and counseling supports, non-academic supports for students in alternative programs.
 - C2. A description of how PLPs and CLPs are incorporated into the Early/Middle College Program.
 - C3. A copy of your program’s CLP.