Early College - Part B Application (Due February 19th, 2020)

Response ID:30 Data

1. Applicant Information

Early College Program designation applicants must consist of a partnership between at least one institution of higher education (IHE) and one K-12 high school partner. Partners must submit one application and must apply jointly under the signatures of the college or university president and the district superintendent/charter school leader.

1. Institution of Higher Education Applicant

Springfield Technical Community College

2. K-12 School Applicant

High School of Commerce

3. Institution of Higher Education Applicant President's Name and Contact Information

Name : John B. Cook, Ph.D.
Phone : (413) 755-4418
Email : jbcook@stcc.edu

4. Institution of Higher Education Applicant Primary Contact

Name : Matt Gravel
Title : Dean of Academic Inittiatives
Phone : 4137554623
Email : mgravel@stcc.edu

5. Institution of Higher Education Applicant Mailing Address

Street Address : One Armory Square, Suite 1, PO Box 9000
City : Springfield
State : MA
Zip Code : 01102

6. K-12 School Applicant Superintendent Name and Contact Information

Name : Matthew Brunell
Phone : (508) 523-0393
Email : mbrunell@springfieldempowermentzone.org

7. K-12 School Applicant Primary Contact

Name : Kelley Ganji
Title : Chief of Instructional Improvement
Phone : 5088738250
Email : kgangi@springfieldempowerment.org

8. K-12 School Applicant Mailing Address

Street Address : PO Box 15331, 1500 Main St.
City : Springfield
State : MA
Zip Code : 01115

9. The Departments will award designation to all applicants who fulfill essential elements of Early College program design

and provide sufficient evidence that the program has enrolled students as defined by the Early College Designation Criteria, or that the applicant has developed all necessary infrastructure to begin enrolling students upon Designation. Note that this is not a competitive process as there is no cap on the number of designations.

In contrast, there will be a funding opportunity offered for newly designated programs that will be awarded competitively.

Please check the corresponding box to confirm agreement

2. Equitable Access

A. Growth and Scale: Please describe and demonstrate the plan for growing/scaling the Early College Program. This should include detailed program size projections and a plan to realize this growth for each year from AY20-21 through AY22-23, with specific details on cohort size for each grade level of student participation, as well as written plans for facilitating planned growth. (This may be a repeat from your submission during the preliminary phase, but we request a recapitulation or an update of the data you shared at that stage, as well as further detail regarding specific grade cohort size targets). This section should also include, but is not be limited to, any current or future plans regarding physical plant dedicated to the program, plans for any future potential partnerships, and targets with regard to future cohort size.

The STCC Early College program with Commerce began enrolling students in January 2020. Forty (40) students began their EC careers by enrolling in a First Year Experience class. The class is taught in two sections of 20 students each, one day per week, for an hour and a half. The class is held on the STCC campus.
For AY'20 we anticipate an enrollment of thirty-five (35) juniors and 40 sophomores. The juniors will take one three-credit course in the first and second semester. The sophomores will take an FYE class and participate in intense career exploration.
By AY'21-22 it is expected that the program will have grown to enrolling 125 students who will be eligible to take STCC classes for college credit. 35 seniors, 40 juniors, and 50 sophomores.
By AY'22-23 the program should have at least 130 students; 40 seniors, 40 juniors, and 50 sophomores.
The partners envision cohorts of 50-60 students per grade, including 10th graders. If there is a great demand for the program, the partners will discuss increasing the cohort sizes.
Currently, all classes take place at STCC. There may be a time when some of the EC classes are held at the high school.

B. Early College Enrollment and Student Entry Plan: Please describe in detail the plan for Early College student entry (and exit) points pursuant to the criteria description above. In addition, please also provide the written admission policy for the program, which should include any minimum program enrollment requirements. Please include a detailed plan for program selection should student interest outstrip enrollment capacity.

Currently, there are forty (40) Early College students taking an FYE course at STCC.
Female 19; Male 21. Seventy-six percent (76%) are Latino, twenty percent (20%) are African-American and four percent (4%) White. Thirty-nine (39) of the students are first-generation.

