

Early College - Part A Application (Due October 15, 2019)

Response ID:40 Data

2. I. Applicant and Partner Information

Today's date

10/15/2019

K-12 Partner Contact Information

District Name

Essex North Shore Agricultural and Technical School District

High School

Essex North Shore Agricultural and Technical School

K-12 Contact Person - First Name

Sandra

K-12 Contact Person - Last Name

Goldstein

K-12 Contact Person - Title (e.g., Principal, Head of School, Executive Director)

Director of Guidance

K-12 Contact Person - E-mail

sgoldstein@essextech.net

K-12 Contact Person - Phone Number

978-304-4700 ext. 3110

Institution of Higher Education Partner Contact Information

Higher Education Institution

North Shore Community College

IHE Contact Person - First Name

Jill

IHE Contact Person - Last Name

Thornton

IHE Contact Person - Title

Dean Strategic Partnerships

IHE Contact Person - E-mail

jthornto@northshore.edu

IHE Contact Person - Phone Number

978-762-4000 ext. 2103

For the secondary school: is this designation application for an entirely new program or enhancing a currently existing program to qualify for designation status?

This designation application is for an entirely new program.

For the institution for higher education: is this designation application for an entirely new program or enhancing a currently existing program to qualify for designation status?

This designation application is for an entirely new program.

Do the partners already have any agreements involving dual enrollment?

Yes

Designated programs are expected to enroll students no later than beginning of 10th grade, so that participating students receive at least 3 years of pathway services as enrolled students, allowing for some exceptions permitted for 11th graders with appropriate experience. Indicate here whether you will enroll students in 9th or in 10th grade.

9th Grade

Indicate if you applied for planning grant funding in Summer 2019.

Yes

The ECJC will award designation to applicants who fulfill essential elements of Early College program design and provide sufficient evidence that the program has enrolled students as defined by the 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, funding will be awarded competitively in accordance with the requirements articulated within a separate application, due September 3, 2019. *

Check to confirm agreement.

Does the secondary institution offer approved Ch. 74 programming?

Yes

Does the secondary institution currently receive Perkins funding?

Yes

If not already done, applicants are expected to register for and send a team to participate in DESE's MyCAP training next year, concurrently with their participation in the Early College designation process. The training will equip them to fulfill Early College expectations for high quality college and career advising and MyCAP development embedded in the pathway. Note that funding received from the planning grant opportunity may be allocated to cover costs associated with participation in the training.

YES, the Applicant high school will register and participate in the College and Career Advising Workshop Series in FY20.

If completed, when did the applicant complete MyCAP training? (Note month and year.)

3. II. Introductory Narrative

A. Please provide an introductory narrative describing the partnership, the vision for this Early College program, and the desired impact of the program. Describe the potential and vision for the proposed Early College program for your students, your school and campus, and your region. Field limited to 1,000 words.

Essex North Shore Agricultural & Technical School (ENSATS) and North Shore Community College (NSCC) are collaborating on the development of an Early College partnership with that will allow for the expansion of pathway opportunities for all ENSATS students. The campuses of the two schools are adjacent to each other and they have collaborated on numerous initiatives over the past several years. There are several articulation agreements between the institutions in place and agreements for additional courses are currently being pursued. The schools also are partners in the Commonwealth Dual Enrollment Program (CDEP). The Early College collaboration will expand these pathway opportunities through a co-taught dual enrollment – hybrid model. This model will allow for ENSATS teachers to collaborate and co-plan with NSCC faculty so the courses can be held at ENSATS as a part of the students' regular school day. The NSCC faculty will be responsible for developing college level assignments, collaborating ENSATS' teachers, and grading coursework. As a hybrid model, students will also attend NSCC four times each academic year to meet with the college faculty members and gain a college life experience. The program will begin with grade nine students who will participate in intentional visits to the college – College for A Day - and career activities through ENSATS Career and Technical Education (CTE) Career Discovery and Exploratory Programs. All ENSATS grade ten students will participate in NSCC's three-credit Introduction to Higher Education and Career Pathways course as a part of their high school day. Students in grades eleven and twelve who choose to participate in the Early College program will have the opportunity to participate in NSCC's Composition I along with the NSCC's mathematics and science courses that best align to their CTE career pathway needs. Students will also have opportunities to acquire credits toward certificates related to their career and technical education program and in business and entrepreneurship, which will be further delineated as the program moves forward. Therefore, each student will be able to obtain a minimum of twelve college credits (three in grade 10, three in grade 11 and six in grade 12) upon high school graduation with the opportunity of earning additional credits.

B. What do you anticipate will be the three greatest challenges to meeting the criteria for Early College designation? Please describe each challenge and primary consideration for solutions. Field limited to 1,000 words.

The three greatest challenges to be faced in meeting the criteria for Early College designation are: 1. Support and Interest from

Students and Parents/guardians 2. Aligning and Implementing Curriculum between ENSATS and NSCC 3. Sustainability The primary consideration for solutions to these challenges is: 1. Support and Interest from Students and Parents/guardians: ENSATS will hold several meetings and forums during the school year to educate and encourage student participation in the Early College program. At freshmen and parent orientation held in late August of each year administrators from Essex North Shore Agricultural and Technical School (ENSATS) and North Shore Community College (NSCC), along with ENSATS alums who have graduated with dual enrollment credits and are matriculated at NSCC, will provide detailed information on the logistics, and the benefits and opportunities gained by participating in the program. Freshmen will participate in career awareness activities through ENSATS Career and Technical Education (CTE) Career Discovery and Exploratory Program and in the ENSATS CTE program they will major in once they make their selection in January of their freshmen year. The benefits of participating in the Early College program to their career options will be highlighted throughout curriculum instruction to allow students to make connections between program participation and the potential for more advanced careers in their field of interest. All freshmen will also participate in the College for a Day program where they will tour the NSCC campus to see what college life has to offer and be connected to a college peer ambassador, which will help increase confidence in their capability to attend college.

