

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

Response ID:46 Data

2. I. Applicant and Partner Information

Today's date

10/11/2019

K-12 Partner Contact Information

District Name

Danvers Public Schools

High School

Danvers High School

K-12 Contact Person - First Name

Jason

K-12 Contact Person - Last Name

Colombino

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

Principal

K-12 Contact Person - E-mail

colombino@danvers.org

K-12 Contact Person - Phone Number

9787778925, extension 2200

Institution of Higher Education Partner Contact Information

Higher Education Institution

North Shore Community College

IHE Contact Person - First Name

Karen

IHE Contact Person - Last Name

Hynick

IHE Contact Person - Title

Vice President of Academic Affairs

IHE Contact Person - E-mail

khynick@northshore.edu

IHE Contact Person - Phone Number

9787624000 extension 5593

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 to start a new Early College program with North Shore Community College. While Danvers High School has existing partnerships with North Shore Community College, mainly with Dual Enrollment and Gateway to College programs, this application is for a new Early College program to qualify for designation status.

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?

North Shore Community College has an existing Early College program in partnership with Lynn Public Schools. This designation application is to start a new Early College program with Danvers High School. While North Shore Community College has existing partnerships with Danvers High School, mainly with Dual Enrollment and Gateway to College programs, this application is for a new Early College program to qualify for designation status.

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?

No

Does the secondary institution currently receive Perkins funding?

No

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.

The applicant high school has already completed MyCAP training.

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

March, 2019

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.

Danvers High School (DHS) is a traditional comprehensive high school, serving students in grades 9-12, that is working on building systems and structures as well as developing individual teacher's instructional practice to engage all learners. Our core value statement is "Danvers High School is a community of independent learners dedicated to respect, responsibility and the pursuit of academic excellence." For the 2019-2020 school year, our School Improvement Plan focuses on three components: 1. Social-Emotional Learning, 2. Comprehensive Curriculum, Instruction and Assessment, and 3. Student Engagement. Part of our benchmark goals around student engagement specifically states that we will apply and receive Early College designation. We included the Early College designation in our 2019-2020 School Improvement Plan to signify our motivation and dedicated to turning our plans into reality for improved experiences and outcomes for students.

Historically, our students have performed well on standard based assessments like MCAS, SAT and Advanced Placement Tests, however, not all students are necessarily engaged in the classroom or working towards post-secondary career goals. To address this opportunity for growth, we are in the initial phase of implementing a whole school re-design to increase student engagement, re-imagine college and career supports, and build on our existing culture of achievement at Danvers High School. An Early College designation will provide us with another comprehensive program to increase student engagement and re-imagine high school for a cohort of students.

We are committed to receiving an Early College designation as part of our overall school goal of providing each and every one of our over 900 scholars with a High Quality College and Career Pathway (HQCCP). We believe that every student has a right to the opportunities that Innovation Pathways and Early College Programs represent, and feel it is socially just to provide these opportunities to all students at Danvers High School. We are the first and only school in Massachusetts to receive designation in five industry sectors for Innovation Pathways. We are in the first year of implementation for the Innovation Pathways, and are leveraging the 2019-2020 school year to plan and receive Early College designation. Together, our current Innovation Pathways combined with an Early College Program will allow us to take one step closer to our goal of providing all scholars with a HQCCP.

We also are motivated to receive Early College designation as a way to strengthen and build upon our existing positive partnership with North Shore Community College (NSCC). By partnering with NSCC, including a collaborative effort that resulted in an Early College Planning grant award, we are committed to reducing the time and cost it takes complete a degree in higher education. Our hope is the Early College designation will provide students with the structure and support necessary to successfully earn college credits and be more informed about various career and industry opportunities. The current partnership with NSCC consists of dual enrollment opportunities for students and we also have a Memorandum of Understanding for a Gateway to College program for students at risk of not graduating. The Gateway to College program has produced a number of success stories of students, for example, who before entering the program were on track to not complete high school, and have now graduated high school and finding success in college. Our experience with both dual enrollment and the Gateway to College programs has allowed DHS and NSCC the opportunity to collaborate. We have met with NSCC about a potential Early College program, and there is equal dedicated and motivation from NSCC to create such a program with DHS. The Early College program is an opportunity for us to expand the existing partnership with NSCC.

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.

Representatives from both the Danvers High School (DHS) Leadership team and North Shore Community College (NSCC) met over the summer and this fall to plan and discuss a potential Early College partnership. As part of the meeting, we reviewed the Early College Readiness checklist together and were pleased that we are ready to continue with the planning of Part A of the Early College designation process.

When reviewing the Early College Readiness Checklist, it was clear that the challenges in meeting the criteria in Part A of the Early College Application are technical and not adaptive. Adaptively, both DHS and NSCC have similar mindsets in terms of motivation to partner to create an Early College program. We also are aligned in terms of our goal to increase access to college and careers to traditionally marginalized students and students who do not always envision themselves as being able or capable of completing college-level classes.

Scheduling students was one of the technical challenges that we discussed. Danvers High School runs on a seven day waterfall schedule. While the schedule provides a multitude of benefits, from providing teachers with course common planning times and the ability to have classes meet at different times during the day, it does offer challenges in terms of alignment with a more traditional five day school or work week.