Admission Policy
The goal of the Early College Program is to give students the chance to earn college credits before they graduate. Commerce students will be able to earn up to 20 college credits in Massachusetts Transfer courses. Students may apply these credits to any major at any college.
The program begins with 9th grade students who are eligible to participate in Early College activities such as, college visits, and career exploration. Ninth grade students will also use Naviance to participate in MyCAP. Ninth graders will be inculcated with knowledge about the program, the benefits of the program, and the expectations of the program.
Recruitment begins in tenth grade. Any student who has a 2.0 GPA can participate in the program. Students with a 1.5 to 1.9 GPA will be admitted based on discussion with Commerce guidance counselors and review of school attendance. All tenth grade students will begin the program by taking a First Year Experience (FYE) course. Students may begin this course in the fall or the spring.

Eleventh grade students with a 2.0 GPA or above can begin the program in the fall semester only. This will ensure that students will graduate high school with at least twelve (12) college credits. Admission will require a recommendation from a guidance counselor.

Students may enter and exit the program at any time except in 12th grade. Students cannot start the program in 12th grade but they may leave the program. If students choose to leave the program in tenth or eleventh grade they may re-enter the program if they have the requisite number of college credits and the required 2.0 GPA

If possible, please upload your enrollment/admission policy.

C. Student Application If possible, please upload a sample student application to the Early College program. (Criteria 2, 3f)

Commerce_Application.pdf

D. School Enrollment Trends and Goals: : Please provide data showing student enrollment trends at each high school included in this application (as was submitted in the preliminary application phase and indicating student population broken down by race, including percentage of English language learners, students with disabilities, economically disadvantaged students, and high needs students. Please attach a spreadsheet/document that includes current high school enrollment data for each high school as well as a similar demographic breakdown for applicant Early College enrollment goals in year 1 and in year 5 of the program. (Criteria 3a)

Commerce_and_Early_College_Demographics.xlsx

E. Needs Assessment: Describe the process and results of any district or regional needs assessment conducted to determine student and parent interest in the proposed programming as well as regional demand. (Criteria 3b)

The labor market analysis, conducted by our partner, Jobs For the Future (JFF), revealed regional industry markets in which there will be substantial growth in the number of employment opportunities and a concentration of jobs with living wage potential for individuals and/or families in the region. These industries, including Healthcare, IT, and Advanced Manufacturing, informed the development of the High School of Commerce career pathways and the resulting partnership development with STCC.

In particular, critical data driving decisions to focus on the Healthcare industry include the following labor market analysis highlighting the largest increase in number of jobs coupled with living median wage potential.

In the Advanced Manufacturing sector, the labor market analysis takes into account a significantly aging workforce earning living family wage and representing a substantial increase in number of jobs available in the coming decade across the region. The following analysis demonstrates the loss of jobs predicted as a result of the aging current workforce accompanied by wage potential and viability of employment in the region (location quotient).

The IT sector analysis reveals the importance of providing durable career ladder skills enabling graduates to access available living wage jobs by stacking college credentials through Associate's and Bachelor's degrees.

F. Early College Outreach and Recruitment: Please provide a detailed written recruitment and communication plan, mindful of the considerations described above. This plan should also include timeline of recruitment or enrollment events, including outreach efforts to families, counselors, principals, and community members, as well as students. Describe how, students, parents, and guardians are—or will be—informed of the Early College opportunity, particularly those families of first generation college goers. (Criteria 3c and d).

Commerce Guidance Counselors and staff will begin to identify students who are eligible to participate as soon as October/November of each year. Students will meet with staff to discuss the opportunity and there will be family nights at Commerce to recruit students. Family nights will occur in early December with sessions in English and Spanish. Commerce personnel will follow up with students who expressed interest in the program, help them to fill out the application materials, get parent sign-off, and then hand off paperwork to the STCC Early College Advisor. This Advisor will be present at all family nights and will stress the inclusive atmosphere at STCC and the fact that almost 60% of students are first-generation college students. STCC will contact current Commerce graduates who have matriculated at STCC and hold panel discussions

for students and their families. Early College brochures will be available at Commerce and will be sent home with all 9th-11th grade students. There will be family presentations presented in Spanish at Commerce and STCC to inform families of the program and to get parental buy-in. Students who have participated in the Westfield Promise Early College program will also be asked to give presentations to the student body.

October/November – guidance counselors and teachers recommend students for the program

Outreach materials are given to all students in 9th – 11th grade that explain the program

December - STCC EC Advisor meets informally with interested students. Two family night programs scheduled for English and Spanish speakers

January Students in the STCC EC program present to their peers about their experience in the program.