During sophomore student-parent night an additional presentation will take place at ENSATS explain the purpose and programmatic details of the Early College program as a whole and to outline the purpose and content of the Understanding Higher Education and Career Pathways class that all students will enroll in during their sophomore year. In the spring of sophomore year, students will meet with their counselors to discuss their interest in pursuing the college courses to be offered during junior and senior year. Additionally, a forum for interested sophomore students and their parents/guardians/guardians will be held with representatives from NSCC and ENSATS to fully explain the program and obtain parental support. ENSATS teachers and counselors will provide assistance on how to complete the application process to insure that all students interested in the Early College program have the best opportunity to participate. 2. Aligning and Implementing Curriculum between ENSATS and NSCC: Teams of teachers from ENSATS and NSCC will meet throughout the 2019-2020 school year and during a 2020 summer institute, using planning grant funds to discuss curriculum content, expectations, assignments and assessments to insure students will have an authentic college experience with the same academic rigor as regular college students enrolled in these courses at NSCC. Faculty will work closely throughout the school year to co-plan course content and delivery, as the program will be a hybrid modality co-taught dual enrollment model, requiring consistent communication. ENSATS special education and NSCC accessibility services staff members will also meet as teams to discuss IDEA and ADA so accommodations will be put in place for any students with specialized learning needs who enroll in the program. NSCC faculty will mentor ENSATS faculty on curriculum content. ENSATS faculty will be responsible for course instruction and NSCC faculty responsible for developing assignments and course grading as they will be the direct instructor of record for the college. The NSCC faculty will also assist ENSATS faculty to access and utilize Blackboard learning management system so they are fully capable and can assist their students with learning how to best utilize this resource to ensure academic success. This close working relationship, along with administrative support and assistance, will help to insure that Early College have the same content and rigor as those offered at NSCC so students are fully prepared to take more advanced college courses upon high school graduation. 3. Sustainability: ENSATS and NSCC will continue to work collaboratively to designate and secure funding to insure the program is sustainable over time. Each school has staff dedicated to the planning, implementation, and evaluation of the Early College program to provide consistency and commitment to success. The grant administrators from each school will seek out and apply for any applicable private, state, and/or federal funding. Each school will work to allocate funds in their operating budgets to help insure all ENSATS students who are interested are able to have the opportunity to participate in the Early College program.

4. III. Adherence to Guiding Principles

GUIDING PRINCIPLE 1 - EQUITABLE ACCESS Designated programs should prioritize students underrepresented in education enrollment and completion. To facilitate this, programs should be structured to eliminate barriers to student participation. Design might therefore include, but not be limited to, tuition-free participation, open enrollment without

regard to prior academic performance, student supports to promote success, scalability, multiple entry points for students, and student supports to prepare students for entry into the program.

A. Provide requested demographic data in an Excel document for the applicant secondary school, including but not limited to: (1) student population as broken down by race and ethnicity, (2) students who are economically disadvantaged/low income, (3) English language learners (ELL), and (4) students with disabilities (SWD). In the comment box below, provide a breakdown of the demographic data for the students you propose to serve. Be sure to include students who are underrepresented in higher education, or who may be first generation college-goers.

[Essex_North_Shore_Demographic_Data.xls](#)

Comments:

B. Provide the targeted total student enrollment for the first year of the program (or, current enrollment for existing programs). Current Students Projected New Students Total Students

FY 20 0 0 0

Provide the target enrollments for subsequent years.

Projected New Students Total Number of Projected Students

FY 21 400 400

FY 22 400 600

c. Describe your process for identifying students for inclusion in your proposed program(s). This specifically includes the target audiences identified above as well as any students who may be first generation college-goers. Include, if applicable, how the program will leverage the work of existing college access programming to identify students who would benefit from the program.

Essex North Shore Agricultural and Technical School (ENSATS) and North Shore Community College (NSCC) want to have as many students as possible participating in this opportunity. Their freshmen year experiences in career awareness through ENSATS Career and Technical Education (CTE) Career Discovery and Exploratory Programs and their experiences in the CTE major during sophomore year will help them understand the advance career opportunities that will be available to them through participation in the Early College pathway program. All grade ten students will participate in NSCC's three-credit Understanding Higher Education and Career Pathways course as a part of their academic programming at ENSATS. This course will allow them to see the benefits of a college education and will help to increase their confidence in their abilities and capabilities of being successful in college. In the spring of sophomore year, students will meet with their counselors to discuss their interest in pursuing the college courses to be offered during junior and senior year. NSCC and ENSATS representatives will hold an annual forum for interested students and their parents/guardians/guardians to fully explain the program and secure parental support. Each

interested student will complete an application, with assistance from guidance, with the goal of enrolling all students who are interested in and meet the criteria (interest, motivation, commitment) for program participation. Once all applications are received, each student will be assessed utilizing the postsecondary Early Warning Indicator System (EWIS) so that the appropriate supports can be put in place for all students in need.