Scheduling students does represent a challenge, but we were able to have initial conversations around ways to ensure all students who are interested in enrolling in an Early College program have access. We are discussing a hybrid model with NSCC, where students will work and take classes both virtually at DHS and also be at NSCC. NSCC requires students to be physically on campus at least four times per semester. Initial ideas of what this would look like is DHS students attending NSCC four Fridays per semester. Students could attend class on Friday mornings and then have access to instruction around how to navigate college resources, including but not limited to the library, computer labs, financing a higher education degree, etc. DHS has made a commitment to allow for flexibility in students' schedules to be able to be on the NSCC campus at least four times per semester. For the remainder of the coursework, students will have a designated class in their schedule where they would have time to work on the NSCC college course online while at DHS. This class will be a supported Study Hall, where students have the time and resources setup for them to be successful in completely the coursework and also learn valuable self-management and awareness skills. During the meeting with NSCC we talked about DHS teachers providing organizational and content support to students in the Early College program and special education teachers at DHS will be able to provide individualized support to students who receive special education services.

A second challenge that the DHS and NSCC team identified was the specifics around the guided academic pathways that would be offered by the proposed Early College Program. With students in the program earning a minimum of 12 college credits, we have had initial conversations with NSCC on what that academic pathway would consist of. Our goal is to enroll students in the Early College program in the Spring of their 9th grade year. Students in 9th grade will learn about the various Innovation Pathways DHS offers, as well as the Early College program (pending designation) and enroll in one of the High Quality College and Career Programs in the Spring of their 9th grade year. This will allow DHS and NSCC to coordinate schedules and enrollment beginning at the start of students' 10th grade year. Students will all begin the Early College Program with an introductory course entitled "Understanding Higher Education" as an elective. This course includes financial aspects of a higher education as well as different requirements and career opportunities that an Associate's and Bachelor's degree represent. Students will also take Math and English in their 10th and 11th grade years at DHS, allowing them to make significant progress on both high school and college graduation requirements. In their senior year, students will take at least one elective class per semester that is related to their career of interest. DHS is implementing MyCAP beginning with the Class of 2023 for the 2019-2020 school year. MyCAP, along with guidance support from NSCC, will play a vital role in supporting students in identifying career interests and courses that are related to those careers.

After meeting with NSCC about a potential Early College program, it was evident that the designation process, and future implementation, will surely have its share of challenges. The initial challenges identified, however, were met with enthusiasm from members of both the DHS and NSCC teams. After having initial conversations, we were motivated by the level of creativity and collaboration that was evident from the first round solutions to problems. DHS and NSCC have worked together successfully in the past, including work on the Gateway to College program for students at risk of not graduating and the CDEP program. We are confident that DHS and NSCC will be able to successfully receive an Early College Program designation.

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.

[Early_College_Demogrpahic_DHS_NSCC.xlsx](#)

Comments: We plan on including the Early College program in combination with the five Innovation Pathways that DHS has designation status for. This is a whole-school restructuring with the goal of providing a High Quality College and Career Pathway to all of our students. As part of this plan, we plan on having students enroll in one of our five Innovation Pathways or the Early College program (DHS is also piloting two pathways, Fine and Performing Arts and Civic Engagement and Public Policy, that are similar in structure to Innovation Pathways but do not have designation status during their 9th grade year. We estimate that student enrollment will be approximately the same for all 8 options (5 Innovation Pathways, 2 non-designated pathways and 1 Early College Program). With approximately 900 students currently enrolled at DHS, that projects our enrollment in each program to between 110 and 115 students per program. We are projecting that the Early College program will enroll between 25 and 30 students per grade level, with a total of between 100 and 125 students enrolled once we reach full implementation. In terms of demographics, our goal is to have the Early College program be representative of the overall student population in terms of gender and high needs categories. We will have a priority on enrolling students who are first generation college-goers. We will work with our guidance counselors in identifying first generation college goers.

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	25	25

Provide the target enrollments for subsequent years.

	Projected New Students	Total Number of Projected Students
FY 21	30	55
FY 22	30	85

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.

Part of the process for identifying students to include in the Early College program will be through MyCAP. MyCap includes a clear system of structures and supports for students to identify Early College programming as an option to meet their college and career goals. For the 2019-2020 school year, MyCap is being fully implemented for all 9th graders at DHS. Our plan is to continue to scale MyCap so that in 2020-2021 the program will be accessible to all 9th and 10th graders, all 9th, 10th and 11th graders in 2021-2022 and all students for 2022-2023. We also will work with NSCC on strategies they employ to recruit first generation college goers.

When we meet to review the Early College program we will be sure to review enrollment data by category as well as identify any strengths, specific populations to work on increasing enrollment, as well as specific steps we will take to make those improvements.

With the proposed Early College program being one of 8 choices in a whole school college and career program restructuring, there are systems in place to ensure that the program is enrolled, and also that the enrollment is representative of our overall student population.

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.

We will incorporate a comprehensive and systematic approach for outreach and recruitment of all students, including traditionally underrepresented students. For the 2020-2021 school year we will focus our recruitment efforts on enrolling 9th grade students. Our Guidance Department will meet individually with students to provide information about the Early College program. We will send home regular communication to families, including the scope and sequence, various components of the experience, as well as possible benefits to being part of this program.

Once receiving official designation from DESE, we will have an informational night for families and students of 9th graders, including having the opportunity to sign up for the Early College program that night. We will have a broad range of marketing strategies, ranging from Social Media posts to all-calls and sending home flyers with students. We will also incorporate information on Early College at our annual 9th grade ice cream social, which occurs at the end of August, as well as during our class meeting at the beginning of the school year. We plan on incorporating information with our existing Internship Fair to build excitement and show examples of different internship opportunities are possible for their area of interest to our 9th – 11th grade students.

