



Early College Initiative at CUNY Handbook 2020-2021

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On Formatting

The formatting in this handbook is intended to help readers differentiate between: policy, guidelines, and recommendations.

1) Text not in boxes within the main body of this document represents:

- Facts, history, descriptions of current standing of programs
- Policy applicable to all ECI Schools which may originate from CUNY, ECI, or the DOE

2) Text within boxes with a solid border represents:

- ECI guidelines which each partnership is expected to follow, but which may not have an associated, formal, written policy.

Example:

ECI Guideline:

The high school leadership, and ECI Liaison should review their Scope and Sequence on a yearly basis before submitting their budget proposals.

3) Text within gray boxes without a border represents:

- ECI “best-practices” and recommendations

Example:

ECI Recommendation:

A school’s Scope and Sequence should provide an avenue for most students enrolled to earn at least 15 college credits.

Any text within the main body which is not within a box, describes how the ECI model works, expectations, or requirements, is applicable to all school models and should be considered policy. When possible, we have included links to the complete policy documents pertaining to each subject.

Please consult with ECI if you are unsure regarding any of the ECI guidelines and how they may affect your school.

Preface

This handbook provides information about the Early College Initiative (ECI) at the City University of New York for all stakeholders working directly with students in the program or making decisions about the model. It was written for ECI Liaisons and ECI staff, and it may also be useful to High School Leadership, High School College Advisors, and College Leadership.

This handbook is not designed as a primary resource for Parents, Students, Teachers, Professors, Employer Partners, CBO's or external partners, or for outside model development.

Mission Statement

The Early College Initiative at CUNY (ECI) designs, develops, and supports schools that make earning a college degree more accessible, affordable, and attainable. ECI promotes social and economic mobility by restructuring the educational experience for students who are traditionally underrepresented in higher education. Early college schools are founded on the belief that all students deserve a high quality education that adequately prepares them for college level work.

History

The Early College Initiative at the City University of New York (CUNY) was established in 2003 as part of the nationwide Early College High School Initiative, a project sponsored by the Bill and Melinda Gates Foundation. Between 2003 and 2006, ECI developed and opened six 6-12 early college secondary schools in collaboration with the New York City Department of Education (NYCDOE).

In 2007, ECI and NYCDOE formed a funding partnership (i.e. Funding MOU) to cover the costs of college course taking, creating a permanent source of funding for the network. At this time a number of other New York City early college and middle college schools already in existence prior to the founding of ECI joined the CUNY Early College network. ECI provides guidance, project management, and financial resources and advocacy for creating and maintaining early college schools in New York City.

As part of the cost-sharing agreement, and also as part of a larger reorganization of the NYCDOE during that period, CUNY formed a School Support Organization (SSO) that works in tandem with ECI. Staff from the SSO, now known as the CUNY Affinity Group, provide instructional and leadership coaching to most of the schools in the ECI network.

In 2011, the first 9-14 Early College & Career school, Pathways in Technology Early College High School (P-TECH), was developed to prepare students for college and STEM careers in competitive industries. There are currently 7 P-TECH schools in NYC that have students enrolled in college degree programs, and plans are underway for the development of more.

As of fall of 2020, ECI supports a network of 20 NYCDOE early college schools in a variety of school models: 6-12, 9-12, 9-13 and 9-14.

Program Goals

Early college schools and their partners ensure that all students *by the end of Grade 12*:

- meet all DOE high school graduation requirements.
- meet CUNY proficiency benchmarks in reading/writing and mathematics.
- have the opportunity to earn college credit in high school.
- maintain good academic standing at their partner college.
- demonstrate a 'college identity' that includes college preparation indicators related to self-advocacy and independence.
- have a postsecondary plan to enroll in college or secure a skilled job placement¹ within six months of graduation.
- participate in at least one career mentoring program by the end of Grade 12 (Early College & Career schools only).
- have a portfolio/Individual Development Plan (IDP) and engage in at least one paid internship by the end of Grade 12 (Early College & Career schools only).

ECI Recommendations:

- Most students should have the opportunity to earn at least 15 college credits (the equivalent of one semester of college credits before end of Grade 12).
- Students maintain at least a 2.0 overall GPA and minimize the number of official withdrawals ("W"s) or grades of "D and F" in college course as these can impact financial aid in the future.

¹ Skilled job placements typically require demonstrated skill attainment through certifications.

Multiple School Models

ECI supports 20 public schools in New York City that blend a rigorous college-prep curriculum with the opportunity to earn up to two years of college credit while in high school – at no cost to students and their families. These innovative schools make a college education more accessible, affordable, and attractive to New York City students by offering academic programs that merge middle school, high school, and college.

Schools developed by ECI are deliberately unscreened, meaning there is no academic bar for admissions, but early college schools developed prior to ECI may have screens for admission. ECI schools are designed so that underrepresented populations including students of color, first generation college goers, low-income, and English Language Learners can access college and attain success through degree completion. Below is a chart representing the various models of ECI schools.

Model	Design Goal	College Credits Offered	Degree Offered	Number of Schools in Model
6-12 ECI Schools	Students strengthen their academic skills in middle school, then take two years' worth of a transferable liberal arts core, building momentum towards a BA.	Up to 60	Either two years of senior college general education credit, or a Liberal Arts AA from a community college	5
9-12 ECI Schools	Students build momentum towards earning an undergraduate degree.	Up to 60	n/a	2
9-13 ECI Schools	Students pursue a more liberal arts oriented curriculum but are able to earn an associates degree	Up to 60	Varies	2
9-14 ECI College & Career Schools	Students earn a CTE high school diploma, an Associate's degree, and gain relevant industry work experience.	Up to 60	AAS or AS degrees in STEM fields	9

CUNY Early College Network Schools: 2018-2019

Year Founded	Founding Intermediary Partners	School & College Partner	Model
1974	Middle College National Consortium	Middle College High School at LaGuardia Community College	9-13
1985	Middle College National Consortium	International High School at LaGuardia Community College	9-13
1986	Middle College National Consortium	Brooklyn College Academy at Brooklyn College	9-12 (Screened)
2003	Woodrow Wilson National Fellowship Foundation	Science, Technology and Research (STAR) Early College High School at Brooklyn College	6-12
2003	Woodrow Wilson National Fellowship Foundation	Manhattan Hunter Science High School at Hunter College	9-12 (Screened)
ECSS in 2004	CUNY ECI	Hostos-Lincoln Academy of Science at Hostos Community College	6-12
2005	CUNY ECI	The Queens School of Inquiry at Queens College	6-12
2005	CUNY ECI	City College Academy of the Arts at City College	6-12
2006	CUNY ECI	York Early College Academy at York College	6-12
2006	CUNY ECI	Kingsborough Early College Secondary School at Kingsborough Community College	6-12
2008 as 9-13/ 9-14 in 2017	CUNY ECI	City Polytechnic High School of Engineering, Architecture, and Technology at NYC College of Technology	9-14
2011	ECI/DOE/IBM	Pathways in Technology Early College HS/P-TECH with NYC College of Technology	9-14
2013	ECI/DOE Industry partners: Con Edison/National Grid	Energy Tech High School at LaGuardia Community College	9-14
2013	ECI/DOE Industry partner:	HERO High School at Hostos Community College	9-14

	Montefiore Hospital		
2014	ECI/DOE Industry partner: New York Presbyterian Hospital	Inwood Early College for Health & Information Technology at Bronx Community College	9-14
2014	ECI/DOE Industry partner: 4A's	Manhattan Early College School for Advertising at BMCC	9-14
2014	ECI/DOE Industry partner: SAP	Business Technology Early College High School/BTECH at Queensborough Community College	9-14
ECHS 2018	ECI/DOE Industry partner: K2 Intelligence and Mastercard	Bronx Academy for Software Engineering (BASE) at Bronx Community College	9-14
ECHS 2019	ECI/DOE Industry partner: TBD	Academy for Careers in Television & Film at TBD	9-14
ECHS 2020	ECI/DOE Industry partner: TBD	Port Richmond High School at TBD	9-14

NYCDOE Admissions

ECI schools follow the NYCDOE admissions process for middle and high school and are listed in the high school directory.

9-14 Early College High Schools follow the “educational option” admissions process set up by the NYCDOE.

Middle School Admissions Process for Grades 6-12 Early College Schools

<https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/middle-school>

High School Admissions Process for Grades 9-14 Early College & Career Schools

<https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/high-school/nyc-high-school-admissions-guide>

College Course Taking through ECI

College Course Selection

Early college students may qualify to take a specific scope & sequence of college classes specifically designed for their school program, generally starting in the 10th grade.

The college courses that students can select:

- Are often offered as dual credit, meaning they can count towards high school graduation requirements, high school electives, and college degree completion
- Are offered within a scope & sequence unique to the school that maps across all of the grade levels
- Follow a mostly pre-programmed set of courses with only a few elective choices because the scope & sequence must combine high school and college coursework within a set amount of time and/or because students are fulfilling specific degree requirements
- Require that students qualify by meeting CUNY proficiency benchmarks early in the course-taking experience (see College Course Eligibility section below)

College Course Taking Schedule

College courses are *primarily*:

- Offered within the school day
- Taught by professors (or high school teachers who are adjuncts for the college).
- Taught on the high school campus for Grades 9-11.
- Taught on the college campus for Grades 12-14.
- Taught for the same amount of time that they are taught on the college campus. For example, a typical 3-credit course is taught in two 90 minute sections per week.

Note for scheduling:

Early colleges must address the challenge of scheduling high school courses around college courses, taking into account the differences in course length and duration over the semester.

Students must fulfill DOE requirements and have sufficient time to transition between classes. High Schools must account for differences in seat-time requirements and provide students with sufficient time between classes if travel between campuses is involved. The NYCDOE has different “seat time” requirements based on the number of credits assigned for a course, these credits help determine the number of instructional hours a student must complete per week. If a college course does not meet the required minimum, high schools must program the students for the difference.

