

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

Response ID:35 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

Massasoit Community College

2. K-12 School Applicant

Southeastern Regional Vocational Technical High School

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

Name : Gena Glickman

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Email : gglickman@massasoit.mass.edu

4. Institution of Higher Education Applicant Primary Contact

Name : Christina Alves

Title : Associate Dean, Early College Access

Phone : 5085889100 x1687

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5. Institution of Higher Education Applicant Mailing Address

Street Address : 1 Massasoit Blvd.

City : Brockton

State : MA

Zip Code : 02302

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

Name : Luis Lopes

Phone : 5082301200

Email : llopes@sersd.org

7. K-12 School Applicant Primary Contact

Name : Leslie Weckesser

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8. K-12 School Applicant Mailing Address

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City : S Easton

State : MA

Zip Code : 02375

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 recruitment and retention strategy for Southeastern Regional Vocational Technical High School (SERSD) begins with the educational awareness campaign in a student's first year of high school. Students and their parents/guardians are invited to participate in early college information sessions open to all students. Students are provided an overview of the multiple early college pathways, as well as the potential degree pathways associated with completing college courses. This information is provided to students when they first enter SERSD so that they can begin planning their academic pathway to include college coursework at the start of their program, including preparatory coursework as needed.

The SERSD/Massasoit partnership offers students multiple pathways to college credit. Students may choose to explore college courses by taking a single dual enrollment course for credit at any point in their high school career, provided they demonstrate the ability to be successful (see 1B. below). SERSD students who are committed to earning early college credit are encouraged to enroll in one of three early college pathways starting in the sophomore year, although the option to participate is always available. Early College Pathways include:

- **Integrated** - The Integrated pathway is fully embedded into the SERSD high school experience. Students take all their early college courses at the high school, earning 12 college credits upon completion.
- **Transitional** - The Transitional pathway begins at the high school where students take one or more dual enrollment classes. Students may opt to transfer into Massasoit's on-campus Gateway to College program for their academic coursework at any point to earn up to an associate degree at the time of their high school graduation, while taking their career and technical courses at the high school or college.
- **Blended** - The Blended pathway begins at the high school with cohort dual enrollment and college success classes. Students spend a semester of their choice taking academic courses at Massasoit through the Early College Access/Gateway to College office while taking their career and technical courses at the high school or college. Students return to the high school after one or two semesters to finish their program and earn their diploma, earning a minimum of 12 and up to 30 college credits.

As noted above, the target population for new student enrollment is first semester high school sophomores. Entry at this stage is ideal because students are more academically ready for college level work and because it maximizes the time that students have to engage in early college, thus also maximizing the amount of credits they could earn. Students typically begin an Early College pathway by taking a cohort, college-level Speech course paired with a college success seminar in the fall of their sophomore year, but may opt in at any point. The target cohort enrollment for the fall of the FY21 academic year is 50 new students in the Integrated or Blended pathways at the high school. The target enrollment for students to begin the Transitional pathway in fall FY21 is 25 students. Because student persistence is dependent upon a student's co-requisite activities such as participation in a sport or cooperative education (CO-OP) work, this Early College model is intentionally designed to give students the opportunity to stop in and out as necessary, while still providing them with the means to easily acquire a

minimum of 12 college credits.

Southeastern Regional Technical Vocational High School currently employs one full time coordinator for the program. The Coordinator serves as the primary contact for Early College programming for students, parents/guardians, SERSD faculty and staff, and Massasoit Community College. The Coordinator serves as enrollment officer and academic advisor for both high school and college courses, directs course selection and offerings, supervises college faculty when at SERSD, proctors testing at SERSD, and directs all administrative responsibilities of the programs. SERSD has designated office space for the Dual Enrollment/Early College program.

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.

