Early College Folio: Call for Submissions

"Early College Expansion: Massachusetts as a Learning Lab"

Early College Folio is currently seeking submissions for Volume 3, Issue 2, titled "Early College Expansion: Massachusetts as a Learning Lab."

Like many states, Massachusetts has made Early college a primary strategy to close wide socioeconomic gaps in college access and completion. Over the past four years, enrollment has increased 4X to over 10,000 students across 70+ high schools, with plans to scale this even further, with an ambitious goal of 100,000 Early College students. Partnering with public state colleges and universities and a handful of private colleges, students at state-designated Early College high schools can earn at least 12 credits with all expenses covered.

Quantitative evaluation by pair-matching suggests Early College is generating significant increases in postsecondary access and persistence in Massachusetts. However, there is much to learn about the wider ramifications of this large scale systems change strategy.

We invite scholars, teachers, and administrators to help us gain new insights from Massachusetts. We are looking for pieces that may address the following or similar prompts:

- Tell us more about how Early College changes the culture of a large comprehensive high school, including the opportunities and mindsets of students who do not pursue this pathway.
- Describe how Early College influences attitudes about postsecondary education for family members of Early College students, including parents, siblings, and other relatives.
- Increase our understanding of how Early College impacts life on community college campuses with an increasingly large number of high school students present.
- Examine how the Early College curriculum builds critical consciousness, and its impact on civic engagement and career choice in communities with large numbers of participating students.
- Probe how administrators and policymakers think about integration in Early College pathways and the potential for regional Early College magnet high schools.
- Explore the barriers and opportunities for career-connected Early College pathways, including STEM models that open doors to the state's advanced industries.
- Unpack efforts to grow and diversify the states' teacher workforce with Early College education pathways.

These are only some ideas for how we can advance our understanding of the challenges and opportunities Early College presents as it expands its reach across an entire state. We encourage contributors to offer their own takes on critical questions that will help leaders learn from a deep dive into the Massachusetts experience.

In addition to academic researchers, Early College Folio seeks to provide perspective from many vantage points: teachers, administrators, students, civic leaders, etc. Please submit materials to the journal by creating a Digital Commons account through the "Submit Article" button on the website. For questions or other submission needs Digital Commons cannot accommodate, please contact email ecri@sr.bard.edu. Formal essays and articles are encouraged, but the editors are also interested in considering experimental formats. Options may include:

- 3,000- to 7,000-word longer-form essays/articles
- 1,000- to 3,000-word shorter-form pieces
- Pedagogical reflection upon collaborating on work created with students
- Interviews/curated conversations
- Letters to the editors and op-eds
- Data sets and data visualizations
- Podcast episodes
- Short film

Recurring sections for which the journal is also accepting submissions include:

- Signature lesson plans and scripts
- Upcoming events
- Early College in the news
- Publication announcements (alumni, current and former faculty)
- Book reviews and excerpts