See:

<https://infohub.nyced.org/docs/default-source/default-document-library/AcPolicy-HighSchoolAcademicPolicyGuide>

Cohort Model

ECI promotes college course taking in a cohort structure. A cohort is defined as a group of students, typically in the same year of high school, taking the same college courses. The cohort might be split among multiple course sections, but all students move through the scope & sequence at the same time.

The majority of classes offered to ECI students are in these “cohort sections” which are course sections created by ECI Liaisons specifically for ECI students. As the sections are created by the liaison, this allows a degree of flexibility and input for faculty selection. Any course where there are *five or more* students to be enrolled should be set up as a cohort section.

This cohort structure is cost effective as funding pays for a professor’s time to teach the class, and it costs less per student to open up a cohort section of a course than it would to pay-per-credit for each student taking the course individually. The cost savings allow ECI to offer a greater number of course sections and support diverse academic programs. Additionally, the cohort structure facilitates scheduling students in groups for academic support. These supports can be developed by the school and college, and may involve outside community-based organizations.

Some academic supports that are facilitated through a cohort structure are:

- Group recitation by a high school teacher
- One-on-one tutoring by high school or college staff
- Skill-based grouping
- Group check-ins with high school and college support staff
- Peer tutoring organized by high school and college support staff

Blended Cohorts

If a school creates a cohort section with fewer than the “capacity/full enrollment” for the course (a minimum of five early college students), the rest of the seats in that course may be offered to matriculated college students. This is called a “blended cohort”. Some courses may be intentionally designed as blended courses to provide the added benefit of having early college students take courses alongside matriculated students at the partner campus.

Waiver Courses

In some cases, an individual student or small group of students must take a college course not offered as a cohort. When there are not enough early college students to create a cohort, then these students may enroll in the college course as “waiver” students. In this case, the cost per student is the direct cost per credit. ECI limits the amount of waiver funding for all partnerships as it reduces funding for cohort classes across all of the schools. Waivers should be used only as a well-deliberated exception to the scope & sequence.

Getting into College Classes

Demonstrating Proficiency

Most college courses require students to demonstrate college proficiency in order to enroll.² CUNY Pathways courses generally require CUNY proficiency.

Note:

Due to the COVID-19 pandemic the NYCDOE announced that June and August 2020, and January 2021 Regents were to be canceled. ECI has asked each partnership to work with their Math and English departments to develop campus-specific college-course eligibility metrics. By developing these metrics, academic departments at each college may dictate eligibility for ECI students to take courses through their department during the period in which Regent scores are unavailable.

Placement and Eligibility

After the student demonstrates proficiency, as set forward by the standards below, the department at the college may require the student to complete additional testing or meet other requirements to determine placement within a sequence of credit-bearing courses. Students meeting eligibility requirements allows them to begin college course-taking, but placement determines which course(s) they will be taking.

College Course Eligibility

Described below are the baseline proficiency standards required by CUNY and CUNY ECI for students to be eligible to take courses within certain subject areas.

Note:

Each college may have additional course eligibility requirements above-and-beyond the minimum set in this document. Early College Liaisons should understand these requirements.

CUNY reading and writing proficiency may be demonstrated through:

- A score of 75 or higher on the New York State English Language Regents exam, or
- A score of 480 or higher on the Verbal/Critical Reading section of the SAT exam, or
- A score of 20 or higher on the English portion of the ACT exam, or

CUNY math proficiency may be demonstrated through:

² Some scope & sequences contain one or two courses not requiring proficiency, usually offered as the first college course(s) in the scope & sequence. These courses are an exception and meant to begin the college immersion and exposure, and may often meet other dual credit criteria for the high school.

- A score of 70 or higher on the Algebra Common Core or Geometry Common Core Regents Exams, or a score of 65 or higher in Algebra 2/Trigonometry Regents, or
- A score of 500 or higher on the Mathematics section of the SAT exam, or
- A score of 21 or higher on the Mathematics section of the ACT exam, or
- A CUNY Proficiency Index score based on a combination of high school grades and standardized test scores.³
- A student meets college department-specific criteria, placement rubric, or placement requirements set by college partner which assess ECI students

Before enrolling in college courses, early college students must fulfill all prerequisites, unless a prerequisite is waived by the department chair at the college.

High School Course Alignment

If the high school offers a subject specific course that precedes a college course within the scope & sequence, students required to take the high school course must successfully complete it before being able to take the college course (for example: high school Chemistry before college Chem 101).

Students who fail a high school course that precedes a college course in the same discipline are ineligible to take that college level course until they successfully pass the high school course. After successfully completing the high school course, they may enroll in the college course the next time it is offered in the scope & sequence as a cohort course section.

Testing and Placement

³ The CUNY Proficiency will not be available until a student applies to matriculate at CUNY, traditionally during Year 12, and therefore will not be available to demonstrate proficiency for the purposes of dual enrollment programs such as ECI or College Now. See, “Demonstrating Proficiency through the CUNY Proficiency Index” section.

Math Testing and Eligibility

ECI recommendations:

ECI encourages college and school partners to develop standards of college math readiness beyond the minimums expressed here particularly for students with study paths which are math intensive or those related to STEM degrees.

Each college may require students to take a department-approved placement exams for college math placement purposes or that a student meet specific criteria/requirements the department has set for ECI students. Students must successfully earn a qualifying Regents score (70 on Common Core Algebra or 70 on Geometry) or SAT or ACT qualifying score (as outlined above) *and* have successfully completed high school Algebra and Geometry, before completing this style of placement exam.

When students do not meet proficiency through Regents scores, or through the proficiency criteria, the school must provide an academic intervention to remediate math and testing skills, either through additional supports at the high school or by enrolling students in CUNY Math Start starting the summer following 10th grade. Students in this case should also be programmed to retake the next available Algebra Regents exam.

ECI Recommendations:

The school-college partners should provide all students with testing preparation for the any departmental math placement exams in order to maximize student performance and resulting placement.

School-college partners should also consider programs such as CUNY Start to address the need for students to meet math proficiency.

See more information about Math Start in the “CUNY Start” Section below.

<http://www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start/about-cuny-start/>

English Testing and Eligibility

If a student has passed their high school English class but has not met reading/writing proficiency through the Regents administration by their senior year, they may apply to CUNY colleges and will be assessed with the CUNY Proficiency index to determine if remediation is needed.

- Community colleges may allow students to begin a college English course sequence without fully demonstrating proficiency through co-requisite credit-bearing courses that both remediate reading/writing needs but also provide a foundation for the entry-level college English courses.
- When students do not meet proficiency through the Regents or SAT, the school must provide an academic intervention of some kind to remediate reading/writing skills. Students in this case should also be encouraged to retake the ELA Regents exam.
- School-college partners should consider programs such as CUNY Start to address the need for students to meet reading/writing proficiency.
<http://www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start/about-cuny-start/>

CUNY Proficiency Index

Students can demonstrate that they meet the university's proficiency requirements in English and Math based on their SAT, ACT, or NY State Regents test scores. However, starting in the spring semester of 2019, in addition to using Regents and SAT scores to determine student proficiency, CUNY began using a newly developed Proficiency Index Score.

Note:

Because the CUNY Proficiency Index is calculated as part of the admissions process, this method of demonstrating proficiency may only be available to students completing a CUNY application during senior year.

The proficiency index scores are used to determine whether the student is eligible to begin in college level English and math or if remedial intervention is necessary.

This new index will use the following factors to determine whether a student has a greater than 65% likelihood of passing a credit bearing course:

- High School GPA
- Regents Scores
- SAT Scores

This index relies on the first three years of high school data in order to make a recommendation. The proficiency index is available when a student applies to matriculate at CUNY. The proficiency index uses information that is already part of the application for freshman admissions: student's overall high school GPA at the time of application, SAT scores, and Regents scores. If an applicant has both SAT scores and Regents scores, the formula will use both scores, but if they have only Regents or only SAT, it will use whichever is available. The formula places more weight on high school grades than test scores, but higher test scores can help offset lower grades and vice versa.

Registration

Students should only be registered for college courses offered in the approved scope & sequence unless an exception has been granted.

The scope & sequence document adopted by the school should be approved by the steering committee for their partnership, or at minimum a college leader (i.e. Provost or Chief Academic Officer), before ECI Liaisons register students.

The Early College Liaison, in collaboration with the administrative team at the high school and the college department chairs, develops the section lists of students for the courses. Registration for classes may be done by the Liaison, the registrar at the college, or by the students themselves, depending on the arrangements that the program makes with the college. Each college course may have a different cap on the number of students, determined by the individual department in which the course is offered. This cap may differ from the NYCDOE limit on class size, leading to either newer or more college course sections.

CUNYfirst and EMPL ID's

Students taking college classes must be given an EMPL ID so that they can be registered in CUNYfirst. Liaisons should ensure (where applicable) that students' EMPL ID's are connected to their Social Security numbers so that their college transcripts will follow them once they leave the program.⁴

Course Codes: Dual Credit and College Credit

All college courses taken by early college students must be recorded in the DOE Student Transcript and Academic Reporting System ("STARS") using the standardized DOE course codes. Where college courses are being offered for NYCDOE high school course credit, courses must also be coded in STARS indicating that they are also college courses (i.e. adding a U to the code for University).⁵

Data Collection and Recordkeeping

Early college and college staff agree to collaboratively collect and report data on college course taking and experiences in the CUNY ECI database. College course registration must be entered in CUNY student information systems, using appropriate program codes. Data sharing and collection must be in compliance with the Family Educational Rights and Privacy Act (FERPA) and respective regulations of the DOE and CUNY.

Existing NYCDOE Policy

⁴ Undocumented students are exempt from this requirement, and the Liaison should work with the registrar to determine the college's method for registering these students.

⁵ See "Student Registration Status" section below.