D. Describe the outreach and recruitment strategies you will employ to proactively target students who are traditionally underrepresented in higher education, including students of color, students who are economically disadvantaged, English language learners, students with disabilities, and students who may otherwise not yet have a perception that they are a college-going student and have access to postsecondary opportunities.

A marketing campaign will take place in the spring of 2020 to inform, educate, and excite students and parents/guardians about the opportunity to participate in an Early College program. A presentation will be conducted by administrators from ENSATS and NSCC at the high school freshmen and parent orientation held in late August of each year to provide detailed information on the logistics, benefits of and opportunities provided by participation in the Early College program. This is a required event for all new students so parents/guardians of those who are traditionally underrepresented in higher education will be in attendance. Information on how students will be academically supported, (IE: components of the Early Warning Indicator System (EWIS)), to help them meet with success will be discussed to assure parents/guardians that this program is a good option for their child. Freshmen will participate in career awareness activities through ENSATS Career and Technical Education (CTE) Career Discovery and Exploratory Program and in their CTE program once they make their selection in January of freshmen year. The benefits of participating in the Early College program in regard to their career options will be highlighted throughout curriculum instruction to allow students to make connections between participation in the program and the potential for more advanced careers in their CTE field of interest. All freshmen will also participate in the College for a Day program where they will tour the NSCC campus to see what college life has to offer which will help increase confidence in their capability to attend college. All grade ten students will participate in NSCC's three-credit Understanding Higher Education and Career Pathways course as a part of their academic programming at ENSATS. This course will introduce and educate students about the benefits of a college education and the information and tools needed to be successful. In the spring of sophomore year, students will meet with their counselors to discuss their interest in pursuing the college courses to be offered during junior and senior year. Counselors will encourage all students to seriously consider participation in this program and will highlight the skills and abilities the student has that would help her/him to be successful. Parents/guardians of students who are not sure if they want to participate in the program will be contacted to garner their support so they will encourage their child to enroll in the program. The goal is to have participation from a cross-section of the student population.

E. In consideration of the data presented above, how will your plan ensure that the targeted populations enroll?

The grades nine and ten career and technical education (CTE) programs will educate students on the advantages and benefits of participating in the Early College program, highlighting how this and other postsecondary educational programs can open doors for more advanced employment opportunities with higher wages. All sophomores will participate in the Understanding Higher Education and Career Pathways three-credit course to learn more about the advantages of participating in the Early College program and to gain confidence in their ability to be successful. Students will also be informed of the supports that will be put in place to help all students meet with success. These components of the plan will allow all students, including students who are traditionally underrepresented in higher education, see that they are capable of participating and being successful in this program.

F. Provide any information you'd like to share regarding your program's commitment to Equitable Access.

Both ENSATS and NSCC are committed to providing equitable access for all students. This is evident in their mission statements and in reviewing student enrollment and completion data. There is a significant commitment to Equitable Access for the Early College program. All grade ten students enrolled at ENSATS will participate in the college level three-credit course Understanding Higher Education and Career Pathways to provide them with a better understanding of the requirements to succeed in college and to have confidence that they can succeed. In the spring of sophomore year, all students will be encouraged to participate in the full program and parents/guardians will be encouraged to have their student enroll. All students can apply for the program. Multiple measures and curriculum alignment will be utilized in reviewing application and no criteria will be exclusionary – academic etc. The use of EWIS and implementing the supports that were put in place during the planning process will address all barriers to

enrollment and any additional supports required will be developed to help insure all students, regardless of the barriers they face, have the best opportunity at success.

G. Describe the partners' initial plan in regards to funding and offering the Early College program free for all student participants- including tuition, fees, and other related expenses.

ENSATS and NSCC are working collaboratively to design and fund a budget that will allow for free tuition, fees, and other related expenses (IE: books, transportation) for all participating students. Funding from each organization's operating budget and from the Commonwealth Dual Enrollment program will be used. Additional private, state, and federal grant funds will be sought to provide additional funding for the program.

H. Should student applications* exceed program capacity, what other admissions methods would you offer in order to support equitable access (i.e. lottery)?

***Programs need to require a written application for student participation in the proposed program(s), and confirmation of program admission should also be issued in writing. Program administrators must agree to save completed applications for program admission.**

If student applications exceed program capacity, ENSATS will work to add additional sections of the courses to accommodate all interested students. If for some reason enough sections cannot be added to provide enough spaces for all interested students, a lottery system for enrollment will be used.

I. Because Early College has the ability to broaden both opportunities and success for underserved students in higher education, it is important that students are not excluded due to past academic performance. Describe how the Early College program will determine students' admission into the program without regard to past academic performance.

Multiple measures, aside from academic performance, will be utilized to determine students' admission to the program. ENSATS and NSCC staff will be involved in the review of student applications with a careful consideration of multiple measures of readiness. The most important factor in determining students' admission into the program will be the statement each student will make on his/her application that demonstrates her/his level of interest, motivation and commitment in participating in the program. Parents/guardians will also be required to submit a statement of commitment indicating they are supportive of their child's decision and will work with them and the school to insure program success. Students will also need to request a letter from an academic and CTE teacher to demonstrate their motivation and commitment to their education to indicate he/she is a good candidate for the program. In addition to these requirements, the number of unexcused absences, times tardy to school, and suspensions will be taken into account as they are measures of one's commitment to his/her education. ENSATS and NSCC administrators will review all applications. As NSCC administrators do not know any of the students, they will be able to base their opinions on the application alone, without bias, which will be advantageous.