SERSD students begin their journey as a dual enrollment student by taking college courses at Southeastern (can take up to twelve college credits at the high school). Informational sessions are held during each academic term. Students are invited to complete an application for the dual enrollment program. Students who submit a completed application by the published deadline – are invited to take the Speech and College Success Seminar. These first two courses are held at Southeastern. Students may enroll in dual enrollment during the fall or spring of their sophomore, junior or senior year. Students are encouraged to begin the dual enrollment program in the fall of their sophomore year of high school so that they may have time to complete the greatest number of courses. The following are the program enrollment requirements set by Southeastern Regional Vocational Technical High School:

COURSE LOCATION ENROLLMENT

REQUIREMENT 1 ENROLLMENT REQUIREMENT 2 ENROLLMENT REQUIREMENT 3 ENROLLMENT REQUIREMENT 4

Speech/

College Success SERSD Sophomore

Junior

Senior Good academic and conduct standing

English Composition 1 SERSD Sophomore

Junior

Senior Good academic and conduct standing Pass Reading and Writing Accuplacer* MCAS passing scores

Sociology SERSD Sophomore

Junior

Senior Good academic and conduct standing Pass Reading, Math and Writing Accuplacer* MCAS passing scores

Full Campus Massasoit Junior Senior Good academic and conduct standing Pass Reading, Writing & Math Accuplacer* MCAS passing scores

*In alignment with the terms and conditions of the Commonwealth Dual Enrollment Partnership grant, students who do not possess the minimum GPA may be considered eligible based upon demonstration of their potential for academic success through the college's review of other appropriate indicators of success, such as steadily improving high school grades, a high class rank, special talent, strong graduates in the field of the course, strong recommendations, etc.

To accommodate students partaking in extracurricular activities that interfere with their ability to participate in course offerings on the college campus, we will run an online college course with designated time, space and support built into the student's high school schedule to support the course. Additionally, we plan to host the dual enrollment students from Southeastern who

do not attend classes at Massasoit on the Brockton campus for a tour, student panel, and to meet the rest of the Early College Access team. Students will also stay on campus to have a classroom experience in a college classroom with the professor of the online class.

All students interested in dual enrollment have the opportunity to participate in college courses regardless of past academic performance. Massasoit and Southeastern have agreed to a mix of courses with pre-requisites (English Comp I, Sociology, etc.) and without (Speech, Spanish, etc.) While Massasoit is actively developing an official multiple measures policy for early college students, students continue to take the Accuplacer to determine at what level a student can be enrolled in college courses. Students who test into remedial courses have extra support built into their after school high school schedule in order to meet the benchmark to be deemed campus ready for the Gateway program. To better prepare all students for success, dual enrollment courses taught at the high school are paired with a College Success seminar focused on soft skill development, as well as college advising and awareness activities, college-level course expectations, paying for college in the future, transferring credits, and guidance on available campus resources. By design, these seminars are taught by a Resource Specialist on the Early College Access team to ensure students have a college liaison to provide collaborative interventions and support.

Massasoit is fortunate that its model is highly scalable. As enrollment grows, adjunct faculty may be recruited to teach additional cohorts as required. The current Gateway to College staff members are sufficient to support enrollment of 150 students, and student support services may be augmented by existing college staff from departments, such as Advising, Career and Transfer Center and the Access and Disability Resources office.

If possible, please upload your enrollment/admission policy.

[Program_Characteristics_&_Enrollment_Targets.docx](#)

[Early_College_Enrollment_&_Student_Entry_Plan.docx](#)

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

[Southeastern_Dual_Enrollment_Application_Spring_2020.docx](#)

[ECA_Application_11.19.pdf](#)

[Cover_page_for_ECA_application_11.19.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)

[SERSD_Demographic_table.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)

SERSD conducts student interest surveys, course completion surveys and program satisfaction surveys. These surveys are distributed to the student populations relative to their course and program. Parents and guardians are also asked to complete a program evaluation/satisfaction survey. Results are shared with administration and program adjustments are made based upon stakeholder feedback. Course demand is determined by semester to semester retention as well as college course capacity to meet the Massachusetts high school graduation requirements. Course needs assessment is conducted frequently by the High School Principal, Dual Enrollment Coordinator and the Director of Academic Curriculum. SERSD will continue to work collaboratively with Massasoit Community College to provide opportunities to accept transfer vocational course credits that will also meet the Massachusetts Community College Statewide Articulation agreement for vocational credits. Further, as a vocational technical high school, Southeastern students are already less likely than their peers to pursue higher education.