Two more family nights are scheduled to happen at STCC. Early College Director, Advisor, faculty, and STCC students present to families. Question and answer period.

February

Presentations in-school given to the Commerce student body by Commerce alumni who have matriculated at STCC

In-school information sessions are held

March

Applications are due at the end of the month

Sessions are held to help students with the application. Commerce staff and STCC staff

End of March a lottery is held if there are more applications than there are slots.

April

Early College acceptance letters are sent out.

Early College students are announced at a school assembly

May

Students are taken to the STCC campus to register for classes (if this is their first semester).

Students meet faculty and students from various departments

June

August

Orientation for all students in the program is held at STCC

G. Recruitment Materials: Please attach any recruitment materials for the Early College program (including materials in other languages). (Criteria 3e).

Recruitment.pdf

H. Shared Commitment to Equitable Access: Building equitable access to postsecondary access, persistence, and completion is a foundational aspect of the Early College model and of the Commonwealth's designation process. Please provide a narrative statement reflecting the shared vision among partners for how this early college program will meet that goal of building true equity for your students who have traditionally been underrepresented in higher education.

The High School of Commerce has re-branded itself as an Early College High School for all students. The partners share a vision where the youth of Springfield, especially the underserved, minority youth, will be able to enroll and succeed in college or careers with family sustaining wages.

This Early College program is one step among many in the city, that takes some of the most neglected students in the Springfield Public School system and invests human capital,

time, money, and talents to encourage students to find their own paths and succeed.

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3. Guided Academic Pathways

A. Detailed Scope and Sequence: Recognizing that all applicants submitted a scope and sequence as part of the preliminary application, we ask that you again submit a scope and sequence for this phase as well, which should include any updates and further detail developed through planning. Please incorporate any feedback received following the initial phase. Please also provide a template/sample schedule for the entirety of the students' high school course taking in

addition to those courses that will be taken for college course credit; this schedule must indicate all course names, course numbers, the number of credits per college course, and the number of credits a student will have earned cumulatively at the end of each year. Applicants should also identify which courses will be offered on campus and which will be offered at the high school. In this submission, it should be clear how students will be prepared for college course taking prior to enrolling in those courses, including the use of co-requisite model to support college-level math taking. This document should also provide detail regarding both how the courses will serve to fulfill MassCore and the high school graduation requirements. (See Criteria 1c). If the IHE partner is a Massachusetts public institution, please also note how/whether courses are aligned with MassTransfer Pathways (which may include the A2B Mapped Degree Pathways, the MassTransfer GenEd Foundation, or the MassTransfer STEM GenEd Foundation).   (Criteria 1a, 1b, 1c, 2).

Sequencing.docx

B. My Career and Academic Plan (MyCAP), formerly referred to as Individualized Learning Plans: **Please provide a detailed description of the partners' plans for implementation of MyCAP. See also Section 4, Connection to Career. (Criteria 4).**

MyCAP
Commerce's Partnership:
Springfield Technical Community College
Target Audience:
9th grade Academic School Year
Fall 2020-2021
• Create positive and supportive relationships with peers and staff (9th grade orientation Camp Webber)
• Develop knowledge/understanding of the graduation requirements, MASSCORE, AP options, and Early College options with our current partners
• Create a 4-year plan connected to intended career interest by using LIFT and Naviance
• Ensure students understand the pathways the high school of Commerce offers through our 9th grade college and career readiness course
• College Field Trip and Commerce's Pathway's Work-Site Visit
10th grade use Unit 4-8
• Study more in-depth research of career pathways
• Gather evidence and set effective career goals
• Revise and update 4-year plans
• College Field Trip and Commerce's Pathway's Work-Site Visit
11th grade Planning for Post- Secondary Education
• Understand benefits of internships, networking, and work-based learning experiences
• Begin to explore Post-Secondary options by having college tours
• Gain a general understanding of financial aid and college application process
• Ensure students aware of PSAT/SAT dates
• Ensure students are aware of FASFA process and have them create FSA ID numbers (Work with Springfield Promise Program)
• Students will start exploring scholarship opportunities on Naviance