It is always good practice to become familiar with existing policy. Here is a sample of pre-existing policy from the NYCDOE that pertains to college course taking:

[NYCDOE Awarding High School Credit for College Courses, Fall 2020](#)

[NYCDOE Off-site Course Policy, Sept. 2018 \(latest version\)](#)

[NYCDOE Five- and Six-Year Program Guidance, Feb 2019 \(latest version\)](#)

Developing Policy for Your ECI Partnership

In addition to the High School Academic Policy referenced above, there are also college-specific policies to which early college students must adhere. Students should engage in and experience college in ways that do not irreparably damage their academic records. ECI Liaisons and high school partners should work together to help students avoid facing the following academic consequences due to a low GPA or failing or repeating classes:

Short Term

- Immediate placement on academic probation delaying progress towards a degree
- Possible inability to complete the degree pathway offered within the early college program

Long Term

- Inability to transfer or enroll at a CUNY college
- If student is able to transfer, they may face immediate placement on academic probation upon matriculation
- Difficulty receiving financial aid post-program (because of too many failed or dropped classes or incorrect ratio of credits attempted to credits earned)

ECI Recommendations:

In order to ensure students' optimal transition from their early college status to becoming a fully matriculated college student, liaisons and partners should consider implementing additional structures and support, such as:

- Checking every student's transcript at the end of each semester to make sure they are in good academic standing (semester and cumulative GPA);
 - Maintaining an active list of students "at risk" of falling below a 2.0 GPA
 - Maintaining an active list of students below a 2.0 cumulative GPA, (i.e. Academic Probation)
- Verifying requests for grade updates/changes;
- Ensuring that the ratio of credits attempted to credits earned remains above 85%;
- Verifying that students are eligible/approved for grade replacement; and
- Verifying that students meet the minimum GPA criteria to apply for their major/become candidates for graduation.

CUNY Academic Policy

Details on what each college defines as good academic standing, the process for getting on and off academic probation, and the policy for dismissal from the college is available on each college's website in the college catalog and bulletin. Individual college policies supersede general CUNY policies described above.

CUNY College	Academic Policy
Bronx Community College	http://www.bcc.cuny.edu/academics/academic-rules-regulations/
Brooklyn College	http://www.brooklyn.cuny.edu/web/about/administration/provost/faculty/graduate/policies.php
City College	https://www.ccny.cuny.edu/sites/default/files/CSOM-SDBEPS_tudentHandbookOct2017.pdf
BMCC	https://www.bmcc.cuny.edu/registrar/policies-and-procedures/
Hostos Community College	http://www.hostos.cuny.edu/Administrative-Offices/Office-of-the-Registrar/Academic-Info
Hunter College	http://catalog.hunter.cuny.edu/content.php?catoid=28&navoid=5862
Kingsborough CC	http://www.kbcc.cuny.edu/hb/Documents/Handbook.pdf
City Tech	http://www.citytech.cuny.edu/counseling/docs/importantPoints.pdf
LaGuardia CC	https://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Catalog/PDFs/AcademicRequirementsAndPolicies.pdf
Queensborough CC	http://www.qcc.cuny.edu/academics/docs/2019-20_College_Catalog.pdf
Queens College	https://www.qc.cuny.edu/academics/supportprograms/advising/academic-and-grading-policies/Pages/Default.aspx
York College	https://www.york.cuny.edu/academics/policies

After reviewing an individual college's policy, early college schools should develop the following additional policies:

ECI Recommendations:

Criteria for Re-Enrollment/Continuing in College Classes:

Successful Outcome: If a student has a grade of C or higher, they can continue to take college courses.

Unsuccessful Outcome: If a student has a final course grade of D or F), or they have been withdrawn from a course, they may be asked to sit out college course taking for a semester. While some colleges and majors may accept D as a passing grade, for ECI purposes, a GPA of 2.0 or above must be maintained, which necessitates a grade of C or better in a course.

Course Withdrawal:

Students should only be withdrawn from a course if their grade is irretrievable (student is expected to receive an D or an F). Liaisons should track the various withdrawal deadlines during the semester and connect with professors regarding students performance. Students should be closely monitored early on in their college courses and provided with academic advising and support. If a student is unable to complete the course, they may withdraw, return to a high school course, and take the college course at another time with a different cohort.

Returning to College Course taking:

Students who have been withdrawn from a course should wait a semester before re-enrolling in college classes. During that semester, the high school should provide individual counseling and academic support to the student so that the return to college course taking results in a stronger performance.

Schools should anticipate what it will mean for a student's proposed completion of the program if they take a term off to get back on track. When students return to college course taking, they should be programmed into existing cohort sections. This will likely mean that the student is taking the college courses with younger students.

Note: A student who is withdrawn from a college course in a semester may retake the course at a later time **only** if it does not jeopardize his/her high school coursework for graduation.

Understanding Costs

Students enrolled in early college high schools are not charged for tuition, books, or fees related to the partnering college courses. CUNY and NYCDOE have agreed to share the cost of early college expenses. These expenses include, but are not limited to, the following:

- College course tuition
- College course instructor salaries
- College course textbooks
- Staff time to support and administer the partnership between the school and the college
- Collaborative planning and professional development for early college and college faculty
- Administration of the data systems to track enrollment and outcomes in college courses, generate college transcripts for students, and share college course data with appropriate NYCDOE offices
- Student support services at the associated college

Additionally, students participating in the ECI program are granted access to college facilities and services such as tutoring centers, libraries and library services, and where negotiated, access to the gym and other student centers. Individual campuses may regulate access to their facilities in unique ways.

Budget Process

Each high school and college partnership is responsible for submitting a budget proposal to the Early College Initiative each year. As part of the annual budget review process, scope & sequence updates need to be provided.

The elements of the ECI budget consist of the following:

- liaison salary
- college courses (cohort and waiver)
- textbooks
- partner collaboration
- office supplies

TIMELINE

ECI budgets are funded through tax-levy money, and the funded budget amounts are made available at each CUNY college according to the following timeline:

August	Fiscal Year Budget Allocations/Awards Distributed Liaisons review awards and adjust programs accordingly.
November	Mid-Year Tax-Levy Budget Review Documents and Guidelines Distributed Liaisons review approved fiscal year budget and make adjustments to Spring program. Liaisons meet with School and College Partnership leadership team to discuss program to create budget proposal.
January	Mid-Year Tax-Levy Budget Review Documents Due Liaisons adjust projected expenditures for Spring Semester to propose adjustments. Liaisons reconcile budget to match FY approved budgets.
Jan-Feb	Mid-Year Tax-Levy Budget Discussions ECI contacts liaisons to discuss budget and program adjustments.
February	Mid-Year Budget Adjustments Made Funds are transferred between colleges/campuses.
March	Fiscal Year Tax-Levy Budget Proposal Documents and Guidelines Distributed Liaisons meet with School and College Partnership leadership team to discuss program and create budget proposal. Liaisons receive both Fiscal Year and Summer budget documents during this period.
April	Summer Budget Proposal Documents Due Liaisons submit Summer Budget Proposal Documents. ECI contacts liaisons to discuss Summer budget requests and determine allocations.
May	Fiscal Year Tax-Levy Budget Proposal Documents Due Liaisons submit budget proposal documents including: Scope & Sequence, Budget Narratives, Courses Offered, Textbook Lists, and Cost Estimates. ECI contacts liaisons to discuss proposals and determines budget allocations.
June-July	ECI Proposes Budget Allocations through CUNY Central Office Budget Process and Determines Final FY Awards If adjustments are required, ECI may contact liaisons with questions about the program. Funding awards are distributed centrally during the Summer term and timing may vary based on Central Office factors.

Generally, Summer Budget Proposals are due in April, while Fiscal Year Proposals are due in May. In July or August, a budget award letter is sent from the Central Office at CUNY to each college president and details the amount of funds approved for that fiscal year. Subsequent to the award letter, funding becomes available at each partner college. Midyear reporting is due in January, which presents the opportunity to compare scheduled vs. spent funds and make adjustments.

Funding and Spending Notes:

- Academic year funding is typically awarded after the fiscal year has commenced.
- The award letter for a fiscal year may arrive weeks after the start of the fiscal year.
- ECI will provide liaisons approval confirmation for their summer programming before the official letter from the Central Office arrives.
- Partnerships can begin programming and purchasing commitments for the summer term before receiving the formal budget approval letter from the Central Office.
- Before the formal award letter is sent, ECI may share an estimate of FY funding.
- If requested, ECI may provide liaisons with a pre-award memo, if needed by the campus budget office or outside vendors.

ECI Budget Reporting and Recordkeeping

Liaisons are responsible for maintaining ledgers that track expenditures relative to funding for budget lines. Liaisons are required to reconcile budget items against invoices or other documents produced by offices at the college. Keeping meticulous records of registrations in waiver and cohort courses is important. Liaisons can compare the numbers with those of the campus budget offices for cost tracking purposes.

ECI Recommendation:

ECI Liaisons should review their cost projections in advance of submitting their mid-year reconciliations and budget proposal documents and request budget information from their college budget office regarding Fall expenses and faculty salaries to confirm their calculations and projections for actual costs.

STUDENT INFORMATION

Liaisons should maintain accurate student records, which include biographical, demographic, unique identifiers (CUNYFirst IDs also known as EMPLIDs), Social Security Numbers, health/vaccination/immunization status, and grades. Most of this information needs to be gathered from the high school.

ECI guideline is that liaisons have incoming 9th grade students and their families complete a college course onboarding packet in anticipation of college course enrollment in coming years. FERPA (Family Educational Rights & Privacy Act) guidelines apply when handling student information.⁶ FERPA protects both the College and student information for students over 18 years of age, for students under the age of 18 parents have the legal right to receive their student records and may request those from the program. Liaisons should ensure that permission has been granted to share and collect student information through the appropriate consent forms.

Liaisons should maintain secure electronic files with student information that track all data and account for which pieces of information are present and missing from a student's file. Each student's CUNYfirst ID and OSIS number should be the centerpiece of their data file. Each ID can be used to get more information from either CUNY or NYCDOE data systems.