We will work with our Teacher Leaders to work with their departments on identifying and recruiting students. We also will communicate with all special education liaisons around the opportunities that Early College present and be sure that they advocate for students with disabilities to enroll.

Leveraging existing partnerships will also be key to our success in terms of enrollment and building our programs. We will distribute information on our Early College program, and associated information and recruitment events, with partners that include, but are not limited to the Mass Hire – North Shore Workforce Board, Danvers Education Enrichment Partnership (DEEP), Rotary, Kiwanis, DanversCares and the Danvers School Committee.

Our goal is to have clear and consistent communication between and amongst groups of teachers and support service providers to identify and recruit traditionally underserved students.

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

The Early College program is part of a whole school restructuring of college and career programming. We will systematically review enrollment for all of our High Quality College and Career Programs, including Early College, by overall numbers as well as targeted populations. We will work collaboratively with North Shore Community College on sharing enrollment data, including creating enrollment goals as well as monitor progress toward those goals.

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

We are committed to providing High Quality College and Career Programming to all of our students at Danvers High School and will continue to build a culture of achievement that demonstrates our belief that all students can access, and succeed in, college-level coursework.

The proposed Early College program represents a unique opportunity for DHS and NSCC to collaborate in designing K-12 and Higher Educational programming that is accessible and meets the needs of students with diverse learning styles. The program aligns to the NSCC mission statement: "North Shore Community College is a diverse, caring, inclusive community that inspires our students to become engaged citizens and to achieve their personal, academic, and career goals through accessible, affordable, rigorous educational opportunities that are aligned with our region's workforce needs and will prepare them for life in a changing world." The NSCC statement aligns with the focus and scope of the proposed Early College program.

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.

Danvers High School (DHS) and North Shore Community College (NSCC) have had initial conversations around identifying costs in order to provide the Early College program free for all student participants. We have the staffing to support students, and the initial plan is to make a budget request in the DHS 2020-2021 school budget for the cost of running a course and other related expenses. As we continue to implement the program, we will project out costs and identify state, federal and private funding opportunities to support the program as well.

DHS has also had conversations with NSCC and internally around covering transportation costs for the program. DHS is exploring the option of partnering with a local vocational school around sharing transportation costs, as the vocational school also is in the process of seeking an Early College designation with NSCC.

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.***

All students interested in participating in the Early College program will be required to complete an application. Confirmation of Early College program enrollment will be issued to students in writing, and the completed applications for the Early College program will be saved by DHS administrators.

In the event that student applications exceed program capacity, we will hold a lottery to randomly accept students. NSCC and DHS will designate spots based on the demographic goals that we have. For example, we will designate spots so that the lottery process ensures that students enrolled will closely match our goals outlined in the participant demographic table. This will ensure that there is weight given to subgroups of students and that there is access and opportunity for subgroups of students to be equitably represented in our Early College program.

We also will do our best to increase capacity of the Early College program through scheduling, budget requests, and teacher assignments if, on a given year, student applications exceeds capacity.

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.

All students will have the option of enrolling in the Early College program, regardless of past academic performance. DHS and NSCC will continue to work together to provide support and minimize barriers to students accessing college courses through the Early College program. For example, NSCC and DHS are working on identifying high school courses and minimum grades as an alternative to Accuplacer testing to meet prerequisites for NSCC courses (see Supporting Document 1: Proficiency and Placements based on High School Grades)

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).

We will continue to allow students to seek admission to the Early College program in grade 11. Students who apply and are enrolled in the Early College program beginning in grade 11 will have access to all supports and services of the program. For example, Danvers High School is implementing MyCAP to all students grades 9-12, beginning with the Class of 2023 for the 2019-2020 school year. Therefore, when the Early College program is fully implemented, all grade 11 students who apply will have had all MyCAP experiences in grades 9 and 10.

In terms of course scope and sequence, a grade 11 student will be scheduled to take, at a minimum, 1 NSCC each semester of both their grade 11 and grade 12 year. The Understanding Higher Education course would be taken in the Fall of grade 11, with a ELA or Math course in the Spring. During grade 12, students who enter the program in grade 11 will take a ELA or Math course (whichever was not take in grade 11) for the Fall semester and take an elective aligned to their career goals in the Spring semester.

Upload any additional supporting documents here.

[HS_NSCC_Proficiency_and_Placements.pdf](#)

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.

[NSCC_DHS_Early_College_Course_Scope_and_Sequence__Minimum_Requirements.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).

DHS and NSCC are collaborating to ensure the course sequence for Early College aligns to the North Shore Labor Market Blueprint and industry sectors for our current Innovation Pathways. For example, we plan on offering different math courses based on a student's career interest and also providing students with a set of electives they can enroll in based on their career interest, including at least one course for each of our Innovation Pathways. This will allow students in both the Early College and Innovation Pathways to access a wide range of college level courses and make programs more efficient and cost-effective. NSCC and DHS faculty will align coursework in the pathways and engage area employers through (internships, job shadowing. ... etc).

We also will articulate options for Associate Degree and certificate programs that students in the Early College program based on their career interests.