J. A student may seek admission into the program in grade 11. Please describe how you would incorporate that student into the Early College program, and provide them all the services expected for the pathway, including experiences the student would have obtained in earlier grades (e.g., MyCAP).

As a career and technical education school, there are very few transfer students (less than 75) who enter the school in grade eleven. Any of these transfer students will be eligible to participate in the program. If they are interested, upon acceptance to ENSATS the student will be required to go through the same application process as all students and the same multiple measures will be taken into consideration for admission into the program. This will allow for the student to have the Early College

Composition I class as a part of her/his schedule at the beginning of the school year. They will then continue with the mathematics and science classes offered during senior year. Special arrangements will be made for each new grade eleven student to obtain the three-credits for Understanding Higher Education and Career Pathways (the course offered during sophomore year) so that they are eligible for the total of twelve college credits before graduation.

Upload any additional supporting documents here.

GUIDING PRINCIPLE 2 - GUIDED ACADEMIC PATHWAYS

Designated programs should be structured around clear and detailed student academic pathways from secondary and post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. In the Early College pathway, students should be expected to complete at least 12 college credits that count towards a postsecondary credential. Programs should also offer students substantive exposure to career opportunities in high demand fields, allowing them to make an informed decisions about which career pathway to pursue. Students should also be exposed to the authentic experience and academic rigor of postsecondary education. This would require validating that courses are as rigorous as college level courses offered on campuses. Further, programs should prioritize allowing students to take courses on college and university campuses where possible, and otherwise offer experiences intended to acculturate students to the post-secondary experience.

A. Upload a Word document outlining the scope and sequence of high school and college courses for participating students. State the range of college credits that will be available to be completed.

[Essex_North_Shore_Scope_and_Sequence_of_Courses.docx](#)

B. Describe how labor market information (LMI) and input from area employers, to the extent possible, will be used to inform the program design so as to reflect an alignment of course taking to credentials desired in the region (e.g. associate's degrees, bachelor's degrees).

ENSATS and NSCC have a strong working relationship with numerous businesses located on the North Shore due to the CTE programs both schools provide students. In addition, each school is involved with and supported by MassHire Northshore Workforce Board (NSWB), which helps each school make connections with employers and needs of the region based upon the Northeast Labor Market Blueprint. Three takeaways from the Blueprint are a focus on health careers, professional technical and scientific careers and advanced manufacturing as industries as priority industries in the region. In addition, the Blueprint highlights construction, education, life sciences and financial services as those with critical need in the region. The NSWB Board, in addition to being an oversight and policy-making body for federally funded employment and training services in the region, also has the broader role of addressing critical labor market issues and developing strategic partnerships with local leaders in economic development, the K-12 and higher education system, government agencies, chambers of commerce, community-based, and labor organizations. Therefore, the partnership each school has with the NSWB is key in helping to inform the program design so it is reflective of the needs of the region.

As a CTE school, ENSATS has program advisory committees for each of the twenty-five CTE programs offered at the school. Program advisory boards are also a key component to all technical programs at NSCC. These committees are comprised of business and industry representatives along with teachers, students, parents/guardians and other community members to insure the programs are meeting or exceeding industry expectations for the skills and experiences students need to be successful in securing and maintaining positions in their field. ENSATS also has a very robust cooperative education program. Cooperative education allows students to work in their field of study during the second half of their junior year and throughout senior year instead of coming to school during their scheduled CTE class time. The connection teachers and the cooperative education coordinator have with employers helps to inform program design to insure students have the knowledge and skills they need to be employed and successful.

These and other connections both ENSATS and NSCC have with employers continuously inform programmatic decisions at both schools. This information has been wrapped into the planning of this Early College program. The design will provide students with the opportunity to earn twelve academic credits in core subject areas required for all associate and bachelor degrees. They will

also have the opportunity to earn additional credits through the schools' participation in the Commonwealth Dual Enrollment Program, and through the numerous articulation agreements between the two schools. The goal in moving forward with the planning and implementation of the Early College program is to provide students with the opportunity to take additional courses to work toward gaining a NSCC's certificate in Small Business Management/ Entrepreneurship and/or other certificate/degree programs at the College that will position them for credentials desired in the region.

C. Describe how the college coursework will be articulated with MassCore and the high school's graduation requirements.

ENSATS curriculum currently allows students to meet or exceed all of the MassCore requirements. Students will receive a minimum of twelve college credits through this Early College program. NCSS' three-credit course, Understanding High Education will be offered to all students in grade ten. These credits will be a required elective that will be part of their CTE credits as this course addresses standards in Strand IV – Employability in the Massachusetts Vocational Technical Education Frameworks, a standardized framework strand for all CTE programs. The remaining nine college credits students will acquire will be articulated with MassCore. All students in the Early College program will participate in NSCC's course Composition I during their junior year. This course will align with the English course students currently take in grade eleven and will meet all MassCore and graduation requirements. In senior year, the students will take both a college level mathematics and science course. The specific course they take will be aligned with the course that best meets the needs of their CTE pathway – general mathematics, pre-calculus, or statistics; integrated science, biology, chemistry, or physics. These courses will utilize the NSCC curriculum and will meet all MassCore and high school graduation requirements.

D. Describe when and where college coursework will be completed. Applicants are strongly encouraged to teach at least some courses on the campus of the postsecondary partner.