In addition, liaisons should also create and maintain a separate electronic filing system for course taking that includes grades and withdrawals. Keeping some anecdotal information is also a good practice. ECI requires that liaisons be able to provide quick access to information for verification, reporting, inquiry, and analysis.

STUDENT REGISTRATION STATUS

Each ECI student should be registered as "non-matriculated" with the ECI student marker in CUNY First. If the college has more than one early college high school partner, there will need to be a subgroup that differentiates the schools. These student groups not only help to differentiate ECI students, but they also ensure that students are not erroneously billed for courses.

⁶ For more information regarding FERPA please see: <https://www2.ed.gov/policy/gen/guid/fpco/faq.html>

NYCDOE Policy for Student Recordkeeping

In addition to ECI Policy, each school must comply with NYCDOE Policy regarding college course taking as follows:

Simplified from NYCDOE Academic Policy Document:⁷

Schools may offer advanced-level courses that bear credit toward a high school diploma and also bear higher education credit through arrangements with higher education institutions. NYCDOE students may participate in college-preparatory and college-level courses in a number of ways, including at a NYCDOE high school or on a college campus, during the school day, or after school hours. While courses may be taught by a college professor, all courses should be inputted into the DOE STARS system by a NYCDOE teacher or administrator who records the final high school grade and confers high school credits, if applicable.

When establishing partnerships with higher education institutions and designing college-prep or college-level experiences, schools must keep in the mind the following policies regardless of when, where, or by whom the course is taught:

- All students in grades 7–12 must be programmed for 5.5 hours of daily instruction, exclusive of lunch and inclusive of time spent in actual instructional or supervised study activities.
- Schools must record student attendance and know of students' locations at all times.
- Students must be programmed in STARS and receive a final grade in all classes at the end of a term, so that students' progress toward completing course and exam requirements are captured.
- STARS course codes capture important information about what is taught in a course and how that content is delivered. Schools must use the standardized High School Course Code Directory when programming students in STARS.
- Courses that are reflected on the transcript should have clear, meaningful titles.

For questions about course coding and programming in STARS, contact your academic policy and systems lead.

Grades and Records

Earning Credits

Students may earn credit for college-level courses completed in partnership with a college or university while enrolled at the NYCDOE in the following ways:

⁷ Full policies can be found here: [NYCDOE High School Academic Policy Guide, p. 45](#) and [NYCDOE Awarding High School Credit for College Courses, Sept. 2019](#)

- **College credits only:** Colleges may award credit for college-level courses taken during high school, depending on the policy of the college offering the course and/or the policy of the college or university where a student enrolls after high school. Students should check with the colleges they are applying to regarding their credit transfer policies.
- **High school credits only:** Principals may award high school credit for a college-level course if:
 - the course aligns to NYSED commencement-level learning standards, as outlined in the course syllabus;
 - the work completed is of comparable scope and rigor to that which would have been completed at their high school; and
 - the student passes the course, in accordance with the high school's grading policy.
- **Dual credit:** Students may be able to receive dual credit (both high school credit and college credit) for completing a college course if the course meets the requirements for bearing both high school and college credit.

Principals may award high school credit at their discretion for student-initiated work completed independently at other educational institutions, including college courses. The high school credit values of college courses often do not correspond to the credit values used by colleges. The decision to award credit (and the number of credits to award) shall be based on whether the course aligns with commencement-level learning standards and is of comparable scope and rigor to that which would have been done in the high school. DOE staff may consult the NYCDOE Transfer Credit guidance document and Transcript Update Form for information on how to add college courses to a student's transcript in STARS.

Schools must maintain evidence of what is taught in any course, including college-prep and college-level courses taught in partnership with the NYCDOE. This documentation should include the standards to which the course aligns, which teacher is instructing the course, and when the course is offered. Schools may document course content in a variety of formats, including syllabi, curriculum maps, scope & sequence guides, lesson plans, and course directories. The Course Review Form is an optional tool that schools may use to evaluate new and existing courses for alignment to standards and the policies outlined in this document.

If students are attending college-prep or college-level courses off-site, schools should also use the Off-Site Coursework Agreement Form to establish student and parent expectations for off-site coursework. The form should be saved in the student's cumulative folder. Schools should work with their DOE Field Support Centers to inquire about these forms.

Seat Time and Course Duration

Seat time varies between high school and college courses. NYCDOE seat time for a high school course is 54 hours per term. College courses range but a three credit course is

generally 46 hours of seat time. One three credit college course can be dual credited with one high school course, despite the difference in seat time.

Colleges determine their course schedules and course durations. Sometimes, a college-prep or college-level course may provide students with the opportunity for fewer than 54 hours. In this case, it is acceptable for the high school to award high school credit for the college course so long as the course meets the requirements outlined above.

Students on track for graduation often reach their senior year needing only a few required courses or already having met minimum diploma requirements. Regardless, schools should schedule all students in their first four years of high school for 5.5 hours of instructional or supervised study activities.⁸ Schools may use a variety of options to support students in pursuing more rigorous diploma options and strengthening their college and career readiness, including:

- Extended core courses (e.g. a fourth year of math or science), Advanced Placement (AP)[®] courses, International Baccalaureate courses, college-preparatory courses, or elective courses
- Off-site internships, overseen by a teacher or administrator in the school, which align with learning standards
- Courses at a college in partnership with the high school, as described in this document
- Seminars or independent studies where students can research a topic of interest to them
- Advisory activities to support students in planning for college and careers

Attendance for Off-site Courses

Schools adopting learning models that include off-site components during the school day must:

- Establish protocols for teachers to document student attendance during off-site and/or virtual coursework
- Record student attendance in ATS. When a student is present at an off-site location, schools enter reason code 72 in ATS in CIND for daily or AM or PM attendance, or in PACH for period attendance, as appropriate
- Document the school's protocols for tracking and documenting student attendance at off-site and/or virtual locations in the school's Attendance Plan (as part of the Consolidated Plan)

⁸ Students in programs with years 13 and 14 are not required to fulfill the 5.5 hr/daily, 27 hr/weekly requirement, but students must have a full schedule including structured work-based learning and college courses.

ECI Recommendations:

Due to the offset between college term calendars and the NYCDOE school year, college courses may conclude before the end of NYCDOE term. While curricular decisions are at the discretion of the school, students must still be provided with 5.5 hours of daily instruction during this period. Students should be provided with other rigorous, meaningful learning experiences that may or may not be credit bearing, including internships, independent study, or culminating projects.

Number of Credits Earned

High school credit values typically do not correspond to the credit values used by colleges. For example, some colleges award three college credits for a semester course whereas a NYCDOE high school typically awards one credit for a semester course. NYCDOE high schools should carefully determine the equivalent high school credit value based on the scope and rigor of the college course content.

Schools may not award additional credit for increasing the rigor of a course. However, schools can choose to weigh more rigorous courses, such as college courses, more heavily in a student's GPA. See the Grading Policy Toolkit and the High School Academic Policy Guide for more information.

Dual Credit & High School Requirements

Students may use college-prep and college-level courses that bear high school credit to fulfill graduation requirements. While some students may take college-prep or college-level courses in place of a high school course requirement, participation in college-prep and college-level courses to fulfill core graduation requirements must always be voluntary.

Students may not receive credit for content that has been previously learned. Ultimately, if the content of the college course is duplicative and students are receiving the exact same content twice, students may not receive credit twice. If the content of the college course is different, students may receive additional credit for the college course. The content and standards must always be clearly documented and evidenced in syllabi.

High School Transcript and College-Course Grades

College-prep and college-level course grades are determined according to the policies of the college overseeing the course. Grading expectations should be documented prior to the commencement of a course and communicated clearly to students, families, and staff. This may include establishing expectations around how and when course grades are communicated to families, recognizing that colleges generally communicate grades only to students.

In determining how a college course grade will be reflected on students' high school transcripts, high schools may establish policies at the school, department, grade, and/or course level. For example, schools may wish to define how grades awarded by colleges are translated into final high school course grades and weighted in students' GPAs. Schools also should have clearly defined procedures to ensure that students' final course grades are entered in STARS in a timely manner and no later than four weeks after the end of the marking period.

Teacher of Record

Colleges follow specific policies and procedures for appointing college course instructors, including the appointment of high school teachers to instruct college courses (for example, adjunct instructors). Recognizing this, schools may develop a variety of models for instructing college courses in partnership with colleges. For example, a school may develop a partnership in which a subject-certified NYCDOE teacher appointed by the college provides instruction and feedback in collaboration with a professor at the college. In addition, many college professors also hold the Transitional G Certificate for New York State. There are many ways for high schools to design partnerships with colleges; schools may contact their academic policy and systems lead or HR director at their Field Support Center for additional assistance.

The teacher providing instruction must be the teacher listed for that course in STARS. To ensure records accurately reflect who teaches these courses, schools should manually enter names of college teachers when they are not in Galaxy.

A teacher or school staff who provides non-instructional support (i.e. supervising students attending a college-level course on a college campus), should be added as "Teacher 2" in the course's "Section Properties." In all cases, the teacher of record in STARS should be the teacher providing instruction and awarding the final grade.

The award of grades and credit for college courses must conform with existing academic credit policies at the partner college. All college courses that are determined to also bear high school credit must be recorded in STARS using standardized NYCDOE high school course codes and credit values.

Students shall have access to both high school and college transcripts that indicate course and exam outcomes. NYCDOE high schools provide STARS transcripts which display all high school courses (including college courses offered for high school credit, with high school credit values). College partners can provide college transcripts which display all college courses.

CUNY Degree Requirements

If an early college school offers a degree, as is the case for all 9-14 P-TECH schools and any 6-12/9-13 school that is partnered with a community college, students' coursework follows the degree pathway and credit requirements. An Associate's degree is typically 60 college credits.

All other early college schools offer a range of college credits that will lead to degree completion after students leave the program.