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

The college coursework will be included in the Danvers High School Program of Studies. For example, the first course on Understanding Higher Education and Career Pathways will count toward elective credit for students. The ELA and Math college courses will count as one year in each subject toward MassCore. The grade 12 elective course will also count toward MassCore based on the content. As part of the designation process, DHS and NSCC will create a more detailed document articulating the alignment between DHS courses, NSCC courses, local graduation requirements and MassCore. The current DHS graduation requirements are aligned to MassCore so that if students meet the DHS requirements, they will also complete all MassCore recommendations.

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.

At least 30% of each course will take place at the NSCC campus. The Understanding Higher Education and Career Pathways course, as well as the Math and ELA courses, will be offered in a hybrid format. Students will have a designated block in their DHS schedule to provide time to access the course and work on assignments. The designated blocks will be monitored by a DHS instructor of record, and there will also be a NSCC instructor of record. Students will travel to NSCC on a number of Fridays each semester to have access to the NSCC Danvers campus. DHS and NSCC will continue to work on specifics around when and where students will take the elective course in grade 12. Possibilities include continuing the hybrid format for grade 12 elective courses and/or have students take the grade 12 course at the NSCC campus.

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

MyCAP is being implemented to all students in the Class of 2023 this year. We are using a combination of Naviance (for management of student college planning) and MassCIS (for management of student career planning) to provide individualized college and career planning for all students. In addition, the journaling component of MyCAP is being captured and archived through Google Forms and Classroom.

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.

Students in the Early College Program will encounter a number of academic and nonacademic challenges. 1. Aligning coursework with career and college goals is one academic challenge. We will track courses that students take and also create data mechanisms, such as MyCAP, to monitor student progress toward creating and implementing their career and academic plans. 2. A second academic challenge is to ensure all students in the Early College program has access to the coursework and supports to meet the diverse learning needs of our students. We will track this challenge with NSCC by sharing course progress and grades of students to identify students in danger of failing any course early. 3. A nonacademic challenge is supporting the social emotional health of our Early College students. We will track the social emotional health of students in the Early College program by referrals to social workers, attendance and other metrics that DHS and NSCC feel will be useful indicators of the social emotional health of our students.

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.*

Challenge 1. Aligning coursework with career and college goals is one academic challenge. Supports for students involve a number of caring and knowledgeable professionals. Students in the Early College Program will be placed in an Advisory with other peers in the Early College Program, run by a teacher who is knowledgeable and passionate about early college. Advisories are a Tier 1 support for students and provides regular check-ins and time to discuss college and career planning. DHS is in the process of re-aligning our caseload assignments for guidance counselors as well. In the near future, each of our four guidance counselors will be assigned to 2 Innovation Pathways and/or 1 Pathway and an Early College Program. This will allow each guidance counselor to gain a deep understanding of the Early College Program and be able to identify patterns of strengths and areas for improvement and enhanced support for the students in the Early College Program. Having one guidance counselor assigned to all students in the Early College Program also makes it stream-lined in terms of having a contact at DHS to communicate with North Shore Community College in terms of career and college supports for our students in the program.

Challenge 2. A second academic challenge is to ensure all students in the Early College program has access to the coursework and supports to meet the diverse learning needs of our students. Students who enroll in the Early College program in the spring of 9th grade and will be placed on the same team for 10th grade. We currently have 3 10th grade teams, with the same team of teachers having a cohort of students. The benefit of aligning the current 9th and 10th grade team model with our proposed Early College Program is it provides yet another structure in place for teachers to know students and provide timely and constructive support for students. Each 9th and 10th grade teacher team meets regularly to discuss student issues as well as time to break out by content areas during common planning time (CPT).

Students in the Early College program will have a supervised block of time at DHS to work on homework and class assignments. We will provide a teacher of record at DHS for each Early College course, so that students in the cohort receive

specific and timely feedback and support to be successful in the class. We run a A through G period waterfall schedule at DHS. Early College students taking the Understanding Higher Education and Career Pathways course, for example, will ideally all have a block, say B block. During B block all students taking the NSCC course will have designated classroom/space to work on class assignments. There will be a teacher assigned to the B block class to provide support for students taking the class. One next step of the designation process is to include a data sharing agreement, including student academic information, in the MOU between NSCC and DHS.

Challenge 3. A nonacademic challenge is supporting the social emotional health of our Early College students. We have the luxury of 3.0 FTE Social Workers at Danvers High to provide counseling support and ensuring that the academic, social and emotional needs of students in the Early College Program are supported. DHS is in its second year of implementing a Therapeutic Learning Center (TLC) as a Tier 3 support for students with anxiety and/or depression. The TLC is a systematic support system that provides flexibility and structures for students to be in school and continue to access their courses. The TLC will provide individualized social emotional support for students in the Early College Program who may struggle with the high expectations of the program.

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 : Mary Tatem, Director of Student Service, tatem@danvers.org, 978.777.8925

IHE Student Supports Contact Info : Karen Hynick, Vice President of Academic Affairs, khynick@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?

DHS and NSCC are committed to accommodating students who present behavioral or health and safety concerns so they can be included and successful in the Early College Program. We will take a team approach, including social workers, guidance counselors, nurses and other team members to ensure we are meeting the academic, social and emotional needs of all students in the program. We will continue to create structures to facilitate timely and effective communication between DHS and NSCC to identify student needs and to make the Early College program adaptable to meet the diverse learning profiles of our students.

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.