The DESE data shows that only 48.2% of Southeastern graduates go on to higher education compared to 76.2% statewide, making this partnership a critical component of the strategy to address the state's education goals and equity agenda.

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).

Southeastern will universally promote Early College High School as an opportunity open to all students. The primary channel for this will be through College and Career counseling, provided to all students throughout the school year, students learn about opportunities to enroll in the Southeastern/ Massasoit Early College program. Students are able to enroll in either semester of their sophomore, junior or senior year, and guidance counselors promote the early college opportunity to students throughout their secondary program. Students may also learn about the program through posters and marketing materials located throughout the school. Interested students are asked to speak with the dedicated Early College Coordinator or their guidance counselor. Students who may be interested are invited to an after school information session with their parents/guardians each fall and spring. Massasoit Early College Access staff present on the academic, career and financial benefits that students can take advantage of through early college programming, and answer any questions that are posed by students and parents. Students are informed of the application process and timeline as well as the qualifications for participation. Students are encouraged to speak to their guidance counselors or the high school's Early College Coordinator if they need additional information or have concerns. Students and parents who are not able to attend are provided with written information on the program, and may contact the Early College Coordinator at the high school for additional information.

To qualify to enroll, interested students must be in good academic standing, have a grade-appropriate reading Lexile, 95% attendance, and be willing to participate in after-school Massasoit Community College courses which are paid for by the district. Upon successful completion of the first dual enrollment college course, students who maintain good academic standing, 95% attendance, and meet the threshold Reading & Writing Accuplacer scores, may opt into the Early College program and pursue one of the three pathways, earning a minimum of 12 college credits and up to an Associate degree..

Students who wish to participate but need additional support to meet any of the entry criteria, will receive remediation through their school-day course work and through after-school help sessions with their high school teachers. Students will have the opportunity to retest to demonstrate their ability to be successful in college level work. Once students have met all qualifying criteria, they may pursue early college programming that meets their needs. Southeastern will continue to provide this opportunity to all students, and allow multiple entry points and early college pathways, with hopes that all interested students earn both a high school diploma and some college credit up to an associate degree from Massasoit Community College.

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

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 mission of the Early College program at Southeastern Regional Vocational Technical High School is to encourage high school and college completion and increase the number of skilled employees entering the workforce. The SERSD/Massasoit Early College partnership serves an especially critical students population – those that are preparing for vocations while still in high school. These students are less likely than their peers to attend college. The perception that skills training is sufficient preparation for career readiness often leads vocational high school students to assume that college is not necessary or beneficial. While students may be successful in plying their learned trade, a college degree provides the knowledge and training that are critical to advancement in any field. Students with degrees are more likely to be promoted to managerial roles, and to develop the acumen to be successful entrepreneurs in their own businesses. Career and Technical education at

the college level provides more advanced training than that offered at the high school level. SERSD also serves a student body that has a high percentage of under-represented populations, including higher than average minority enrollment.

To ensure its students have the skills and credentials necessary to be highly competitive in the workforce, SERSD and Massasoit are promoting the benefits of a college credential to the SERSD students and providing multiple pathways to ease the ability of students to participate and to be successful. As partners, the high school and the college are committed to providing a supportive environment in which knowledge and skills are developed to help students seek out and transition to higher education, engage in educational and co-curricular activities, and develop a skill which can be used both in and out of the classroom. This Early College program is committed to preparing students for academic and career success as they begin their collegiate journey.

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).

[2020_Detailed_Scope_&_Sequence.xlsx](#)

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).