Degrees are selected and set out in the scope & sequence through the school's Steering Committee, a collaborative body that includes leadership from the school, NYCDOE, ECI, the college, and in some cases, the industry partner. The Steering Committee typically meets quarterly to review school data, discuss collaborative plans, and update the scope & sequence as needed.

Similarly to normal matriculating students, ECI students also have to apply for community college graduation or have their Liaison apply for graduation on their behalf in order for their degrees to be conferred. They also have to become matriculated students.

To prepare students for community college graduation and matriculation a few things seem to be standard practice at community college campuses partnered with ECI Schools:

- The Liaison keeps track of when a student is potentially scheduled to graduate from the community college, including at the schools currently partnered with ASAP for grades 13 and 14, where tracking is done in conjunction with ASAP advisors.
- To get students flipped to matriculated, the Liaison often gives a graduation list to the admissions, registrar and/or provost offices and in some cases Department Chairs may need to be involved. A recommendation is notifying college offices the semester before expected graduation to provide the various offices with a heads up with how much work they may have to do (For instance, will it be 1, 5 or 50 students graduating?) and it gives more time to troubleshoot potential issues.

Why it's important for Liaisons to help prepare students for community college graduation, matriculation and troubleshoot issues:

ECI students are non matriculated/non-degree seeking students while they are connected to their high school but in order for them to graduate with their community college degree the Liaison needs to help with a number of steps to ensure they are matriculated and the college confers degree. And all graduation processes may not be the same for ECI students as matriculated students. For instance, since ECI students are not entered in CUNYfirst as matriculated students, at some campuses they cannot just simply apply for graduation online when the time comes.

In addition there may be lag time from when a student's degree is conferred that a student/family/school and other four-year colleges the student may transfer to may need to be aware of. This ECI chart [here](#) (filled out by Liaisons in September 2020) outlines the many steps involved in college degree application and matriculation at different community colleges and the estimated degree conferral dates.

CUNY Pathways

Pathways

CUNY Pathways courses are general education courses that can be fulfilled by each college's selected coursework. Pathways courses transfer university-wide.

Scope & sequences for each program should prioritize Pathways courses for several reasons:

1. They can be dual credited with high school core course content. They transfer across the CUNY system.
2. They generally require college proficiency, ensuring that students will continue to be successful.
3. They allow students to complete their general education credits ahead of schedule, providing momentum towards degree completion.

ECI recommendation:

Each scope & sequence should provide at least 20 college course credits between 10th and 12th grades, with priority being given to CUNY Pathway courses.

Academic Standards, Policies, and Procedures

Grading Policy

- Every college course should have a clear grading policy that is outlined in the course syllabus and approved by the appropriate department at the partner college. It is the responsibility of the college course instructor to inform students of the policy and keep accurate records of every student's performance in the course.
- College instructors, Early College Liaisons, and school leaders should work together to develop or adopt existing monitoring systems as well as administer early assessments of student learning in college courses in order to support students in improving academic standing.

Grade Point Average

- The grade point average (GPA) is an ongoing measure of student performance in college courses and is calculated by the Registrar's Office upon completion of each semester. The following grades are included in the GPA computation: A, A-, B+, B, B-, C+, C, C-, D+, D, F, WU, and FIN.⁹ P grades are not included.
- A cumulative GPA is an average of the grades a student has earned throughout their tenure in a given college or program and is recorded on their official college transcript.
- A semester GPA is an average of the grades a student has earned in a single semester.

⁹ Allowable grades may differ among individual CUNY colleges. Please refer to each college's course catalog and academic policies for a complete list of grades.

Good Academic Standing and Grades Required for Graduation and Transfer to Other Colleges

Given the importance of maintaining a satisfactory GPA to graduate with a college degree, each college within the City University of New York has established standards required for students to remain in Good Academic Standing. Students in early college schools must comply with these requirements. Generally, students maintain Good Academic Standing by meeting the standards for an acceptable GPA as shown in the chart below. The following describes the standards as applicable for students looking to transfer to another CUNY college after leaving the early college program:

Cumulative Number of Credits Attempted	Minimum Required GPA
0-12.5	1.50
13-24	1.75
25 or more	2.00

It is important for early college students to maintain a cumulative GPA of 2.0, which is the equivalent of a “C” average, no matter how many college courses they have taken.

- Colleges within the City University of New York have determined that a minimum GPA of 2.0 is required for graduation.
- A cumulative GPA of at least 2.0 is a requirement for transfer to four-year (baccalaureate degree) programs within CUNY.
- Students with a cumulative GPA below 2.0 may not be eligible for entrance to some associate degree programs, such as Nursing or ASAP.

Academic Probation

Each college within the City University of New York has established policies for academic probation. Students are placed on academic probation when their cumulative GPA has fallen below the requirements established for good academic standing (see above).

Early College students placed on academic probation must demonstrate improved academic achievement (as defined by their partner college) at the end of the probationary semester.¹⁰

- At most colleges, students on academic probation who achieve the required minimum cumulative GPA of 2.0 by the end of the semester will be considered in good academic standing and no longer on probation.
- At most colleges, students on academic probation who do not meet the required minimum cumulative GPA but who achieve a GPA of at least 2.0 for the semester will be placed on Continued Academic Probation for one semester.

¹⁰ Please refer to each college’s course catalog and academic policies for college-specific policies.

- At most colleges, students who don't qualify for Continued Academic Probation are dismissed from the college. However, college-school partners should weigh the options of suspension from college courses or Continued Academic Probation given the fact that students will leave the program at their high school program, which could be year 12 for grades 6-12 and 9-12 schools, grade 13 for grades 9-13 schools, or grade 14 for 9-14 schools.
- During a semester suspension, a student should be engaged in some type of academic support program in order to prepare for readmission to college courses. Academic skills in addition to 'college readiness' skills should be considered in determining an appropriate support program. ECI has a "College Success Program Curriculum & Resource Guide" on the ECI website to assist school-college partners in developing a probationary program. See: <http://earlycollege.cuny.edu/resources/resources-for-high-school-staff/>

Readmission to College Courses

- Early college students who have been suspended from college courses due to lack of satisfactory academic progress may apply to resume their college studies after one semester. Letters requesting readmission to college courses should be submitted and approved prior to the start of the semester in which a student wants to re-enter college courses.
- In their written application to college leadership, students should demonstrate that they have made sufficient academic progress through other means (i.e. performance in high school courses, independent study, internships, etc.). Students should also explain how they plan to improve their performance if readmitted.

Repeating Courses

CUNY policy allows students to repeat courses and thereby attempt to improve their cumulative GPA.

- If a student earns a failing grade (F or its equivalent) in a course, the student may repeat the course in an attempt to pass. If the student earns a grade of C or better, the initial failing grade will not be counted in the student's GPA. Although the initial failing grade will continue to appear on the student's transcript, only the new grade will be counted in the student's GPA.¹¹
- A maximum of 16 credits of failing grades may be replaced in this manner. This 16-credit limit applies to all courses taken by a student for the duration of the student's undergraduate enrollment in CUNY institutions.¹²

¹¹ Some colleges allow grades other than F to be replaced in this manner. Please refer to each college's course catalog and academic policies for the applicable policy.

¹² For more information on Grade F and Repeating Courses Follow-up, please see:

<https://www.qc.cuny.edu/registrar/Documents/Repeating%20Courses%20and%20the%20F-Grade%20Replacement%20Policy.pdf>

ECI Recommendations:

ECI encourages schools and college partners to develop an internal protocol to advise students who need to repeat courses. Students should be made aware of the 16 course limit and understand that this limit applies to their entire CUNY undergraduate career, including courses taken during high school.

Listing of Academic Programs

High School	College Partner	Degree Pathways Offered	Grades
Business Technology Early College High School (B-TECH)	Queensborough Community College	Computer Information Systems A.A.S. Internet and Information Technology A.A.S.	9-14
Brooklyn College Academy	Brooklyn College	credits towards a Liberal Arts B.A.	9-12
City College Academy of the Arts	The City College of New York	credits towards a Liberal Arts B.A.	6-12
City Polytechnic High School of Engineering, Architecture, and Technology	New York City College of Technology	A.A.S in Construction Management Technology A.A.S. in Civil Engineering A.A.S in Architectural Technology	9-14
Energy Tech High School	LaGuardia Community College	Engineering A.S.	9-14
HERO High School	Hostos Community College, CUNY	A.A.S. in Nursing; A.A.S. in Community Health	9-14
Hostos-Lincoln Academy of Science	Hostos Community College, CUNY	Up to 60 credits towards a Liberal Arts A.A.	6-12
International High School at LaGuardia Community College	LaGuardia Community College	Up to 60 credits towards A.A. and A.A.S. degrees	9-13
Inwood Early College for Health & Information Technologies	Bronx Community College	A.S. in Liberal Arts/Biology Concentration; A.A.S. in Cybersecurity	9-14
Kingsborough Early College Secondary School	Kingsborough Community College	Liberal Arts A.A.	6-12
Manhattan Hunter Science High School	Hunter College	Credits towards a Liberal Arts B.A.	
The Manhattan Early College School for Advertising (MECA)	Borough of Manhattan Community College	A.S. in Digital Marketing A.S. in Media Arts and Technology A.S. in Multimedia	9-14

		Programming and Design, Video Arts and Technology, or Animation and Motion Graphics	
Middle College High School at LaGuardia Community College	LaGuardia Community College	Up to 60 credits towards A.A. and A.A.S. degrees	9-13
Pathways in Technology Early College High School (P-TECH)	NYC College of Technology	A.A.S. in Computer Systems Technology A.A.S. in Electromechanical Engineering Technology	9-14
Queens School of Inquiry	Queens College	60 credits towards a Liberal Arts B.A.	6-12
Science, Technology and Research Early College High School	Brooklyn College	Credits towards a Liberal Arts B.A.	6-12
York Early College Academy	York College	60 credits towards a Liberal Arts A.A.	6-12

Student Support Services within NYCDOE and CUNY

CUNY Supports

Early college schools may arrange to access various additional CUNY programs that prepare students for college proficiency, including the following:

LINCT (Lessons in Navigating College Transitions) (Update forthcoming)

CUNY LINCT prepares graduating seniors at NYC public schools for academic success in college. Through year-long, credit-bearing math and English courses offered as part of students' regular school day and course sequence, LINCT aims to ensure that incoming CUNY students are eligible to take and succeed in credit-bearing courses upon arrival at college. The program is designed for high school seniors who are on track to graduate but have not yet reached CUNY college readiness requirements.