The proposed Early College Program between DHS and NSCC will provide opportunities for students to have a deep understanding of Institutes of Higher Education, including information about the progression of coursework over their four years at DHS. MyCAP will be implemented for all students in Early College programs, grades 9-12, which will support students in understanding the landscape of higher education, as well as how higher education connects to their career goals and aspirations. Students in the program will also be on the NSCC campus for at least 30% of the contact time for each course, providing students with the experience of being on a college campus. The scope and sequence of the Early College Program in and of itself provides students with many opportunities to learn about higher education firsthand and to identify next steps after graduating from high school.

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.

MyCAP is being implemented at DHS for all students, beginning with grade 9 students (Class of 2023) during the 2019-2020 school year. Students will meet the following academic college and career planning activities from MyCAP (Massachusetts DESE):

9th Grade:

- "Complete four-year plan [using online platform, if possible]
- Complete goal statements [using online platform]
- Save college search results with journal entry
- Journal reflections about college fair and/or tour

10th Grade

- Upload a picture of their "Career Pathway" poster
- Save a minimum of 3 postsecondary options with journal entries about their impressions of each
- Update the 4-year course-taking plan and reflection regarding any updates
- Update goal statements

11th Grade

- Journal entry identifying reach, safety, and fit options [at least one of each]
- Upload or link to culminating project
- Update the 4-year course-taking plan and reflection regarding any updates
- Update goal statements

12th Grade

By Sept 15:

- Journal entry with preliminary post-secondary plan [lists] and rationale
- Upload/link to their personalized senior timeline

Ongoing:

- Complete and track applications using online platform [if that feature is available] OR on a spreadsheet that is uploaded or linked to their online account.
- Update their senior timeline monthly

By one week prior to graduation:

- Journal entry describing their post-secondary plan and their financial plan/budget to support it
- Update resume
- Complete senior survey"

(MA DESE, College and Career Advising and MyCAP Scope and Sequence, p. 1-4)

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

Students in the Early College Program will all be prepared to enter into an Associates or Bachelors degree program upon graduation. In addition, students will be prepared or earn Industry Recognized Credentials (IRCs) based on the industry sector that they study in.

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).

The MassHire North Shore Workforce Board is the lead partner with DHS on all five Innovation Pathways and will provide connections between education and careers for students in the Early College Program. DHS and NSCC plan to leverage the existing partnership and capacity of the Workforce Board to support students in making the connection between their program of studies and career plans.

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

DHS currently has all senior students complete either an internship or capstone project. Both the internship and capstone

project have their own local course code in the DHS Program of Studies. Examples of are employers who have supported DHS Internships in the past include (organized by Innovation Pathway industry sector):

Advanced Manufacturing

- Medtronic
- Atlantic Semi-Conductor
- Metallic Fusion
- Town of Danvers, Town Engineer -Cell Signaling

Health Care and Social Assistance

- Medtronic
- Repro Biomedical
- EP Management
- Cell Signaling
- Project CHILLD
- Abiomed
- Danvers Family Doctors
- Lahey Clinic
- Lahey Outpatient Center
- Ana Jaques Hospital
- Northeast Regional Ambulance, Inc. -Town of Danvers, Public Health Nurse -Bay State Physical Therapy
- Putnam Veterinary Clinic

Business and Finance

- Beverly Bank
- North Shore Bank
- Eastern Bank
- Steward Partners
- Michaud Mitsubishi
- Greater Beverly Chamber of Commerce -Danvers Public Schools Business Office

Environmental and Life Sciences

- Mass Audubon Property -Change is Simple, Inc. -Mass. Fisheries

Information

- Endicott College IT Department -Vestmark
- Neuologica
- Danvers Cable Access Television (DCAT)

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.

NSCC has created a first draft of a MOU to define the Early College partnership between DHS and NSCC. Below is the draft MOU. DHS and NSCC will continue to work on finalizing the document, including formalizing the agreement for Part B of the Early College designation process:

NORTH SHORE COMMUNITY COLLEGE
and
DANVERS HIGH SCHOOL
MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT (hereinafter "MOA") is made this day of , 2019, by and between North Shore Community College (hereinafter "NSCC"), 1 Ferncroft Road, Danvers, MA 01923 and Danvers High School (hereinafter "DHS"), 60 Cabot Road, Danvers, MA 01923 for the purpose of forming an Early College Designation partnership.

PURPOSE OF MEMORANDUM OF AGREEMENT

The purpose of the MOA is to establish an educational resource sharing partnership and to advance the common interests of NSCC and DHS in the attainment of their respective educational missions and goals, and for the mutual betterment of NSCC and DHS students.

PROGRAM COLLABORATION COMMITMENTS

Leadership Commitment: NSCC and DHS leaders acknowledge a shared commitment to building and sustaining the collaboration necessary to serve students through the Early College Designation program, recognizing it is a unique model within the network of youth-serving education options that exist in our community. DHS and NSCC leaders will commit to sharing information regarding the partnership with various school departments (ex. business, guidance, and transportation offices, etc.), agencies, and pertinent personnel.

A Steering Committee consisting of representatives from NSCC and DHS shall convene monthly during planning phases and at least quarterly thereafter to ensure that all aspects of the development and operation of the Early College Designation program adhere to College policy and NECHE accreditation requirements.

NSCC and DHS leaders agree to support the development of Early College Designation program knowledge and understanding of contributing collaboration roles among and across college and district leadership, faculty, and staff.