12th grade Planning for Post-Secondary Education
• Finalize post-secondary planning
• Develop financial plan to support post-secondary plan
• Apply for scholarships
• College Signing Day Event
• Propel Core Class for seniors who interested in trades
Curriculum: Quest for Success Curriculum
Quest for Success course is designed to ensure students are prepared for and have access to good jobs. The course is structured to help all students explore a variety of industry sectors, new and in demand careers, and related pathways; developed the course sector knowledge, skills, character, and dispositions needed to be successful in these and other careers; and learn about themselves to successfully plan for and navigate high school and post-secondary education and the

world of work to achieve success. The course guides students through eight strategically designed student-centered units and related project-based learning tasks. Student's progress from "Leading Responsibly" (at school, work and the community) to "Planning for the Future" (developing financial literacy and social networks to navigating high school, career pathways, and postsecondary education). Each unit in the curriculum has College, Career, and Life Readiness Competencies that includes the following:

Applied Knowledge
• Critical Thinking Skills: thinking critically and creatively, making sound decisions, solving problems, reasoning, planning, and organizing

Relationship Skills and Personal Attributes
• Interpersonal Skills: working well with others, exercising leadership, resolving conflict through negotiation, and respecting individuals' differences
• Personal Qualities: demonstrating responsibility and self-discipline, adapting and showing flexibility working independently, and displaying a positive attitude and sense of self-worth

Executive and Communication Skills
• Communication Skills: communicating verbally, listening actively, comprehending written material, conveying information in writing, observing carefully

Career Navigation Skills
• Developing self-awareness: demonstrating ability to understand personal skills, strengths, and weakness and to determine effective means to overcome obstacles that could derail the achievement of established goals

Unit 1: How I Learn and Lead (Self-Awareness)
This units helps students develop self-awareness about their future selves and career aspiration.

Unit 2: Effective Teams: The sum is Greater Than the Part (Collaboration)
This unit focuses on healthy, work-based collaboration. Students learn about effective team dynamics and peer collaboration, including the important role of communication verbal and non-verbal

Unit 3: Thinking out of the Box
This unit encourages innovation and helps students to lead entrepreneurial projects.

Unit 4: Being a Cyber Citizen (Digital Citizenship)
This units helps students understand what it means to be a productive citizen in both local context and on a global scale and explore the IT sector and related careers.

Unit 5: Superheroes in My Community (Leadership and Public Service)
This unit helps students apply leadership skills through community service and discovery of careers in healthcare and public health, as well as a variety of others service-oriented careers.

Unit 6: Managing Money to Meet My Goals (Financial Literacy)
This unit helps students understand financial literacy concepts and the ways financial planning can help them meet their personal and career goals.

Unit 7: Navigating My Career Path (Career Sectors and Pathways)
This units helps students to deepen their understanding of various careers, understand the process of career navigation, and identify potential pathways to their own emerging career goals.

Unit 8: Looking Forward (Planning for Post-secondary Success)
This unit helps students understand the range of secondary and post-secondary career pathway opportunities available to them after the course.

C. High School Course Catalog and College Course Descriptions: **Please provide the portion of the high school course catalog referring to the Early College program, including the program outline and course descriptions as shared with students (Criteria 5).**

Commerce_Courses.docx

If this is provided as part of the response to question A, please reference that fact. If information on your proposed program is available on your website(s), please provide relevant links. (Criteria 5).

High school course catalog is not available at this time.

D. College Level Course Taking Assessment: Please provide the written policy for placement of students into college courses, including how students are assessed for course taking preparedness. Please also provide any detail with regard to support provided to early college students to prepare for a successful assessment. (Criteria 6).

College_level_course_taking_assessment.docx

4. Enhanced Student Support

A. Overall Student Support: Please provide a comprehensive plan for how the applicant partners will create a personalized learning environment and student academic and support services to maximize student success, such as tutoring or mentoring and social and emotional supports for Early College students. The plan should address supports for all students. Please note that this plan should specifically include support for English language learners and students with disabilities. This plan should include a plan for the manner in which students' Individualized Education Plans (IEPs) will reflect accommodations and modifications for both high school and college course taking. This plan should also include detail on any orientation or mentoring provided to students as they join the community at the institution of higher education. (See Criteria 1)

The High School of Commerce will further develop a robust support framework for emerging bilinguals and neurodiverse students using the following approaches:

• Establishment of a Primary Person model that connects all learners with an individual educator to serve as a core support throughout the 9-12 experience and to provide personalized support for students, particularly those with complex or specialized learning needs, as they navigate their college and career development process
• Development of Dual Language instruction in lower school ELA and Math courses for emerging bilinguals, along with monolingual (Spanish) tutors to provide support in upper school ELA and Math courses
• Co-taught ELA and Math courses in the lower school to ensure rigorous course content and parallel intervention for learners with specialized needs inside the regular education classroom
• Personalized graduation plan development and coaching for all students through an improved guidance model centered around explicit instruction on graduation requirements, possibilities, and pathway customization

Upload any additional documents demonstrating evidence of a comprehensive plan for supporting students here.