This Early College program will utilize a co-taught dual enrollment – hybrid model, so both high school and college faculty will be involved in the course work. This model will allow for ENSATS grades ten, eleven and twelve teachers to collaborate and co-plan with NSCC faculty allowing the courses to be held at ENSATS as a part of the students' regular school day with NSCC instructors as the direct instructor of record for the college course. The NSCC faculty will be responsible for developing college level assignments, collaborating with ENSATS' teachers, and for grading the college coursework. As a hybrid model, students will also have a minimum of four scheduled times on the NSCC campus each semester to meet with the college faculty members, participate in some instructions, and be exposed to the campus and all that college life includes. Students also have the opportunity to take courses on the NSCC campus through the Commonwealth Dual Enrollment Program providing them with the opportunity to have additional time on campus. Students will also visit the campus during freshmen year through the College for a Day program that will be a part of this initiative.

E. Provide a short description of what the school currently uses to provide individualized college and career planning for all students. This will be the starting point for the school's My Career and Academic Plan (MyCAP), formerly referred to as Individualized Learning Plans implementation. The expectation for MyCAP is that activities will start in grade 9. Note that an applicant is required to involve students in MyCAP even if enrollment in the pathway will take place in 10th grade. For additional information, see the College and Career Advising (CCA) Framework. In your description, be sure to specify which on-line platform will be used to manage student plans, including: MEFA Pathways (formerly known as Your Plan for the Future) Naviance Xello MassCIS Other – Provide name of platform

The electronic resources – on-line platforms - supported and endorsed by the ENSATS include: -Naviance Student (including but not limited to career assessments e.g.: Do What You Are, Career Interest Profiler, etc.) -Google Drive (Portfolio collection) -Follet/Aspen (Portfolio requirements & resources)

ENSATS has the following components in place in grades nine through twelve to address the College and Career Advising (CCA) Framework and insure all students are college and career ready upon graduation:

- Electronic Student Portfolios that demonstrate academic and CTE achievements.
- Guidance Lessons/Individual Support at all grade levels with dedicated counselors – students have a grade nine counselor to help with the adjustment to the school and in making decisions regarding the best CTE placement based upon individual student interests and strengths. Counselors are assigned a group of grade ten students with whom they work with

through grade twelve providing consistency for students in preparing for college and careers.

- Wellness classes are offered through the physical education program for all students.
 - Cooperative Education Coordinator: enhances college and career advising and planning efforts for cooperative education eligible students and allows for more students to access information during campus based presentations and trainings organized by the cooperative education coordinator.
 - Media Center Specialist: a valued resource for students seeking resume, cover letter, and other career planning document support.
 - Common Strands Instructor: implementing the Signal for Success curriculum addressing CVTE Strand IV Employability through the course Career Enhancement.
 - Embedded Academics ELA Instructor: supports CTE teachers with project based learning and incorporating writing across the curriculum to help students build these skills in all components of their high school experience.
- Career Counselor: assist students with interview skills, resume and cover letter writing and as a portfolio coach
 - MyCAP CCA (College & Career Advising) Sessions by DESE/MASCA: several counselors have attending the training and additional staff members will participate this year so that it can be fully implemented.

Guidance counselors also host a post high school planning night for seniors and their families, a college fair, a financial aid night for juniors and seniors and their families, FAFSA on the Spot financial aid application assistance, a post-high school planning night for juniors and sophomores and their families and a grade nine parent nights to assist with Career Technical Education selection.

F. Confirm that all students in the Early College program will develop a plan for postsecondary education and/or training that will be captured in their MyCAP, and that the school will offer supports to ensure that students matriculate in the postsecondary setting described in their plan.

Yes

G. Confirm that the high school will develop a system for tracking the use of MyCAP.

Yes

Upload any additional supporting documents here.

GUIDING PRINCIPLE 3 - ENHANCED STUDENT SUPPORTS

Designated programs should incorporate sufficient wraparound services to promote academic success and completion, taking into consideration the needs of diverse populations of students.

A. Identify the academic and nonacademic challenges that may arise for students in the proposed Early College program and list any data mechanisms that are currently, or will be, used for measuring, tracking, and/or evaluating these challenges. Indicate when the mechanism will be deployed during the student experience.

The anticipated academic challenges that might arise for students in the ENSATS/NSCC Early College program are:

- Adjustment to higher (college-level) expectations
 - Maintaining student self-efficacy in the first few assignments in the Early College program
- The data mechanisms that will be deployed during the student experience are:
- Common Assessment Results
 - Guidance Counselor Reports

- Parent Feedback

A variety of academic and non-academic supports will be put in place to help students deal with these academic challenges so they can meet with success.

The anticipated non-academic challenges that might arise for students in the Early College program are:

- Adjustment to using Blackboard for online (blended) learning
- Learning in an online learning environment with no teacher live with students providing support
- Adaptation to the college culture that requires self-advocacy and time management skills.
 - Understanding the differences between IDEA and ADA regulations Faculty and the technology department staff will support students in gaining the skills required to successfully navigate Blackboard and in learning how to be successful in an online learning environment, as these skills are required to be successful in post-secondary educational institutions today.

B. Describe how the challenges you have specified will be addressed, specific to students in the proposed program; include an outline of potential supports, naming those that exist and those that need to be developed. Supports must address counseling, advising, and tutoring needs both at the high school and postsecondary levels. Reliance on existing supports may not be sufficient for the needs of students in these programs, and applicants are encouraged to plan for deeper supports for EC (Early College) students.