Shared support of and collaboration between the Early College Designation Lead Administrator (identified by the College) and the Early College Designation School District Lead Administrator (identified by the District) will guide the work toward student success as well as program and collaboration sustainability. Expectations and roles are clearly defined and are reviewed annually.

1. OBLIGATIONS OF THE PARTIES

In undertaking the aforementioned affiliation, the parties agree to the following responsibilities and obligations:

Danvers High School's Obligations and Responsibilities

Maintain the status and good standing of its school as an institution licensed by the Massachusetts Department of Elementary and Secondary Education ("MA DESE"), Massachusetts Office for Career/Vocational Technical Education, and accredited by the New England Association of Schools and Colleges ("NEASC").

Appoint a lead administrator as the lead program contact who will communicate and meet with the lead administrative contact from NSCC, the high school principal, the high school department heads, the high school instructors, and achievement coaches.

Identify teachers to serve as High School Instructors of Record for courses taught at the high school.

Should a problem/concern arise pertaining to student issues; academic integrity of the course; instructional effectiveness; or student achievement, the DHS lead administrator and contact shall first bring the concern to the lead NSCC administrator.

B. North Shore Community College's Obligations and Responsibilities

a.. Appoint a lead administrator as the lead contact for the college. NSCC's lead administrator will act as inter-institutional liaison and will communicate with the lead administrative contact from DHS as well as program-affiliated staff as applicable, including course instructors, high school principals, high school department heads, and coaches.

b. Work with Academic Division Deans to identify college faculty to serve as College Instructors of Record to collaborate with High School Instructors of Record. The college faculty member shall communicate regularly with the high school instructor

and monitor assignments, exams, projects, and student academic achievement to insure that the course meets the learning outcomes contained in the course outline provided by the college and that students are held to the same high academic standards.

c. Should a problem/concern arise pertaining to student issues; academic integrity of the course; instructional effectiveness; or student achievement, the NSCC lead administrator shall first bring the concern to the lead DHS administrator.

2. EDUCATIONAL PROGRAMS

The curriculum for all affiliated class work under this MOA is, and shall be administered, as follows:

Curriculum for NSCC courses will be provided by NSCC through a sample syllabus provided by NSCC. An DHS-specific syllabus will be co-created by the High School and College Instructors of Record and subject to approval by NSCC.

All courses offered for college credit shall be monitored by NSCC through the College Instructor of Record and BlackBoard.

Serious concerns about the academic integrity of the course, instructor effectiveness and student achievement will be the mutual concern of both NSCC and DHS. DHS and NSCC will communicate through their lead administrators as soon as problems arise and will come to a mutually satisfactory resolution, recognizing the organizational liability of both parties.

Requests to change the instructor and/or remove a student should be mutually discussed and agreed upon by both the DHS administrator and the NSCC administrator, recognizing the organizational liability of both of the parties. Attempts should be made to add faculty supports where appropriate.

Serious concerns about course content and assessments will be discussed at the earliest presentation of the problem(s) between both lead administrators, with the ideal outcome a swift remedy and increased understanding between the parties.

3. NSCC AND DHS FACULTY

A. The parties shall comply with the hiring criteria of their respective institutions as well as applicable accreditation and academic licensing and credentialing requirements.

B. All faculty and staff assignments shall be made in accordance with applicable provisions of the academic personnel policies and/or collective bargaining agreements of the respective institutions and nothing contained in this MOA shall conflict therewith.

C. NSCC will ensure adherence to College protocols regarding CORI/SORI.

D. DHS will ensure adherence to District protocols regarding CORI/SORI.

4. ADMISSIONS

Student eligibility:

Must be at least 15 years of age (or achieved sophomore status).

Must be enrolled at DHS and be in good academic and conduct standing.

Must complete an Early College Designation Application.

Must be able to complete requirements to receive a high school diploma prior to 21st birthday.

Must meet NSCC's pre-requisite standards for course enrollment as determined by Accuplacer or other equivalent assessments per College policy.

5. STUDENT RIGHTS AND RESPONSIBILITIES

All students who are accepted and subsequently enrolled in Early College Designation program courses must attend a mandatory orientation session jointly offered by DHS and NSCC to learn about their rights and responsibilities.

Students under this agreement will adhere to College policy as outlined in the North Shore Community College Student Handbook when enrolled in a College course and are subject to all academic policies pertaining to attendance, course withdrawal deadlines, grading, and grade appeals.

Students enrolled in NSCC courses with special needs and/or disabilities can arrange to meet with the NSCC Accessibility Services department to learn about College policies and procedures to request reasonable accommodations and support services for College courses.

Students jointly enrolled under this agreement will have full access to the College's technology (ex. computer labs, college email, and web-based social and academic communities, etc.); will receive College IDs; and are eligible to participate in other College academic and student support services and activities and DHS extracurricular programs as appropriate.

6. TUITION AND FEES/BUDGET:

North Shore Community College will annually determine and set a flat fee to cover expenses for all courses under this

agreement including College courses taught by a College instructor on the College campus as well as hybrid courses taught remotely at the high school with a minimum of 30% face-to-face time with the College Instructor of Record on the College campus.

NSCC and DHS will jointly identify grant funding for these courses, associated textbook costs and transportation to the College campus to allow free access to qualifying DHS students.

7. ACADEMIC QUALITY ASSURANCE AND ASSESSMENT

A. NSCC shall have sole and exclusive control over all issues relating to or affecting academic quality of college-level courses, degrees, and post-secondary certificates as pertains to those instructors who are under contract with NSCC.