B: Guidance/Advising: Within the student support plan, please also detail the plan for ensuring students receive clear guidance and advising support throughout the program, both at the high school and the college level. This advising support should include support for academic course taking, exploration of career opportunities, and social/emotional support. (See Criteria 2)

With the Early College program at STCC, students will have access to one on one advising by the Early College Advisor. The Advisor will receive early alerts through the STCC Advising platform. This will cover areas such as attendance, classroom conduct, and academic performance. The advisor will share this information with the point person at the High School of Commerce who will work with the guidance counselors to create an individualized learning plan to get the student back on track. Commerce students will have full access to the STCC Student Success Center for tutoring and academic coaching. The Student Success Center (SSC) is designed to provide students with the opportunity to overcome obstacles and be successful in accomplishing their personal, educational, and professional goals. SSC offers day and evening tutoring services are available by appointment and on a walk-in basis and additional one-on-one support through the provision of Student Success Coaches. Commerce students will work with Student Success Coaches who are professional staff members that focus on empowering and supporting students to discover their potential and learn how to balance and navigate the responsibilities of being a student, while simultaneously adhering to the demands and nuances of their personal lives. Some of the services being offered by the Student Success Coaches will entail the following:

•Study Skills Techniques
•Time Management Skills

•Organizational Skills
•Self-Care Strategies
•Guidance with on/off-campus resources
•Navigating Higher Education
•Self-Advocacy Assistance
•Adjusting to campus culture
•Success Planning
•Removing Barriers to Academic Success

Students will also have access to the STCC STEM Center which will provide support and tutoring for Math and Science courses, and the STCC Writing Center will provide support for student writing and capstone projects. Furthermore, the STCC online tutoring program, Net Tutor, will be made available to Commerce students. This is particularly important as Early College Commerce students will not take developmental courses as part of their career pathway program. STCC is committed to the success of all students, including students with disabilities. STCC's Office of Disability Services (ODS) will provide accommodations, services and auxiliary aids to students with disabilities in accordance with the Americans with Disabilities Act as Amended (2008) and Section 504 of the Rehabilitation Act (1973). ODS will work closely with faculty to ensure that the academic integrity of each course remains intact, while preserving equal access to course content and materials for qualified students at the same time.

Some of the non-academic factors that prevent our students from being successful are food insecurity, housing, and poverty. Students can access the Center for Access Services (CAS), which provides a broad range of non-academic supports, along with campus and community referrals, dedicated to enhancing college affordability and promoting self-sufficiency for every STCC student. CAS staff connects students with federal and state financial resources, community-based organizations, and other support services to help them overcome non-academic barriers that may be impacting their ability to stay in school. Students will have access to the following services:
•Grocery Assistance (Food Pantry)
•Emergency Housing Options (Support with referrals for DTA)
•Utility Assistance (Support with getting fuel assistance)
•Health Insurance (Support with completing MassHealth Application) (517)

Additionally, Commerce will provide students with the opportunity to receive counseling at the school.

Response to this question may include—but is not limited to—submission of sample student schedules to demonstrate where/when/with whom that activity will occur. Please upload the sample here. (See Criteria 2)

C. College Awareness: **Please detail the plan for creating and implementing strategies to provide students robust exposure to postsecondary opportunities and long term planning, which should include information about choosing potential majors, learning about financial aid opportunities including student loan considerations, learning about the college application process, and learning about how programs of study link to careers. (See Criteria 5)**

In 9th grade students will begin to visit local colleges in the Springfield area. By 10th grade students will begin to learn financial literacy for college and for their personal lives. Tenth graders will also travel to colleges outside of Springfield but still in western Mass.
Eleventh and Twelfth graders will take bus trips to colleges in central and eastern Massachusetts, begin to look at college websites, request information from colleges, and be exposed to more college student presentations at Commerce or STCC.

STCC offers modules in financial literacy that specifically reference how to pay for college with grants, scholarships, and loans as a last resort. The Financial Literacy Coordinator at STCC holds group sessions and private counseling sessions with all students.