In addition to the numerous student supports already in place at ENSATS, these additional supports will be put in place for students in the Early College program.

- Offer freshmen students a transition assignment in the spring that helps prepare them for the Understanding Higher Education and Career Pathways course they will take as sophomores
- Develop and administer a simulated unit or task in Blackboard in the spring to prepare students for its use in the sophomore course.
- Offer sophomore students a post-MCAS transition assignment that helps prepare students for the more challenging work of the NSCC Composition I courses the following school year.
- Develop and administer a simulated unit or task in Blackboard in this same post-MCAS period so students can adjust to this before the following school year.
- Grade ten students interested in applying for the Early College program will be provided with assistance from guidance in completing the application process.
- Based on the needs of the students enrolled in the Early College classes, a minimum of one co-taught class that pairs a special education teacher with the academic teacher will be established. These pairings, along with the NSCC faculty member, will be developed in advance and the teachers will be provided time in the summer with planning grant funds to co-plan the curriculum and instructional strategies requisite and specified supports to particular students who are on IEPs and who are opting to enroll in these courses.
- Early College Summer Academy - a prep program taught by ENSATS teachers to prepare students for EC coursework in English (Composition 1) and Mathematics and Science.
- Individual and small group (with other Early College students) meetings with guidance and a NSCC Early College coach
- Access to designated NSCC's Early College staff, accessibility services staff and tutoring center staff

C. List the contact information for the individual(s) responsible for student supports at both partnering entities, along with a corresponding description of the role. If the role requires staff to be hired, a proposed description should be included.

K-12 Student Supports Contact Info : Sandra Goldstein, Director of Guidance sgoldstein@essextech.net
 IHE Student Supports Contact Info : Jill Thorton, Dean Strategic Partnerships jthorto@northshore.edu

D. Offer some preliminary thoughts about how staff will accommodate students who present behavioral or health and safety concerns, such that they can be included and successful in the program?

ENSATS has several initiatives in place to create a safe and supportive learning environment for all students. An Improving Student Access to Behavioral and Mental Health Services Grant was awarded by the MA DESE, which is guiding the implementation of a school-wide program with a continuum of interventions to address mental health and behavioral issues and increase student social-emotional skills. Teachers have participated in Research for Better Teaching High Expectations Teaching and The Skillful Teacher courses to improve teaching skills and strategies so they are more inclusive of all student- learning needs. They have also participated in training related to bias and equity that was provided by both HAWC (Healing Abuse Working for Change) and through the Massachusetts General Hospital Think: Kids Collaborative Problem Solving Program. Based upon what was learned in these trainings, the SOAR (Success Through Ownership, Accountability and Responsibility) Program that utilizes the Massachusetts General Hospital Think: Kids Collaborative Problem Solving Program was instituted. A teacher dedicated to the implementation of this program that teaches a revolutionary, evidence-based approach called Collaborative Problem Solving for helping children with behavioral challenges was hired to work with both students and teachers to insure full implementation. In addition to these behavioral supports, guidance counselors, school nurses, and administrators will consistently be available to interface with students regarding any health and safety concerns that may arise and the teachers in the Early College program will encourage students to seek out whatever supports they need to be successful. Students will also have access to NSCC's Early College staff, accessibility services staff and tutoring center staff that offers a variety of supports. Often behavioral issues are triggered by anxiety regarding success, particularly for those students who have barriers to college. NSCC's TRIOS Student Support Services students could serve as mentors/role models for these Early College students who are low-income, first generation to college, or individuals who have a documented disability.

Upload any additional supporting documents here.

GUIDING PRINCIPLE 4 - CONNECTION TO CAREER

Designated programs should expose students to a variety of career opportunities including greater depth in careers relevant to their selected pathway, for example, by providing opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and workplace learning.

A. Describe how the proposed program will expose students to IHEs, including deeper exposure to many types of college level academic opportunities relevant to their IHE coursework and interests, and offer information about the progression of these over the four years of high school.

A presentation will be conducted by administrators from ENSATS and NSCC at freshmen and parent orientation which is held in late August of each year to expose them to NSCC and provide them with detailed information on the logistics, benefits of and opportunities provided by participation in the Early College program. The model is designed to provide students with progression over their four years of high school, allowing them to complete a minimum of twelve college credits. Students will have the opportunity to earn additional credits through the several existing articulation agreements between the two schools (articulation agreements for several additional courses are currently being pursued) and the Commonwealth Dual Enrollment Program. Instruction of all courses will utilize a co-taught dual enrollment – hybrid model that will be co-taught by ENSATS and NSCC faculty to expose students to a variety of college level academic opportunities. Instruction will also utilize Blackboard for on-line (blended) learning; a learning management system not utilized in high school but one that is used by many IHE's to provide students with additional exposure to college expectations. Students will also visit the NSCC campus on several occasions. All freshmen will participate in College for a Day to see all that NSCC has to offer, sophomores, juniors, and seniors will visit the school a minimum of four times each semester to interface with college faculty and participate in on- campus activities.

B. Provide examples of IHE exposure, exploration and/or immersion activities that will be included in the program across the four years of high school.

The following activities will take place across the four years of high school to provide students with IHE exposure, exploration

and/or immersion.