B. NSCC shall be ultimately responsible for legal compliance, accreditation, and other regulatory issues relating to or arising out of the offering of Associate's Degree courses and programs.

Nothing contained in this MOA shall conflict with the academic licensure and accreditation status of either party.

NSCC and DHS shall maintain their respective regulatory and accreditation recognition status. Any adverse change in regulatory status or accreditation recognition of NSCC or DHS shall be considered a breach of this MOA and provide cause for termination.

8. SERVICES AND EXPENSE SHARING:

Responsibility for providing academic advising and support, library facilities, tutoring, counseling, career and student services, recruitment and other support services for college level course offerings shall reside with NSCC and DHS.

Responsibility for enrollment, admissions, registration, faculty, college services, academic administration, career development, and alumni support for college level course offerings shall reside with NSCC.

NSCC and DHS shall provide library privileges and computer lab access for each institution's respective students.

9. MARKETING AND RECRUITMENT:

Brochures and marketing materials for the program may be jointly developed, but shall be subject to the final approval of NSCC and DHS, with such approval not to be unreasonably withheld. In such promotions, recruitments, and solicitations, the parties, where appropriate and applicable, shall noticeably state the affiliation of the parties.

Any direct or indirect references to NSCC and DHS programs in promotional publications made by DHS shall be submitted to a designated NSCC officer for written approval before they are made public with such approval not to be unreasonably withheld. NSCC shall exercise its best efforts to respond to each submission within 10 (ten) business days. Any direct or indirect references to NSCC and DHS programs in promotional publications made by NSCC shall be submitted to a designated DHS officer for written approval before they are made public with such approval not to be unreasonably withheld. DHS shall exercise its best efforts to respond to each submission within 10 (ten) business days.

10. FACILITIES

DHS shall be responsible for providing classroom and space for all NSCC courses offered at its school facility and agrees to do so at no charge.

NSCC shall be responsible for providing classroom and space for all North Shore Community College courses offered at its campus and agrees to do so at no charge.

NSCC and DHS shall provide access to parking for NSCC and DHS faculty, staff and students in accordance with each institution's respective policies and procedures at the campus where such courses are being offered.

11. ACADEMIC CALENDARS

Implementation of course delivery set forth in this MOA shall commence on or after the date of the execution of this MOA and shall continue thereafter until officially terminated.

The joint DHS/NSCC Early College Designation Steering Committee shall review and agree upon dual enrollment courses and articulated high school to college courses for each academic year by no later than March 1st of the prior academic year to allow for publication of the course schedule.

College courses offered by NSCC and taught by NSCC faculty will adhere to the NSCC academic calendar. DHS articulated high school to college courses will adhere to the DHS academic calendar.

12. PROGRAM SUPPORT

NSCC and DHS agree to use their best reasonable good faith efforts to establish and assure the continued operation and development of the educationally collaborative programs and activities provided under this MOA.

Nothing in this MOA shall be construed to create a burden of review, control, or compliance by one party upon the other regarding the courses taught at their respective institutions; however, both parties covenant to be bound by and comply with the terms of this MOA.

13. DESIGNATED REPRESENTATIVE

With the execution of this MOA, each of the parties shall designate one of its senior administrative staff members to serve as the primary contact person and affiliation liaison, to represent the respective institution's interests during the period of this MOA.

14. SCOPE AND EFFECT OF COLLABORATION

The separate corporate and legal existence and organization of NSCC and DHS shall continue unaltered and un-amended by this MOA.

NSCC and DHS shall fully cooperate on all programs, services and activities mutually agreed-upon hereafter in accordance with the MOA and standards, policies, and practices of licensing and accrediting agencies.

15. DECLARATION: FAIR PRACTICES

The parties are committed to the policy of non-discrimination and equal opportunity. Educational programs, activities, admissions, and employment policies comply with all applicable federal and state laws and regulations. Nothing contained in this agreement shall be construed to deny or restrict the rights of any applicant or student under the fair practices provisions of any federal or state law regulation.

16. COMPLIANCE WITH LAW

This MOA shall be governed and construed in compliance with Massachusetts law and FERPA regulations. The College and DHS will collaborate to establish standards and processes that are compliant with FERPA regulations to ensure privacy of student education records for tracking/data requirements, attendance reporting requirements, policies and processes for student transcript releases, and an annual evaluation report for purposes of program accountability and legitimate educational interest.

17. FERPA COMPLIANCE

NSCC and DHS will collaborate to establish standards and processes that are compliant with FERPA regulations to ensure privacy of student education records, including but not limited to tracking/data requirements, attendance reporting requirements, policies and processes for student transcript releases, and an annual evaluation review for purposes of program accountability and determining legitimate educational interest.

18. PRIVACY AND CONFIDENTIALITY

The parties shall comply with applicable provisions of federal and state law governing the privacy and confidentiality of all employer, employee, student, institutional, group and individual records and personnel data maintained in connection with this MOA.

19. INTELLECTUAL PROPERTY: LICENSE

All prior copyrighted materials including, without limitation, any and all reports, outlines, manuals, pamphlets, brochures and other documents owned by NSCC shall remain the property of NSCC, and all such prior materials owned by DHS shall remain the property of DHS.

Any material that has been copyrighted previously and is used by NSCC and DHS in the performance of this MOA shall not lose its copyright status by being so used.