D. Course Failure Policy: **Please provide the program's policy on communicating to students that they are at risk for failing a course, communicating consequences of failing college courses (e.g. Pell eligibility), supports for helping the student get back on track, and actions that may or may not be taken if a student fails a course or multiple courses. In addition, indicate**

how students and families will be apprised of the program's policy. (See Criteria 4 and 6)

The STCC Early College Advisor will be the assigned advisor for all Early College students in the STCC Student Portal/Webadvisor. The advisor will work with faculty to track attendance and student progress. When a student is absent twice, the Advisor and Commerce liaison will meet with student. Efforts will be made to ensure student understands how to contact faculty, make up any work and access campus support services such as tutoring, success coach, writing center, etc. All efforts will be implemented to ensure that students who are failing at mid-term, are able to make up work and re-commit to program, or withdraw from course so as to avoid a failing grade being on their transcript.

Upload any additional supporting documents demonstrating the program's course failure policy here.

5. Connection to Career

A. Career Development: **Provide a list of proposed career development education activities for students in the program, both within the high school as well as those activities and/or resources available to early college students at the higher education institution.   Career development education activities may include awareness, exploration, and/or immersion (internships, proposed career pathways). Please also indicate how these activities are linked to/planned in consideration of labor market information and, to the extent possible, describe the involvement of community businesses and other partners. If applicable, please include information regarding specific community and employer partners that will be involved in this aspect of the program. (See Criteria 1, 2, and 3)**

The Early College programming at the High School of Commerce will offer numerous layered immersions into a variety of college experiences for the purpose of deepening and differentiating exposure for students. These opportunities for exposure include the following:
● College and career readiness courses in grades nine through ten that provide ongoing goal-mapping and readiness inventory using tools such as MyCAP and explicit career development programming such as Advanced Career STEM Pathway Academy curricula provided through our partnership with the Southern Regional Education Board (SREB)
● Early college pathways for grades ten through
twelve, offered on the STCC campus, for those students ready to identify a defined college pathway (Computer and IT/Cyber Security, Human Services/Social Work, Business Administration, Digital/Graphic/Multimedia Design, Health Science, or Criminal Justice

As students begin their Career and College Exploration programs, Commerce will engage students on multiple levels to increase their exposure to post-secondary educational opportunities. With a wide variety of two and four-year institutions near the Commerce campus, students will have ample opportunities to explore career pathways and advanced college opportunities. Leveraging these experiences Commerce teachers and counselors will partner closely with students to help them create a post-high school plan.

Commerce has and maintains a current catalog of area college materials that include informational brochures and course catalogs. Faculty and staff will teach students how to evaluate these materials and how to leverage the information contained to make informed decisions. Additionally, college websites will be utilized to help students learn more about programs they are interested in, understand program prerequisites, and expectations.

In their sophomore, junior, and senior years, field trips to area colleges will be organized so students may participate in college tours and open houses, where they will be provided with the opportunity to meet with faculty and admissions staff while getting a feel for the campus and student life. Colleges will also be encouraged to host on-site recruitment and interviewing sessions for students who are unable to attend the field trips.

Ongoing discussions about career pathways, entering the job market, how to create a resume, and interviewing skills will augment this program and provide students who intend to target certificate programs with the ability to place into the job market upon completion.

Sessions regarding financial aid, options on how to pay for college, how to complete college applications, and writing admissions essays will also be integrated into the Career and College Exploration programs and will complete this program. Throughout these activities planned over their four year high school career, students will be provided with a support structure that will aid in their achievement of their career and educational goals.

Upload any additional documents demonstrating evident of career development activities here.

Personalizd_Pathways.pdf

B. My Career and Academic Plan (MyCAP): Individualized student planning for college and careers is a multiyear process that is foundational to student success. Explain how the program will implement a personalized planning process to provide guidance in planning a degree path(s) that supports various careers and for all students using a MyCAP tool, and specify which on-line platform will be used (Naviance, MEFA Pathway [formerly Your Plan for the Future], MassCIS, or other) to drive the planning process. (See Criteria 4)

see attachment above

6. Effective Partnerships

A. Vision Statement: **Please provide a shared vision statement for the Early College program. (See Criteria 1)**

The proposed EC program will be a cornerstone in the work done by both parties to help Commerce students graduate from high school, and attend and graduate from college. Students will be encouraged to transfer to a four-year institution to pursue their Bachelors' degrees. Graduates will leave the EC program with not only transferable college credits but also college and career goals as well as the motivation, desire, and capacity to succeed in higher education. Successful implementation of this program at Commerce, one of the neediest high schools in Springfield, has the potential to shift the schools low educational attainment rates closer to the Springfield and state averages and increase the preparation of the region's workforce.