As a vocational technical high school, students begin thinking about their own path to a career and/or college as soon as they enroll at Southeastern. Students participating in the early college program are required to meet individually with academic counselors both at the high school and Massasoit's Early College Access team to discuss career pathways, prospective college programs of study, and certificate options regularly. While students continue to work toward their vocational requirements at the high school, they also work with counselors to develop an individualized plan for pursuing the credentials and skills required for their choice of career. Students enrolled in an Early College pathway create individualized academic plans for their desired programs of study utilizing DegreeWorks, a comprehensive academic advising, transfer articulation, and degree audit educational planning tool to help students determine an appropriate and achievable pathway through high school and into a post-secondary program or career. DegreeWorks allows students to see a picture of how they are progressing and make changes to their plan under the auspices of one of Massasoit's Early College Access Resource Specialists. Resource Specialists facilitate the development and implementation of students' plans in regular, ongoing engagement with students throughout their course of study. Students who graduate from high school and continue their education to pursue an associate degree at Massasoit remain advisees of their assigned Resource Specialist. (S)he continues to advise and support them up through completion of their first semester as a fully matriculated community college student. During this transitional period, the choice of program of study and course sequencing is reviewed, tailored, or changed as required, and by the end of the semester, students are referred to a faculty or professional staff advisor who specializes in their specific program of study at the college.

Most SERSD students will begin their early college pathway in 10th grade and will not take classes at the Massasoit campus before 11th grade. Previous experiments have shown that younger students lack the maturity to navigate the academic and social challenges of an independent, adult learning environment. To better serve younger students, entry-level dual enrollment courses offered at Southeastern are both a mix of courses with and without pre-requisites, that are paired with a

College Success seminar taught by Early College Access staff that is focused on soft skill development, college advising and awareness activities, college-level course expectations, paying for college in the future, transferring credits, as well as guidance on available campus resources. Students have the opportunity to then advance to the college campus in the 11th grade provided they meet the eligibility criteria defined previously.

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).

[Pathway_Options_&Sample_Course_Progression.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).

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_Level_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)

This partnership provides a dual system of supports, guidance and advising. SERSD offers a rich system of student supports, both academic and social-emotional, and on-campus Early College students have access to all of the support systems that the college offers its regular student population: tutoring, writing centers, study sessions, advisors, financial assistance counselors, etc. These services are available to all early college high school students with their college IDs. The same targeted services Massasoit Community College provides to special populations – low income, minority and first-generation students – are also available to SERSD students. Massasoit maintains a food pantry for students, as well as provides resources such as bus passes and emergency funds to help students stay enrolled. To ensure students have access to all supports and benefits for which they are eligible, Massasoit collaborates with area community organizations that provide referrals and support. These partners are on campus regularly and a dedicated Community Resources room that all students have access to on campus.

SERSD and the Early College Access team understand that no student learns in the same way, and have designed a highly supportive and individualized environment to ensure the success of all students. This includes faculty with expertise in teaching English Language Learners and students with disabilities, who may provide direct services to an individual student or instruct an entire cohort on the best practices and organizational tools for better time management.

There is a shared belief between SERSD and Massasoit that ALL students have access to the supports they need to excel in college. Language is included in our MOU to ensure the needs of our students are being addressed. Although SERSD takes on the onus of meeting students' basic and academic needs, Massasoit provides the on-campus services students need to meet their potential and Early College Access staff supplement the high school staff's activities while engaging with students at the high school. SERSD students with special needs are supported through the documentation process by their Resource Specialists, who work with students to arrange meetings with student support services on Massasoit's campus and follow-up with students to ensure they are receiving the necessary services and accommodations to support the learning process.

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)

The Guidance Department at Southeastern believes effective school counseling functions, as a continuous process to assist the student to identify and meet his/her needs in the educational, vocational, and personal social domains. Although individual counseling is a major function of the Guidance staff, other responsibilities and involvements include; but are not limited to, group counseling, career planning, staff consultation, parental assistance, student self-appraisal, educational/vocational information and planning, referral to allied community agencies.

