**Letter of Reconciliation for *Current Issues in Education* (CIE)**

Reviewer #1

1. Expand paragraph with more detailed discussion of Dewey and Freire’s thoughts on education and refer back to this in the discussion.
* We removed references to Dewey and Freire’s philosophical thoughts on education in an attempt to generate a more succinct examination as well as place more emphasis on the comparative analysis of Early High School approaches in both the United States and Costa Rica.
1. Balance discussion of shortcomings and strengths of both U.S. and Costa Rican Early College High School models.
* This concern was addressed and revisions were made accordingly.

Reviewer #2

1. Strengthen three-point rationale for comparison of Costa Rica and the U.S. as opposed to comparing U.S. with other Latin American countries.
* Reviewer’s concern was addressed, and the rationale for the U.S. v. Costa Rica comparison was revised and clarified.
1. More clearly define the racial/ethnic groups being discussed.
* To more clearly define the racial/ethnic groups being discussed, all reference to racial and ethnic minority groups other than that of Afro-descendants (primary focus of manuscript) were removed.
1. The education as a human right applied to higher education is non-essential and importance of higher ed. beyond basic ed. needs to be more clearly established.
* We respectfully disagree with this reviewer’s stance on the importance of education as a human right. To address this concern we strengthened the education as a human right argument and clarified the points used to underscore this position.
1. Apparent bias for Costa Rican early college approach is not warranted based on evidence provided.
* The apparent bias was addressed by adding a more detailed discussion elucidating the characteristics of the Costa Rican ECHS approach as well as the implementation of this model.
1. Importance of setting of 4-year university versus 2-year college needs to be better established with more evidence.
* Additional evidence was provided and the manuscript was revised accordingly.
1. Strengthen implementation opportunities and challenges of the early college models for populations being addressed.
* Additional points were added to address the opportunities for growth and challenges existent in the implementation of the ECHS model.

Reviewer #3

1. Strengthen racial/ethnic demographic context.
* Addressed in earlier comments.
1. Integrate and focus myths of racial harmony and methodological nationalism from the beginning of the paper, not just the conclusion.
* We very much agree with the Reviewer’s suggestions, discussing myths of racial harmony more so at the beginning of the manuscript rather than at the end.