20. PERIOD OF MEMORANDUM OF AGREEMENT & TERMINATION

This MOA shall take effect at the date of execution and shall renew annually for a term of three (3) years unless terminated

earlier by written notice of one party.

In addition, this MOA may be terminated for any reason at any time by mutual, written agreement.

Each party reserves the right to terminate with 90 days' notice without cause upon written notice.

In the event notice of termination is served by either party on the other, the parties agree to use best efforts to implement an equitable exit strategy that will permit enrolled students to complete their coursework and academic program and to delay the effective date of termination until the completion of the current academic term.

This MOA shall terminate automatically if either party has a change in ownership or if assignment occurs without the prior written consent of the other as specified below.

21. ARBITRATION

The parties agree that any controversy or claim arising out of or relating to this MOA, or the breach thereof, shall be resolved through arbitration in accordance with the applicable rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrators may be entered in any court of law having jurisdiction thereof. Such arbitration or court action shall be held in Boston, Massachusetts or such other location as is mutually agreeable to the parties. Nothing in this paragraph shall prevent the parties from engaging in mediation.

22. SEVERABILITY

If any provision of this MOA is declared or found to be illegal, unenforceable, or void, then both parties shall be relieved of all obligations under that provision. The remainder of the Agreement shall be enforced to the fullest extent permitted by law.

23. ENTIRE MOA: AMENDMENTS; LAW OF THE FORUM

This MOA constitutes the entire MOA between NSCC and DHS with respect to the subject matter governed herein, and shall not be deemed to be waived, added to, or modified orally; and no waiver, addition, modification, or amendments shall be valid unless signed by the parties hereto and confirmed in writing within ten days by registered mail.

This MOA, its validity, construction and effect shall be governed by the laws of the Commonwealth of Massachusetts.

24. SUCCESSORSHIP AND NON-ASSIGNMENT

This MOA shall be binding upon and inure to the benefit of the parties hereto and to their successors; but neither this MOA nor any rights hereunder shall be assignable to third parties without the prior written consent of the other party. Any assignment that does not have the written consent of both parties shall be null and void.

25. NOTICE

Any notice herein which can or ought to be given pursuant to the terms of this MOA shall be in writing and shall be deemed delivered when given in person to either party or upon the date of mailing by U.S. certified mail return receipt requested or overnight delivery service and addressed as follows, unless otherwise designated in writing by either party:

NSCC DHS

1 Ferncroft Road 60 Cabot Street

Danvers, MA 01923 Danvers, MA 01923

The foregoing provisions for service notwithstanding, any such notice shall contain a written Certification of Service page, which shall conform substantially to the Exhibit "B", attached hereto, and made a part of this MOA by reference.

26. RESERVATION CLAUSE

NSCC and DHS reserve the right to amend their policies from time to time. Notice of policy changes that have a direct impact on this collaboration shall be given to each other no less than thirty (30) days prior to the effective date. In the event that either party finds the changes unacceptable, then this agreement may be terminated upon 90 days' notice.

IN WITNESS WHEREOF, the parties hereto have caused this MOA to be signed by a duly authorized representative, on the date and year as written above.

FOR NORTH SHORE COMMUNITY COLLEGE:

By: Date: _____
Dr. Patricia A. Gentile, President

FOR DHS:

By: Date: _____
Dr. Lisa Dana, Superintendent

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: : Dr. Lisa Dana, Superintendent, dana@danvers.org,
IHE Partner Contact Info: : Dr. Patricia A. Gentile, President, pgentile@northshore.edu, 978-762-4304

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

DHS and NSCC has discussed potential issues for both the DHS and NSCC local collective bargaining. NSCC has identified a potential issue of having DHS teachers be the college teacher of record as being one potential issue. DHS has identified the reduction of staff due to the Early College Program as being a potential issue. These issues have been resolved by having a NSCC and a DHS instructor/teacher of record for each college course taken by students in the Early College Program. This will prevent the reduction in workforce at NSCC and/or DHS and is a viable solution to the potential collective bargaining issues identified.

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.*

The draft MOU that is attached as an additional supporting document outlines a number of key costs of the Early College Program:

Space - DHS and NSCC agree to provide space at the campuses for Early College students,

Parking - DHS and NSCC agree to provide parking for students and faculty in the Early College Program.

Tuition and Fees/Budget: North Shore Community College will annually determine and set a flat fee to cover expenses for all courses under this agreement including College courses taught by a College instructor on the College campus as well as hybrid courses taught remotely at the high school with a minimum of 30% face-to-face time with the College Instructor of Record on the College campus. NSCC and DHS will jointly identify grant funding for these courses, associated textbook costs and transportation to the College campus to allow free access to qualifying DHS students. In addition, DHS will work on estimating the cost of the Early College Program and will request these costs of part of the 2020-2021 school budget process.

Services: Responsibility for providing academic advising and support, library facilities, tutoring, counseling, career and student services, recruitment and other support services for college level course offerings shall reside with NSCC and DHS. Responsibility for enrollment, admissions, registration, faculty, college services, academic administration, career development, and alumni support for college level course offerings shall reside with NSCC.

NSCC and DHS shall provide library privileges and computer lab access for each institution's respective students.

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.*

[Early_College_NSCC_DHS_letter_to_partner_signed.pdf](#)

Upload any additional supporting documents here.

[Draft_MOA_with_ECD_early_college_NSCC_DHS.pdf](#)