Students who enroll at Southeastern meet with a counselor in throughout their first week (and each semester afterward at a minimum) and participate in a structured program to explore the 20 career majors that are available to them and to design an academic pathway to meet their goals. All ninth graders who enroll in Southeastern Regional participate in a vocational technical exploratory program. There are two phases of this process. The first is Exposure and the second phase is the Exploratory . Students are first exposed to each SERSD vocational technical program through a one day, project - based experience. After reflecting on all of their one - day experiences, the students choose programs that they would be interested in exploring for one week. However, students are not limited in choosing their final program to only those programs explored and may choose from all the programs that Southeastern is offering. Ninth, tenth and eleventh grade transfer students may explore vocational technical programs that have openings before making a program selection. While students are exploring vocational programs, the Guidance Department works with students to complete career interest inventories and has several individual and group counseling meetings. Students are ultimately scored for vocational program placement based on their overall grades, attendance, behavior, and their exploratory experience. Students who wish to transfer from one vocational program to another during the school year may apply for a transfer. Each transfer applicant will be counseled individually to determine the appropriateness of the transfer for the particular student.

For students experiencing social/emotional issues, the Counseling Department at SERSD is committed to providing individualized support. Counselors are available throughout the school day for appointments with students. Students are encouraged by teachers and advisors to schedule regular meetings with counselors to address their social-emotional needs. The school also has written policies for students experiencing homelessness, those in foster care, and other special circumstances.

Massasoit's Early College Access staff provides individualized, holistic student support for all students enrolled in an Early College pathway. The staff have identified specific instructors and courses that will be appropriate for students to build critical college-level skills while at the same time experiencing and accessing college-level content and instruction. The Achieving the Dream Gateway to College National Network provides our existing Gateway program with a pre- and post- student survey that gauges the barriers students face prior to enrollment in the program. Awareness of these barriers is critical information for staff to access in order to assist students to overcome these obstacles. Enrollment in full-time, campus-based dual enrollment courses has effectively reduced these barriers for many of our partners' most at risk/high needs students.

The Gateway to College Student Resource Specialists serve as the primary point of contact for students, and are responsible for providing a broad range of services in support of students enrolled in the program: initiate student contact to ensure student success within program; provide career and vocational advising; admissions advising; counsel on attendance and other issues; collaborates with available campus and community services in assisting students to remove barriers; and design and deliver workshops, small training sessions, and non-credit courses.

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)

[sample_spring_2020_schedule.docx](#)

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)

Discussions regarding career and education considerations begin with the initial intake process at Southeastern, which, as a vocational technical high school, places a heavy emphasis on career exploration and preparation. During the application process for admission to the Early College program, students share their educational and career goals, which opens the doors for deeper exploration of each early college pathway and the opportunities and benefits of each. While enrolled in Early College, students are exposed to a variety of exploratory opportunities, including interest assessments, mentors, community service, guest speakers and workshops through the College Success seminar included in the Integrated pathway at the high school, or the three-part seminar series students complete in the Blended or Transitional pathways while on the Massasoit campus. This continued exploration, in addition to Southeastern students' practical education in a technical field, ensures that students have ample opportunity to try on a variety of career and academic programs. Students in the Integrated pathway at the high school participate in a College Success seminar that addresses academic preparedness and study skills, time management, financial aid and other factors critical to being successful in higher education. Students in the more intensive Blended and Transitional pathways that include time at Massasoit are engaged a deeper exploration through the three-part seminar series:

- Beginning in the Foundation Seminar, students start to build an individual profile utilizing Focus2, a self-paced, online career and education planning tool. Students take a personality traits assessment as a component of building their profile. Students are introduced to and learn how to navigate online educational tools and resources available within the student portal, including the Canvas Learning Management System and GradesFirst Early Alert system.
- During the Civic Engagement Seminar, students continue using Focus2 as they document current and past experience and how that can relate to future academic and career goals. Students build resumes and participate in mock interviews. Guest speakers, drawn from community partner employers, introduce students to various career opportunities within their community. These include employers such as health care providers and human services agencies, anchor industries in the greater Brockton area. Internship opportunities are also explored.
- In the Transition Seminar, guest speakers from across the college present support programs and services available to students, including Career Services, Financial Aid, Internship Planning/Experiential Learning, TRiO, and others. Students expand their online Focus2 profile as they complete work interests and skills assessments. The results of all assessments provide a list of potential career options, including descriptions, potential salaries, education level requirements, and industry growth potential. Students also enroll in JobLink, an online tool that helps students explore potential career interests based on local industry needs. Additionally, students meet individually with an academic counselor to review potential college programs of study and create academic plans utilizing DegreeWorks, Massasoit's online educational planning tool. This program allows students to track their academic progress and grades. Students also investigate scholarship opportunities, participate in budgeting workshops, complete college and financial aid applications, and culminate their experience by completing and presenting an online portfolio that reflects their academic journey and future plans.

Utilizing Weebly, Blended and Transitional Early College students must complete an electronic portfolio which they will begin to gather in their first College Success seminar that includes letters of recommendation, college essays, reflections essays, a resume, at least two completed college applications, and examples of academic work or accolades earned while in high school. In addition, the portfolio includes evidence of career exploration to support college selection and college majors, potential references, and evidence of career exploration through FOCUS 2. Weebly examples of former Early College and Gateway students can be found at the following:

<http://jaelynnhgtc.weebly.com/reflection.html>

<http://rrobinsongtc.weebly.com/reflection.html>

<http://tquallsbtc.weebly.com/reflection.html>

<http://dpikegctc.weebly.com/reflection.html>

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)

SERSD has a written policy for course and grade requirements included in the Student Handbook that is provided to each student and available for download on their website. For dual enrollment courses, SERSD follows Massasoit's failed course policy: Satisfactory academic progress is defined as passing all classes with a C- or better. If a student receives less than a C-, s/he may be required to repeat those courses and pass with a C- or better before they will be able to register for additional courses the following semester. Students who receive an Incomplete (I) in any of their courses will need to complete the course prior to the end of the following semester. If the course is not completed, students will receive an F for the course. At the end of each semester, students will be evaluated to determine continued eligibility of enrollment in the program. Failure to meet the academic, behavior and attendance requirements of the program may result in students being placed on a Student Success Agreement or being terminated from the program. Students who do not meet the responsibilities of the Student Success Agreement may be terminated.

Massasoit employs an Early Alert technology system that enables the Early College Access team to actively monitor students' performance in their classes. Faculty report on students at risk of failure due to failing grades, missing assignments, poor attendance and other factors at three points each semester. This enables the Resource Specialist for each student to take action prior to a student's failure of a course with interventions that include academic remediation, social/emotional support, or even timely withdrawal, to ensure that students have the best chance of success in their early college pathway.

The attached is a Policy Manual is given to and reviewed with students and families at the mandatory orientation for all students enrolling in an Early College program. Grades, attendance and behavior expectations are reviewed with students and families, along with how students are supported when they are on the college campus, as well as consequences of falling below expectations.

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

[GtC_Policies_for_Students_Updated_2019.pdf](#)

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)