Grade 9:

- Freshmen orientation presentation by ENSATS and NSCC administration to provide detailed information on the logistics, benefits of and opportunities provided by participation in the Early College program.
- Participation in intentional visits to NSCC– College for A Day
- Career awareness through ENSATS Career and Technical Education (CTE) Career Discovery and Exploratory Programs
 - Participation in a transition assignment for preparation for the Understanding Higher Education and Career Pathways Course students will take as sophomores
 - Participate in a simulated unit or task in Blackboard to prepare students for its use in the sophomore course.

Grade 10:

- Presentation by ENSATS and NSCC administration to provide detailed information about the college level three-credit Introduction to Higher Education and Career Pathways course, the benefits of participating, and the total opportunities available through the Early College program

- Participate in the required Early College Introduction to Higher Education and Career Pathways course as an elective in their CTE program

- Participate in a minimum of four NSCC on-campus visits per semester to meet with the NSCC faculty member and participate in activities on the college campus

- Participate in CTE classes to receive articulated credits with NSCC

- Participate in Commonwealth Dual Enrollment Program courses

- Participate in small group meetings with guidance counselors to discuss interest in participating in the Early College Composition I class in grade eleven.

- Participate in a student parent meeting for those students interested in enrolling in the Early College program to discuss logistics, challenges, and benefits of and opportunities provided by participation

- Complete application and all required application support documents to enroll in Early College program

- Participate in a post ELA-MCAS transition assignment with a simulated unit or task in Blackboard that helps prepare students for the more challenging work of the NSCC courses the following school year

- Participate in the Early College Summer Academy - a prep program taught by ENSATS teachers to prepare students for EC coursework in English (Composition 1)

Grade 11:

- Participate in the college level three-credit English course Composition 1

- Participate in CTE classes to receive articulated credits with NSCC

- Participate in Commonwealth Dual Enrollment Program courses

- Participate in a minimum of four NSCC on-campus visits a semester to meet with the NSCC faculty member and participate in activities on the college campus

- Participate in individual and small group meetings with guidance counselors to discuss experiences, challenges, and successes in the Early College program and brainstorm solutions to any challenges

- Participate in a transition mathematics and science assignment with a simulated unit or task in Blackboard that helps prepare students for the more challenging work of the NSCC courses the following school year

- Participate in the college three-credit mathematics course that aligns with the student's CTE major

- Participate in the college three-credit science course that aligns with the student's CTE major

- Participate in CTE classes to receive articulated credits with NSCC

- Participate in Commonwealth Dual Enrollment Program courses

- Participate in a minimum of four NSCC on-campus visits a semester to meet with the NSCC faculty member and participate in activities on the college campus

- Participate in individual and small group meetings with guidance counselors to discuss experiences, challenges, and successes in the Early College program and brainstorm solutions to any challenges

C. Identify any relevant credentials that students may earn or prepare to attain via the IHE program.

Students will be eligible to receive twelve college credits through successful participation in this program. Students will also be eligible to receive articulation credits for any of the one or more of the twenty-four NSCC courses currently with an active articulation agreement. Articulation agreements for additional CTE courses and AP courses with a qualifying exam score are currently being discussed and pursued. The schools are also looking at leveraging after school, evening, and weekend early college courses as options for students to earn additional credits. Students will also receive credits for any course they successfully complete through the Commonwealth Dual Enrollment Program. ENSATS and NSCC are also examining the ways in which students could obtain credits toward NSCC's Small Business and Entrepreneurship Certificate program through articulation agreements and/or by offering additional college level courses as part of the Early College program at ENSATS.

D. Identify any area employers or workforce development boards who will potentially support connections between education and career in support of the proposed program(s).

ENSATS and NSCC have a strong working relationship with MassHire North Shore Workforce Board (NSWB). The NSWB is very supportive of the programming proposed here as they recognize the local workforce needs for employees with the knowledge and skills these students will gain through participation in this program. They have and will continue to provide guidance and assist with supporting and building partnerships with employers on the North Shore.

Each of the twenty-five CTE programs has advisory committees that include members of business and industry. These individuals provide guidance and direction on curriculum, equipment, employer expectations, and trends in the industry. This guides teachers in best preparing students to careers in their CTE field. They will continue to support and provide guidance and direction to insure students are best prepared for careers.

E. Identify any area employers that will support internships or capstones.

Over the past three years 178 employers on the North Shore have offered cooperative education opportunities to students allowing them to work for the prevailing wage while they are still in high school. Second semester juniors and seniors are eligible to participate in this program and go to their worksite during the days they would be participating in their CTE program instead of coming to school. As of October 10, 2019, the following eighty-four employers are currently offering cooperative education opportunities to students at ENSATS: A Corelli & Son, Inc. LaFauci Dental Group Absolute Precision Plumbing Heating & Cooling Leahy Landscaping All Paws on Deck M. DeBlasio Inc. Amesbury Animal Hospital Magnifico Brothers Plumbing Heating & Gasfitting Animal Hospital of Lynnfield Malamphy Electric Atlantic Veterinary Clinic Mass Audubon/Ipswich River Wildlife Sanctuary Ballou Electric Mayer Tree Barrett Tree Service Melo Construction Bartlett & Steadman Melrose Center for Oral Health Bay State Electric Mercedes of Burlington Beauport Hotel MHD Building & Remodeling Berry Fire Protection, Inc. Mike Ballou Electric Bilo Plumbing & Heating Morris Heating & Air Conditioning Bolduc Electric Network Coverage Bowen Electric New Endland Home for the Deaf Breen & Sullivan Nothing Bundt Cakes Brooksby Village O'Keefe Plumbing & Heating, Inc. Cairn Hill Nature Pre-school Palmeiri Electric Clark Farm Parrot Equine Comak Brothers Peabody Access Television Cranney Home Services Pediatric Dentistry of the North Shore Danvers Animal Hospital Putnam Nursing & Rehab Danvers Dental Assoc Reader Electrical Dawg City Pet Supply & Nutrition Center Riverside Veterinary Clinic DL Services Rubies Plumbing Dodge Tree Ruff 'n Tumble Playcare Essex County Co-op Salem