The program is offered through CUNY's Office of K-16 Initiatives, in partnership with the NYC Department of Education and with support from the New York City Office of the Mayor. CUNY LINCT is offered at no cost to schools.

CUNY LINCT staff develop the curriculum and support teachers in implementing it through intensive, highly-popular cohort-based professional development institutes, the LINCT Teacher Innovation Fellowship, and other classroom-embedded instructional supports. LINCT courses feature academic work common in freshmen college courses.

In English, students develop academic literacy skills through psychology and sociology topics.

In the Math Classic course, students focus on algebra, proportional reasoning, quantitative reasoning and statistics, and non-routine problem solving

In the LINCT Quantitative Reasoning (QR) Co-Requisite course, students first earn credit for a high school course that builds foundational skills for college coursework in quantitative reasoning and Statistics. They then enroll in a co-requisite course at CUNY (5: Topics in Quantitative Reasoning). Students who complete LINCT QR will enter college having fulfilled the Mathematics requirement for most non-STEM CUNY majors. Upon completion of the year-long course, students will also meet the university's college readiness requirements and therefore be exempt from any remedial, zero-credit coursework.

The LINCT program was initially developed as part of the NYS Transition Course Initiative, a partnership between the New York State Education Department, SUNY, and CUNY. Its curriculum was designed by a CUNY-led team and reviewed by over 30 high school teachers and faculty members from across New York State. In its early years, LINCT included a portfolio of 3 programs: LINCT, Strive for Success (phased out in 2017-2018), and Bridge to College.

CUNY Start

CUNY Start is a developmental education intervention to help students make a successful transition to college by reducing or eliminating remedial needs prior to enrollment. CUNY Start provides intensive preparation in academic reading/writing, math, and “college success” advisement for students entering CUNY with significant remedial needs. The goal of the program is to help students prepare for college-level coursework and to meet CUNY’s proficiency standards prior to starting credit-bearing courses.

Program Highlights:

- Through a special arrangement, ECI campus budgets can cover the cost (\$75 pp) of classes, and each ECI Liaison coordinates student access
- Reduces or eliminates need for remedial instruction
- Provides dedicated teachers and expert advisors to support long-term college success
- Offers up to two opportunities to meet CUNY’s academic proficiency standards
- Removes the barrier of remediation and allows ECI students to take advantage of the college courses that require proficiency and are offered at no-cost to students while connected to their high school

Participating Colleges:

CUNY Start operates on the following CUNY Campuses:

- Borough of Manhattan Community College
- Bronx Community College
- College of Staten Island
- Guttman Community College
- Hostos Community College
- Kingsborough Community College
- LaGuardia Community College
- Medgar Evers College
- New York City College of Technology
- Queensborough Community College

To contact any of these programs please visit: [CUNY Start Campuses](#)

Program Schedule:

CUNY Start is offered during one full semester in the Fall or Spring and offered as both a full-time and part-time program (varying by campus):

- Full-time schedule: 25 hours/week; students attend both academic math and reading/writing
- Part-time schedule: 12 hours/week; students attend either academic math or reading/writing
- All students attend a weekly college success seminar

CUNY Math Start:

Math Start is CUNY Start's 8-week intervention that prepares students for success in college by fostering their full math potential. In a social, collaborative learning environment, students access the support they need to increase their understanding of math so that they can meet CUNY's proficiency standards and thrive as CUNY college students.

Program Highlights:

- ECI campus budgets can cover the cost, and ECI Liaison coordinates student access
- Provides free MTA MetroCards
- Fast-tracks student learning in just 8 weeks
- Offers classes year round, including Summer
- Provides dedicated teachers and expert advisors to support long-term college success
- Removes the barrier of remediation and allows ECI students to take advantage of the college courses that require proficiency and are offered at no-cost to students

Participating Colleges:

Math Start operates on ten (10) CUNY [campuses](#):

- [Borough of Manhattan Community College](#)
- [Bronx Community College](#)
- [College of Staten Island](#)
- Guttman Community College (program does not have college website)
- [Hostos Community College](#)
- [Kingsborough Community College](#)
- [LaGuardia Community College](#)
- [Medgar Evers College](#)
- [New York City College of Technology](#)
- [Queensborough Community College](#)

Program Schedule:

Math Start offers both a daytime and evening schedule.

- Daytime schedule: 8 weeks, 20 hours of instruction per week
- Evening schedule: 10 weeks, 12-14 hours of instruction per week
- Summer schedule: 8 weeks, 20-24 hours of instruction per week
- All students attend academic math and a series of college success seminars.

Target ECI Student Group for CUNYStart and MathStart: students who have not yet met CUNY proficiency and can dedicate time to completing these programs. Special exceptions are made for ECI students who may enroll in the START programs the summer after completing 10th grade.

NOTE: Students who need to make up high school credits in the summer cannot participate in Math Start, as it is a full-time program.

The process for paying for students: ECI Liaisons work with their college's budget office to move money from their budget to the appropriate CUNY Start/Math Start Office.

CUNY Tutor Corps

The CUNY Tutor Corps in Math and Computer Science brings current students from CUNY colleges into NYCDOE middle and high school classrooms, helping them become highly effective tutors and teaching assistants.. Tutors provide one-on-one and small group instruction, support classroom teachers, and are compensated \$15 per hour to spend approximately 12 hours per week in math and computer science classrooms. The program seeks to expand to 180 schools by 2020.

Tutor Corps is a partnership between CUNY, the Office of the Mayor, and the NYCDOE. In support of the Algebra for All and Computer Science for All initiatives from the Office of the Mayor, college students are deployed to improve math and computer science education, inspire young people to pursue careers in STEM, and investigate public school teaching as a possible career choice.

CUNY Tutor Corps Target Student Group: High school math and technology students.

The process for accessing Tutor Corps: ECI High Schools must apply to host a tutor who will work with their students either in one-on-one or small groups. The tutor will work with a high school administrator/site supervisor and host teachers to select students and create support plan. For more details:

<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/school-college-partnerships/cuny-tutor-corps/Revised-School-Agreement-5-8-18.pdf>

Debating US History (DUSH)

Debating U.S. History provides a comprehensive college-readiness curriculum for a U.S. History and Government Regents-based course, as well as a series of day-long professional development workshops and classroom visits, to help participating teachers implement the program and adapt it to their needs.

The Debating U.S. History curriculum enables teachers to:

- Concentrate on the craft of teaching, including customizing materials for student needs, instead of searching for resources and designing curriculum
- Embed explicit reading and writing strategies in an inquiry-oriented course that prepares students for the demands of college-level study in the social sciences
- Shift the teaching of the high school U.S. History survey course from presentational to inquiry mode, so that students perceive history not as a story to be memorized, but as events to be interpreted using documentary evidence
- Engage and motivate students by exploring genuine, challenging historical questions (that U.S. historians still grapple with)
- Complicate conventional stories and take a clear-eyed look at injustice, social conflict, and change so that students can better understand their present world, how it got that way, and what might be done to influence its trajectory

Debating U.S. History professional development features:

- A unique and powerful professional community focused on collegial and active learning that directly addresses classroom practice and is based in the actual materials teachers are using
- A two-day summer training and full-day professional development sessions during the academic year where teachers hone strategies for general academic and history-specific literacy instruction
- Focused work within these sessions to facilitate adapting the curriculum to specific classroom contexts

DUSH Target Student Group: High school students taking U.S. History.

Process for accessing DUSH support: High School leadership will identify teacher to participate in training and who will implement the curriculum. More details:

<https://drive.google.com/file/d/12fgSBIkmYT9LWDds42W80jfdPGe9pWIM/view>

CUNY Explorers

As part of the Mayor's [College Access for All Initiative](#), the New York City Department of Education and CUNY have partnered to ensure that every middle-school student has the opportunity to visit a college campus to promote high school, college, and life success. Through age-appropriate and customized visits, CUNY reinforces the message that *all* students can go to college, college is affordable, and students can take steps now to achieve their college goals.

1. Select the campus you would like your 7th graders to visit. You will be directed to a registration page, where you can select your preferred visit date.
2. After completing all the required information, you will receive a confirmation email requesting additional information.
3. To confirm your registration, you must send a student roster to the Explorers Coordinator who will coordinate the student visits.
4. Please register a minimum of three weeks prior to visit.
5. Scheduling is first-come, first-served. Priority will be given to NYC public schools participating in the College Access for All - Middle School Initiative.
6. Visit times cannot be changed. Please contact the Explorers Coordinator at the host campus if you anticipate a delayed arrival.

CUNY Explorers Target Student Group: 7th graders

Process for securing CUNY Explorers visit: High Schools may contact the CUNY Explorers coordinator at participating campuses. More details:

<https://k16.cuny.edu/explorers/schedule-a-visit-2/>

CUNY Affinity Group

The CUNY Affinity Group supports a network of NYC public schools that share a commitment to preparing *all* students for success in college and/or their chosen career path. The CUNY Affinity Group fosters teacher and leader growth by convening educators from across the network to learn from and with one another. The CUNY Affinity Group offers individualized and responsive services to meet the diverse needs of each school, including instructional coaching, curriculum development support, and access to CUNY Collaborative Programs and initiatives. The Affinity Group routinely looks at common and uncommon measures of student success to assess efforts and refine the work.