As a vocational technical high school, students begin thinking about their own path to a college and/or career as soon as they enroll at Southeastern. As noted above, students complete a comprehensive exploration of career programs in their first semester and do have the ability to transfer between programs should they have second thoughts. Vocational placement is developed through the Exposure and Exploratory process. While students are exploring vocational programs, the Guidance Department works with students to complete career interest inventories and has several individual and group counseling meetings. Students are ultimately scored for vocational program placement based on their overall grades, attendance, behavior, and their exploratory experience. These exploratory evaluations are graded based on the project and participation during the full week of exploratory experiences. (See the attached SERSD Admissions Policy for a complete description of the process.) As students complete the requirements of their vocational training, they may choose to participate in a Cooperative Education program (Co-op). The cooperative education program is both a school-based and a work-based program. Co-op students continue to receive their academic training in a traditional classroom setting. During the students' technical lab cycle, they are employed by area businesses. Students perform work that is best suited to their qualifications and educational needs. Employers evaluate the students' progress. Prior to employment, the evaluation process will be agreed upon by the employer and Southeastern's representative. Co-op students must meet prerequisites before participating in the Co-op

program. Students receive no less than minimum wage from their employer, with the exception of those industries not covered by the minimum wage law.

Students participating in the early college program are required to meet individually with academic counselors at the high school and with a Resource Specialist on the Early College Access team to discuss their chosen career pathways, prospective college programs of study, and college degree and certificate options that support their goals. While students continue to meet vocational requirements at the high school, they begin to develop an individualized plan for pursuing the college credentials and advanced skills required for their choice of career through a targeted seminar sequence on campus. Utilizing Weebly, SERSD students on the Massasoit campus must complete an electronic portfolio which they will begin to gather in their first College Success seminar that includes letters of recommendation, college essays, reflections essays, a resume, at least two completed college applications, and examples of academic work or accolades earned while in high school. In addition, the portfolio includes evidence of career exploration to support college selection and college majors, potential references, and evidence of career exploration through FOCUS 2.

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

[eportfolio_sites_of_Gateway_students.docx](#)

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)

SERSD combines a rigorous academic curriculum with state of the art vocational and technical studies to help students realize their full learning potential. After a period of exploration, each student's academic plan is designed to alternate between academic and technical coursework of their chosen vocational program. This process promotes integration of studies and helps bridge the gap between theoretical and practical experience. Students must take and pass all components of their sequential vocational program each year. In addition, each student must take four years of English Language Arts and Math, and three years of Science and History/Social Science.

In addition to the academic pathway that SERSD students complete with their high school counselor, Early College students create individualized academic plans based on their identified early college pathway utilizing DegreeWorks, a comprehensive academic advising, transfer articulation, and degree audit online educational planning tool to help students devise a pathway into a post-secondary program or career. DegreeWorks allows students to see a picture of how they are progressing and make changes to their plan under the auspices of a Resource Specialist. Resource Specialists facilitate these plans in regular, ongoing engagement with students throughout their pathway. Students who graduate from high school and continue their education to pursue an associate degree at Massasoit remain advisees of their assigned Resource Specialist. (S)he continues to advise and support them up through completion of their first semester as a matriculated community college student. During this period, the choice of program of study and course sequencing is reviewed, tailored, or changed as required, and by the end of the semester, students are referred to a new advisor who specializes in their specific program of study.

6. Effective Partnerships

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

Recognizing the impact that early college has on closing the achievement gap, college participation, and college completion, Massasoit Community and Southeastern Regional Vocational Technical High School provide students with a multiple pathway Early College program that provides motivated youth an opportunity to earn a high school diploma while accruing college credits, with the goal of preparing students to be competitive and successful in the workforce, and transforming students into lifelong learners.

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 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.

[Southeastern_SD_2019-2022.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)

Because all courses in Massasoit's dual enrollment courses are taught by Massasoit faculty (full-time and adjunct), and college classes taught at the high school are offered after the school day, local collective bargaining agreements and labor relations are not issues.

On campus, the program is under the oversight of the Associate Dean of Early College Access who reports to the Provost of Academic and Student Affairs. The Associate Dean (AD) is supported by the Early College Access Team: Early College Access Coordinator, Student Engagement Coordinator, two Academic Support Coordinators, Early College Data Manager, and Early College Program Assistant. The AD will serve as primary contact for students, their families, partner high schools, and the DHE. The Early College Access team is responsible for providing a broad range of services in support of students enrolled in any early college program. Program staff initiates student contact to ensure student success within program, provides career and vocational advising, admissions advising, and counsel on attendance and other issues. The team researches and evaluates available community services in assisting students to remove barriers, and develops and implements recruitment and retention strategies, as well as designs and delivers workshops, small training sessions, and non-credit advising and career courses.