B. Memorandum of Understanding: **Please submit a detailed, current, mutually-signed MOU for each partnership that includes all required topics as specified in the criteria above, defining roles of each partner, including the fiscal agent. In addition, ensure that that the signed MOU reflects the information in previous sections of the application. (See Criteria 2, 3, 4, and 5)**

C. Shared Understanding of Outcome Goals: The MOU shall also present the shared understanding of detailed outcome goals for the Early College program, and how the data attached to those measures will be collected, analyzed, and disseminated. Those measures should include but not be limited to the following:

i: Student enrollment demographics of the Early College Program as compared to larger district population, including English language learners, students with disabilities, economically disadvantaged students, at-risk students, as well as Hispanic/Latino, and African American students.

ii: Retention rate of participating students;

iii: High school graduation rate of participating students;

iv: MassCore completion rates;

v: The number of postsecondary credits earned by eligible students while enrolled in the Early College program that may be applied toward a postsecondary degree or credential program;

vi: Percentage of participating students who complete the program;

vii: Total number and percentage of eligible students who enroll in and subsequently complete the Early College program;

viii: Percentage of Early College program graduates completing the program who enroll in a postsecondary institution; and

ix: Percentage of participating students who achieve an industry recognized credential, Associate's or Bachelor's degree, within three or six years of high school graduation.

[1-Memorandum_of_Understanding_revised_KG_signed_JBC_signed.pdf](#)

D. Faculty and Staff Plan: Please provide a description of required qualifications for faculty and teachers and a staffing plan for the Early College program. Please include faculty, teachers, and other staff who will support the program, and specific details regarding who will be teaching the college courses in the program and in what locations. Please also describe any training, professional development, and other support for all positions supporting the Early College program. (Criteria 6)

Staffing plan for Early College Program at STCC includes an Early College Director who reports to the Dean of Academic Initiatives. There will also be an Early College Advisor.

Pam Westmoreland, Director of Early College Initiatives, will serve as the program manager and will partner closely with Commerce personnel, to include teachers, guidance counselors, success staff, and or administrators to provide the School with the following:

• Provide all necessary schedule, registration, and enrollment information in a timely manner.
• Work with Commerce to ensure details are available to students and families (web and otherwise), and that Springfield families are clear on Commerce to STCC pathways.
• Partner with Commerce staff on presentations to students and families, regarding information about ECC, and specific pathways. This may be in-person co-presentations; it may be ensuring Commerce staff have materials and key FAQs.
• Ensure access to Admissions staff in particular, by Commerce students and staff.
• Identify an STCC Early College Liaison for Commerce faculty and staff, so that a single point person is known, and is understood to always be a first contact as needed.

Westmoreland will hire an Early College Advisor together will work with STCC staff in the areas of advising and enrollment management (Admissions, Registration, Financial Aid) to develop training to be provided to Commerce teachers and staff at least twice each year for the duration of the contract. Delivered prior to the start of the STCC Fall/Spring semester, these workshops will ensure a clear review of the pathways, but also as a forum to discuss, ask questions, troubleshoot implementation, and also build rapport between respective employees at Commerce and STCC.
All college courses will be taught by STCC faculty who are qualified for their positions. Should the need arise to train high school teachers to teach various courses then these teachers will need to be trained by STCC faculty. All union issues will be worked out in advance of HS teachers teaching college courses and college faculty teaching at Commerce

E. Collective Bargaining/Labor Relations: Please affirm that applicant partners have considered any potential collective bargaining/labor relations issues that may arise related to the proposed Early College program (such as those concerning responsibilities of faculty and staff for classroom instruction, student support, etc.). (Criteria 6)

Applicant partners have considered any potential collective bargaining/labor relations issues.

In addition to this affirmation, please describe in detail, if applicable, how any such issues have been or will be addressed by the applicant partners. (Criteria 2).

10. Upload any additional documents to support Guiding Principle 5 here.

7. Additional Documents

11. Upload any additional documents here.

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9. Thank You!

Thank you for taking our survey. Your response is very important to us.