CUNY Affinity Group Target Student Group: Administrators and teachers

University Skills Immersion Program (USIP)

The University Skills Immersion Program provides tuition-free opportunities for CUNY students to receive remedial or other types of supplemental instruction during the Summer and Winter sessions.

- USIP programs provide avenues for students to meet remediation through non-credit bearing courses.
- Targeted students: students with fewer than 2 remedial needs
- Courses are offered at different times during the year depending on institution
- Costs and who pays- CUE (CUNY Undergraduate Education) Budgets pay for the courses. Zero costs to students and programs.

NYC DOE Support Programs

College Access for All (CA4A)

A number of early college schools participate in and receive funding from College Access for All (CA4A), including all of the P-TECH 9-14 schools. Each school chooses a project to focus on and determines how they will allocate resources.

Campus Services and Facilities

Early college students are entitled to access all of the facilities and resources of their partnering college, including the library, Writing Centers, cafeteria, tutoring, professor office hours, gym, etc. Colleges allow and encourage ECS staff and students to access college facilities at no personal cost.

EC students receive college ID cards, and because they are still NYCDOE students, they also receive a NYCDOE Metrocard and are entitled to school lunch, special education supports, mandated counseling supports, and any other service provided by the NYCDOE.

ECS staff may, from time-to-time and upon notice to the school, visit classes that DOE students are attending.

PART 2

GRADUATING FROM AN EARLY COLLEGE HIGH SCHOOL & MATRICULATING INTO CUNY

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Educational Goals

The overall goal is for ECI students to complete degrees in an accelerated time frame, if possible, and continue the same academic momentum they started in high school.

CUNY Admissions

Early college high school students apply for admission to CUNY using the same CUNY application, FAFSA, and financial forms as other college students. However, there are special processes and considerations for ECI students applying to CUNY as fully matriculated students.

Consideration 1: How ECI/advisors work with CUNY admission offices

There is one main admissions person at the CUNY Central Admissions Office designated to assist all early college high schools and students during the college application process.

However, schools still need to develop relationships with specific college campus representatives, usually aligned by borough.

Consideration 2: Students applying as freshmen rather than transfer students

In the past, ECI students with more than 16.5 college credits applied to CUNY as transfer students using the transfer student application. There were several benefits to applying as a

transfer student with college credits, such as getting into more competitive senior CUNY colleges (especially if SAT scores were low) and easier credit transfer.

However, [effective September 2018](#) and in conjunction with the rollout of a new CUNY Admissions application, *all early college students will apply to CUNY using the freshmen application regardless of how many college credits they have earned*. The transfer benefits still remain, but because applications and academic coursework will now be contained in CUNYFirst, the colleges will be able to review freshmen applicants and include their college coursework in the review.

Once admitted as freshmen, the colleges will still transfer all eligible CUNY coursework, and students will be able to receive the benefits of freshmen advising, orientation, and other programming. This new process is essentially designed to give ECI alumni the best of both worlds and the opportunity to be reviewed in both the freshmen and transfer pool, if applicable. The intended benefit of being reviewed in both pools is that students now have two reviews of their application and thus two ways under which they can enter a college, all while being able to keep all the college credits they have .

ECI Guidelines:

Counselors and/or staff working with students applying to CUNY colleges should still have students review the appropriate CUNY admission profiles for both freshmen and transfer students.

In addition, to prepare early college students for applying to CUNY, students should know their:

- CUNYfirst ID (if they have taken college courses and interacted with the system) and password
- College GPA
- Amount of college credits earned
- College classes they plan to take during high school
- SAT scores (if applicable)

Consideration 3: Applying to Special CUNY Programs

CUNY's Macaulay Honors College

ECI students can apply and be considered for Macaulay but must:

- Choose the Macaulay application (instead of the regular freshmen application)
- Adhere to their special application requirements and deadlines
- Understand some of their college credits may be forfeited at certain colleges

Macaulay applicants will be reviewed for general admissions first, then for the first two ranked choices they select on the application for the Honors program. If they don't meet the general

Macaulay guidelines, the student can still be admitted to and attend the college for general admission.

In the past if an ECI student applied and got into a Macaulay Honors College it meant he/she often had to forfeit many of their college credits because on average Macaulay Colleges only accepted about 12-16 college credits. However, in 2018 CUNY Central Admissions informed all the campus admissions offices that “It is CUNY policy that *“all courses taken for credit at an undergraduate CUNY college [shall] be accepted for credit at every other CUNY undergraduate college, ...[.] (BTM,2011,06-27,005,_M).”*

So technically Macaulay and the partner colleges should accept most CUNY college credits from ECI students. However, ECI understands that this may not be playing out like that at all campuses and depending on a students major.

For instance, Hunter has said that any students earning college credits in high school (through ECI, Bard Early College Students, AP, etc.) and are accepted into Hunter’s Macaulay Honors College will only get 30 credits max because the curriculum does not allow for them to have more and they make this clear in the interviews. However, we still think this may be disenfranchising students. So please flag for ECI if you have students get into Macaulay but are not getting all their credits accepted so we can advocate for them.

Accelerated Study in Associate Programs (ASAP)

Students who have attended a CUNY early college school and are matriculating to college, are welcome to apply to ASAP (if they plan on pursuing the designated [ASAP majors](#)) as matriculated students. ECI students may have up to 30 credits at the time of joining ASAP if the credits were earned during or connected to the high school years. Students with more than 30 earned credits may not be eligible for ASAP.

New York State Opportunity Programs

In April 2020 ECI was pleased to have received a [memo](#) from the NYS Education Department (who funds the opportunity programs across the state - CUNY SEEK/CD, SUNY EOP, and HEOP) and they agree that ECI students shouldn't be shut out of opportunity programs solely because of their college credits. Although this memo may be distributed and interpreted differently by each college campus or program, students and staff should feel empowered to use this memo if they come across a campus or program that is looking to deny a student access to their opportunity program based on college credits when the student would otherwise be eligible.

Consideration 4: - Submitting admissions documents and deciphering messages after accepted into a CUNY

NYCDOE schools provide high school transcripts to all CUNY campuses. However, students may still receive general mass messages after being accepted into CUNY about submitting other documents such as immunization records, etc. Therefore students may still need an advisor to help determine and confirm what information is applicable to them and what information may not apply to them.

CUNY Eligibility:

Demonstrating Proficiency through the CUNY Proficiency Index

Students can still demonstrate that they meet the university's proficiency requirements in English and Math based on their SAT, ACT, or NY State Regents test scores. However, starting in the spring semester of 2019, in addition to using Regents and SAT scores to determine student proficiency, CUNY began using a newly developed Proficiency Index Score.

The proficiency index scores are used to determine whether the student is eligible to begin in college level English and math or if remedial intervention is necessary.

This new index will use the following factors to determine whether a student has a greater than 65% likelihood of passing a credit bearing course:

- High School GPA
- Regents Scores
- SAT Scores

This index relies on the first three years of high school data in order to make a recommendation. The proficiency index is available when a student applies to matriculate at CUNY. The proficiency index uses information that is already part of the application for freshman admissions: student's overall high school GPA at the time of application, SAT scores, and Regents scores. If an applicant has both SAT scores and Regents scores, the formula will use both scores, but if they have only Regents or only SAT, it will use whichever is available. The formula places more weight on high school grades than test scores, but higher test scores can help offset lower grades and vice versa.

You can find out the latest and most detailed information about CUNY proficiency requirements [here](#).

Testing and Placement

ECL students who apply and get accepted into a CUNY college may still be asked to take a placement test even though they have met CUNY proficiency. For instance, students who have met the university's college readiness requirement in math are often required to take the College-Level Math (Math 6) test. The results of this test will be used to place students in the

appropriate mathematics course at their college. Knowing the difference between a test for proficiency vs. placement helps students understand the reason for testing.

ECI Guidelines:

If a student is asked to take a placement test after meeting proficiency, students should:

- Confirm that they indeed need to take the test
- Communicate with the testing office at the appropriate college about when to take the test
- Prepare for the test as necessary

Test preparation resources are included in the following link:

<http://www2.cuny.edu/academics/testing/test-preparation-resources/>

Tuition and Fees

Tuition and fees for early college alumni matriculating into CUNY are the same as any other CUNY student. However, on average, ECI students save one year of tuition and fees by earning approximately 24-30 credits in high school.

Financial Aid

ECI students never have to use financial aid while they are taking college classes in high school because the NYCDOE and CUNY fully fund all expenses. However, once early college students are about to graduate from our high schools and become fully matriculated, degree-pursuing students, they will be responsible for the cost of tuition and applying for financial aid.

ECI credits also shouldn't prevent students from getting the full federal and state financial aid (For example Pell and TAP) that they would be entitled to if they hadn't gone to an ECI high school and are otherwise eligible. However, there are still implications beyond that because ECI credits are CUNY credits and as such follow the same rules when it comes to financial aid like in the case of

- CUNY [Satisfactory Academic Progress](#) (SAP); and
- TAP Major/degree eligibility requirements (see below)

Further, it has come to ECI's attention that *some* CUNY financial aid offices notify ECI alumni that they are not starting off as "first-time freshmen," which then limits their **NY State's Tuition Assistance Program (TAP)** awards and the timeframe and awards they have to complete their degrees. ECI believes that students are entitled to all of the federal, state and other financial aid they are eligible for just as if they had attended a traditional high school. However, ECI also recognizes all students receiving full time TAP funds must still declare a major by the time they reach 60 college credits and must take at least 12 credits that are applicable to their matriculated major/degree which may complicate things.

Guidelines for Assisting ECI Alumni with Financial Aid Issues:

1. Document and inform ECI about the issues. ECI can continue to track and flag for central leadership, advocate for students, and educate the college financial aid or registrar's offices.
2. Ask the student or financial aid office to see if they qualify for a Federal Supplemental Educational Opportunity Grant (FSEOG) - an extra federal grant for undergraduate students with exceptional financial need that is more flexible than TAP. FSEOG is administered directly by the financial aid office at each participating school and not always advertised. Not all schools participate.
3. Ask the student to work with an advisor at their matriculating college to forecast how the issue might affect future financial aid packages. In some cases, declaring a different major or adding a minor may be an option.