At the high school, the program is directly supported by Michele Tracia, the Dual Enrollment & Early College High School Coordinator. Ms. Tracia coordinates and administers the dual enrollment for students taking college classes at Southeastern. She is the primary contact for students and parents, and serves as the District's primary point of contact for all questions and

concerns related to the dual enrollment and early college high school programs. She directs all aspects related to the recruitment, enrollment, and retention of students in the programs, and coordinates and participates in events to promote the programs and assists in the development of promotional materials. Ms. Tracia collaborates with District and High School Administrators to develop and implement timelines and procedures, and accompanies students on visits to colleges and other post-secondary institutions. Ms. Tracia maintains program records, produces reports, and maintains effective communications with all internal and external stakeholders.

Massasoit Community College will be responsible for advertising, interviewing, and hiring faculty to teach the Early College courses. Courses will be taught at Massasoit unless otherwise noted, as is the case with the following courses: Speech, English Comp I, Sociology, which will be taught at SERSD.

Faculty qualifications include the following:

Master's Degree.

Commitment to student success.

Success working with diverse populations.

Ability to balance the rigor of college level work and high school student need.

Appreciation of the struggles that inner city high students face.

Experience supporting students through transitions.

Commitment to the College Mission.

Experience with active and collaborative teaching.

Willingness to teach in a high school setting.

To better serve high school students, last year Massasoit initiated professional development program for faculty assigned to teach dual enrollment courses. The program trained faculty to incorporate youth development (YD) theory into their pedagogy when teaching dual enrollment courses in order to improve student outcomes. Faculty learned to incorporate Jobs for the Future's Common Instructional Framework, a core component in early college design, which contains six teaching and learning strategies to build college readiness. These strategies, which clearly incorporate youth development principles, include collaborative group work, writing to learn, scaffolding, questioning, classroom talk, and literacy groups. Additionally, faculty studied the potential impact active learning has on student success. They were taught to recognize the individual challenges students bring with them to the classroom and to incorporate pedagogy that takes into account students' individual history and needs—particularly for underrepresented groups – and to customize their pedagogical strategies based on where students are in their lives right now. As much as possible, faculty who have participated in this training will be assigned to teach the Early College courses for this partnership.

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.

9. Thank You!

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

Response ID: 35

Survey Submitted:	Feb 21, 2020 5:53 pm
IP Address:	107.1.94.138
Language:	English (en-US,en;q=0.5)
User Agent:	Mozilla/5.0 (Windows NT 10.0; Win64; x64; rv:73.0) Gecko/20100101 Firefox/73.0
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Page Path:

1 : Applicant Information (SKU: 1)
2 : Equitable Access (SKU: 3)
3 : Guided Academic Pathways (SKU: 4)
2 : Equitable Access (SKU: 3)
3 : Guided Academic Pathways (SKU: 4)
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2 : Equitable Access (SKU: 3)
3 : Guided Academic Pathways (SKU: 4)
4 : Enhanced Student Support (SKU: 6)
5 : Connection to Career (SKU: 5)
6 : Effective Partnerships (SKU: 7)
7 : Additional Documents (SKU: 8)
8 : (untitled) (SKU: 9)
7 : Additional Documents (SKU: 8)
6 : Effective Partnerships (SKU: 7)
5 : Connection to Career (SKU: 5)
4 : Enhanced Student Support (SKU: 6)
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6 : Effective Partnerships (SKU: 7)
7 : Additional Documents (SKU: 8)
8 : (untitled) (SKU: 9)
9 : Thank You! (SKU: 2)
9 : Thank You! (SKU: 2)

SessionID:

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