Sount Coastwatch Essex Tech Farm Crew Seacoast Nursing & Rehab
Essex Tech Technology Somerby Landscape Everydog Training LLC
Sorrento Dental Fairview Machine Co., Inc. Synventive Molding
Solutions Gannon Golf Course Talbot Electric GE Aviation
Techevolution Gordon College Tomas Electric Groom Town Town of
Danvers Groundwork Lawrence
Trustees of the Reservations Hacket Brothers, Inc. W. Herbert
Goodick Hamilton Dentistry Waldman Plumbing Hancock
Associates Weston & Sampson Hathorne Hill Windrush Farm
Haverhill Water Department Wolf Hill Garden Center High Tech
Electrical Contractors, Inc. Wolf Hill Garden Center

Upload any additional supporting documents here.

GUIDING PRINCIPLE 5 - EFFECTIVE PARTNERSHIPS

Designated programs should be a partnership between at least one institution of higher education and one public secondary school and/or district, and may include one or more employers. Partnerships should present evidence that the program is consistent with collective bargaining agreements and memoranda of understanding detailing the nature of governance, budget, sustainability, scheduling, respective responsibilities, and performance measures. Programs should be sufficient in size to capture economies of scale goals and to ensure long-term sustainability.

A. Describe the proposed partnership between the secondary school and the IHE partner. Please detail the roles and responsibilities of each partner.

Essex North Shore Agricultural and Technical School *Serve as the fiscal agent for this program *Commit administrators to participate in planning process *Identify faculty to engage in planning, co-teaching and collaborating with NSCC faculty in the Early College courses to be offered *Provide time and funding for faculty members to meet, develop curriculum, and plan courses *Provide training in Blackboard for all faculty involved in the program *Develop a transition assignment for freshmen students that will help prepare them for the Understanding Higher Education and Career Pathways Course they will take as sophomores *Develop a simulated unit or task in Blackboard to prepare students for its use in the sophomore course. *Plan the student/parent information sessions on the on the logistics, benefits of and opportunities provided by participation in the Early College program *Work with NSCC administration to develop articulation agreements with additional CTE courses *Construct College for a Day schedule and list of events for ENSATS' freshmen *Develop/adopt a tool to assess the effectiveness of the program

North Shore Community College *Commit administrators to participate in planning process *Identify faculty to engage in planning, co-teaching and collaborating with ENSATS faculty in the Early College courses to be offered *Provide time and funding for faculty members to meet, develop curriculum, and plan courses *Facilitate training for ENSATS faculty involved in the program in Blackboard *Develop a transition assignment for freshmen students that will help prepare them for the Understanding Higher Education and Career Pathways Course they will take as sophomores *Develop a simulated unit or task in Blackboard to prepare students for its use in the sophomore course. *Plan the student/parent information sessions on the on the logistics, benefits of and opportunities provided by participation in the Early College program *Work with ENSATS administration to develop articulation agreements with additional CTE courses offered at ENSATS *Construct College for a Day schedule and list of events for ENSATS' freshmen *Develop/adopt a tool to assess the effectiveness of the program

B. Identify the personnel at each partnering entity who have been or will be responsible for developing the MOU between the

two partners that will be required in the Part B application for designation.

K-12 Partner Contact Info: : Heidi T. Riccio, Ed.D. Superintendent/Director
IHE Partner Contact Info: : Jill Thortom, Dean of Strategic Partnerships

C. Describe how local collective bargaining/labor relations issues, where relevant, have been or will be addressed.

It is not anticipated that there will be any collective bargaining/labor relations issues as faculty will be compensated for any additional work they will assume for being involved in the Early College program

D. Identify key costs associated with the program for both partners, including—but not limited to—per credit student support and student transportation. The partners must have a realistic plan to sustainably support a high quality program, and have identified a necessary funding structure to achieve that goal. Note that a budget will be required as an element in the Part B Application.

Essex North Shore Agricultural and Technical School (ENSATS) and North Shore Community College (NSCC) are working collaboratively to design and fund a budget that will allow for free tuition, fees, and other related expenses for all participating students. A variety of funding sources will be braided to fund the program. Commonwealth Dual Enrollment Partnership funds and funds from each institution's operating budget will be utilized. In addition, private, state, and federal grant funding will be sought out and applied for to supplement expenses. It is anticipated that the cost per twenty-five students for tuition and fees for each course will be \$7500, which could be funded through CDEP grant funds. Professional development, faculty stipends, student supplies and materials, and transportation will be funded through local institution budgets and will be supplemented with additional grant funds to be identified.

E. Upload a letter of intent to partner identifying leadership empowered to make decisions and outlining how the institutions will be fully integrated partners in the program. This letter must be signed by both the K-12 superintendent and the Institution of Higher Education partner.

[Essex_North_Shore_North_Shore_Community_College_Letter_of_Intent.pdf](#)

Upload any additional supporting documents here.