ECI Best Practices and Recommendation:

Also where possible Early College Liaisons should try to forge relationships with financial aid offices on their partner campuses, because even though our students don't use financial aid in high school, the financial aid offices might need more understanding about the ECI model. Inviting financial aid staff to events or asking them to be a featured speaker at senior events increase their understanding of the model.

Excelsior Scholarship Administered by NY State Higher Education Services Corporation (HESC)

[The Excelsior Scholarship](#) is a last-dollar grant; in combination with other student financial aid programs like Pell and TAP, the scholarship allows students to attend a SUNY or CUNY college tuition-free. A recipient of an Excelsior Scholarship may receive up to \$5,500.

For Excelsior Scholarship eligibility, students must:

- Be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term
- Be a U.S. citizen or eligible non-citizen
- Have either graduated from high school in the United States or earned a high school equivalency diploma
- Have a combined federal adjusted gross income of \$125,000 or less
- Be pursuing an undergraduate degree at a SUNY or CUNY college, including community colleges and the statutory colleges at Cornell University and Alfred University

- Be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program
- Have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Excelsior Scholarship (if student attended college prior to the 2018-19 academic year)
- Be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award
- Be in compliance with the terms of the service condition(s) imposed by a NYS award that has been previously received
- Execute a Contract agreeing to reside in NYS for the length of time the award was received, and if employed during such time, be employed in NYS

The Excelsior Scholarship requirement of earning 30 credits prior to applying does not apply to early college alumni during their first year matriculating into a college. However, since Excelsior is still so new, there may be some hiccups in how the college credits are evaluated. If students are rejected on the basis of high school credits, they should fight it because HESC may not be able to tell that the college credits students earned were earned in High School when they do a review of students academic records. So student or counselor advocacy with HESC may be needed. Prior advocacy, has resulted in early college students/alumni getting decisions overturned by appealing to HESC after first being rejected.

While the HESC info page about the Excelsior Scholarship doesn't refer to early college students specifically, the [HESC FAQ](#) page provides useful information about how the college credits a student earns in high school can be used in the future once they are fully matriculated. The "Credits from AP Courses" section states that "college credits earned while a student in high school can be applied in any manner that results in 30 cumulative credits per year."

Another informative resource is a 2017 [article from Politico New York](#), *Agency Releases Rules for Excelsior Scholarships*. Specifically, there is a paragraph that states: "College credits earned during high school, or as a non-matriculated status, count towards the 30 credits, but don't necessarily have to be used in the first semester, HESC officials said. A student may, for example, choose to use their incoming credits in their junior and senior year, but they must notify the school that they are doing so. Transfer credits, if accepted by the institution, also count towards the 30."

ECI Guidelines:

If your students know they are financially eligible for Excelsior, but their application is rejected on the basis of something related to their college credits from high school, they should appeal the decision! Contact the CUNY/SUNY financial aid office the student is enrolling in and/or HESC to have the decision reviewed. Please get ECI involved if necessary.

Other Excelsior Tips

- Some awards were as small as \$5 or \$10, but if a student gets this small award they should still accept it. If they decline an Excelsior award, they cannot re-apply into the program, and it is always possible that financial circumstances or the program rules can change.
- If students plan to go into the military or grad school out of state and are concerned about having to pay Excelsior back as a 0% interest loan, they should note that if they/their parents (if they are being claimed as dependents) don't change their NY State residency, they should be ok
- HESC will be handling situations involving residency changes on a case-by-case basis.
- HESC has been mostly favorable to appeals, so it is worth pursuing one if a student's application is initially rejected.

Campus Scholarships/Honors

ECI alumni may be automatically accepted into honors programs as freshmen. However, a separate application to CUNY honors programs may be required, such as for Hunter's Freshmen Scholars Program and [John Jay's Honors Programs](#).

Registration

Students pick and register for classes on their own once they graduate from an ECI high school, so liaisons and high schools should prepare students for this experience. Some colleges do not have the staff capacity to review a student's class choices to ensure that the courses chosen will contribute to a student's degree and enable them to continue receiving financial aid if they're eligible. However, CUNY ECI has established some special relationships with the following CUNY Advisement Offices to give our students direct support for registration and advising:

- Baruch
- John Jay
- Lehman
- Queens College
- Hunter

For specific contacts at these CUNY Advisement Offices, please contact ECI.

When students interact with these offices, they should be very specific in identifying that they are alumni from an early college high school so that these offices can differentiate and serve our students better.

ECI Best Practices/Recommendations:

- Teach students how to register for classes on their own by their senior year of high school
- The College Liaison and school staff should consider having students engage in mock registrations to prepare for college registration independently.

Declaring a Major

Depending on the number of credits students have earned, they may need to declare a major sooner rather than later for both degree and financial aid purposes. Generally, a student must declare a major by the time they have reached 60 credits at a four-year College or 30 credits at a community college. Therefore, major exploration should happen at our high schools and before students matriculate into CUNY.

Some majors have higher GPA requirements such as Nursing, Radiologic Technology, Business, and Engineering. Students should refer to each CUNY college website for more specific information about GPA requirements for majors that are of interest.

It is also important to note that in most cases a student's college credits and GPA will continue with them if they enroll at the CUNY college that their early college high school is partnered with. However, if they enroll at a different CUNY college, their credits will transfer, but their college GPA will reset.

ECI Best Practices/Recommendations:

- Exploration for careers should begin in 10th grade. Studies show that when this happens, students are more likely to matriculate to college. There are several career assessment websites such as www.mynextmove.org that schools can use to discuss career options.
- Discuss different careers and majors, and give students insights about the implications of changing majors.
- Schools can also partner with their college's Career Services Office to expose students to various ways of exploring careers.

There are also specific college resources, such as SUNY Oswego's Career Services Website "[What can I do with a major in ...Connecting Your Major to a Career Path](#)", so students should also reference the websites of colleges they are interested in.

General Education Degree Requirements

Degree requirements for ECI alumni are the same as any other CUNY student, but hopefully because of their early college experience, students have a head start on fulfilling or completing their general education requirements that lead to a college degree.

Students who have completed some or most of their general education requirements should take full advantage of advising supports at the college and plan their semester loads with degree requirements in mind.

ECI Guidelines: Students should know how to use CUNYfirst before leaving ECI schools

CUNYfirst

CUNYfirst (Fully Integrated Resources & Services Tool) is the name of CUNY's Enterprise Resource Planning project. For students, this student management system means more coordinated service and quicker, easier access to information about all areas of their CUNY academic life, from admissions through academic progress/graduation.

All ECI students who take CUNY classes in high school should have a CUNYfirst account, know how to access it and look up key information.

ECI Best Practices/Recommendations: There are several other recommended tools students should be familiar with before leaving ECI schools:

DegreeWorks - ECI students should be familiar with DegreeWorks and its *What If* feature while they are in high school, even though it will appear slightly different in high school from when they are matriculated in college.

Using Degree Works: See CUNY's Online Degree Audit Tool:

<https://www.youtube.com/watch?v=bkB212EQTqk>

College Websites - Another good resource is the website of a college that a student plans to attend, such as Hunter's advising website, which includes ["What's Your 120?"](#) and [Degree Maps](#) that can be reviewed before arriving at Hunter.

Evaluate My Transfer Credit - This can be a useful tool when a student is planning to transfer to a different CUNY college. They will be able to see how the college they are interested in transferring to might evaluate their credit after they have been admitted. It is important to note that the evaluation they will see is considered unofficial and preliminary. After applying and being admitted, an official evaluation will be conducted.

Evaluate My Transfer Credit is accessible by:

- Logging into [CUNYfirst](#) and navigate to Student Center.
- Click the drop down menu in the center of the screen and choose 'Evaluate My Transfer Credit.'
- Follow the prompts to complete an unofficial evaluation of student credits.

For a more detailed explanation, see the [Student Guide](#).

Transfer Explorer Tool (TRES) - In 2020 a new, public and more transparent data tool that anyone can use called the [Transfer Explorer \(TRES\)](#) was released. Here are highlights of a few of the features:

1. **View Course Equivalencies:** Follow the prompts to see how courses will transfer, in all directions. Use the search bar to quickly filter to find what you are looking for. The search feature works when typing a word, subject, or catalog number.
2. **Bookmark this equivalency:** Anyone can “bookmark” a given equivalency so that it can be easily shared. You can use this to share ePermit possibilities with students. When you visit the bookmark page, you can generate a unique link and/or an email. You can remove the bookmarks to clear the way if you wish to share a different set with a different person.
3. **CUNY Course Catalog:** You can easily search all courses across the University, for course descriptions, credit hours, etc.
4. **Review and Validate Equivalencies:** This component will enable faculty to log in to the system and “suggest” equivalencies. This will then be routed through a workflow, and if the suggestion is agreed upon, the rule will be updated in CUNYfirst.

ECI staff and students can particularly take advantage of this tool for

- Revisiting your school's scope & sequence; and
- The course history found in TRES which may prove useful for students who need to advocate for themselves with colleges where they want to matriculate.

CONCLUSION

Our goal with this handbook was to help provide a resource which summarizes most of the standing policy and for this handbook to serve as a primary tool for a variety of stakeholders within the network. We plan on updating policies and guidelines any time there are significant changes that affect our ECI Partnerships. We look forward to continuing to work with each partnership to help reach our shared goals.

If you have any questions regarding any of the policy, guidelines, or recommendations in this document, please reach out to ECI and we will be happy to help clarify.

APPENDIX Important Policies and Procedures/Forms

ECI will distribute documents throughout the year to each ECI Partnership, in a future update we will provide links to a number of templates you may use in your own work and additional policies which may be school model-specific.

- ECI Program, student exit letter
- Scope & sequence
- Budget forms
- Etc.

Acknowledgements

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