

Hello Kristin ...

As we are all aware, the parameters set for Early College Designation are challenging for both district and higher education partners, as we try to work through program logistics. Our current ECD partnership with Lynn Public Schools is in its infancy - thus far, in addition to planning, we have identified cohorts of students at three of the Lynn high schools and have brought them onto our campus for a welcome dinner event, to get a glimpse of the campus, and to meet their college instructor of record for the course that they'll be taking in the spring semester. We are addressing hurdles as we encounter them and have developed solutions that are focused on the key elements of Early College Designation. We have not solved all of the problems, but anticipate that we'll be better able to tackle issues as we learn throughout the spring semester.

In answer to your specific questions:

Can this method of delivery provide EC students, particularly underserved students, enough postsecondary exposure and experience with a college campus?

- Increasingly, institutions of higher education are moving toward hybrid and online teaching modalities. This transformation in how higher education is delivered is upending what we have traditionally viewed as post-secondary exposure for students. Because of the technology gap that exists across socioeconomic groups, we feel it is particularly important to empower underserved students to engage in the course modalities that they will encounter in their post-secondary studies.
- The hybrid model that we have developed with Lynn Public Schools has been intentionally designed to provide full exposure to college credit bearing course curriculum through Blackboard as well as 30% of the 45 contact hours required for a 3-credit course delivered face-to-face with the college instructor on our campus. Classroom time on the high school campus, facilitated by a high school teacher, will be spent delving into course content and assignments with a specific focus on how to be a successful college student. College and high school instructors will collaborate to ensure that students achieve student learning goals in Blackboard ... and this learning will be supplemented by four intense and substantial visits to the college campus.
- DHS and NSCC are also committed to providing an authentic opportunity for students to experience campus as well as synchronous and asynchronous learning environments. We believe providing both depth and breadth of service delivery formats will provide students with opportunities to practice important skills that will prepare them for college.

Given that a majority of course time is taking place at the HS location, how can program ensure students are experiencing a holistic post-secondary experience, especially for 12th graders (Also a concern with concurrent models)

- To prepare students to be successful in their postsecondary studies, the hybrid model aims to provide a more holistic college experience than one that is offered exclusively in a traditional, face-to-face setting. This design provides an opportunity for students to engage higher education through multiple, blended learning experiences (i.e., online, face-to-face, and hybrid).
- Our model involves a progression of students from high-school-based to college-campus-based learning. We intend for students to remain on their high school campus (except for the 30% face-to-face with college instructor on the college campus) during their freshman and sophomore years ... and then to migrate learning to the college campus for junior and senior courses. Younger students will have the benefit of learning from a familiar base on their high school campus with four classes taking place on the college campus. During these visits, students will be in their college course with their college instructor for 3.5 hours each time they are on campus, experiencing the curriculum as well as the campus at large, with presentations from guest speakers from significant areas of the college regarding college and career planning and how to finance higher education.

Given the length of time between post-secondary on-campus programming, how can the program ensure that students are progressing in their campus experience?

- In developing the hybrid course, we asked our developmental English department to manage the design and subsequent instruction. We did this because this department in particular has extensive experience with a diverse cross-section of learners (i.e., early college learners, non-traditional learners, students with special educational needs, ELL students). The course design and instructional setup offers a high-touch, personalized learning experience where faculty can use Blackboard to collaborate with students via video chat, discussion forums, lecture, audio-visual recordings, journals, blogs, and hypertext links for external sources.
- Students will be experiencing the college campus virtually through Blackboard with experiences on the college campus to develop their familiarity.

What are ways in which EC students can connect with their college instructor in meaningful ways?

- Students use a combination of face-to-face and distance learning modalities to engage regularly with NSCC faculty. In addition to the traditional on-campus visits, the developmental English department is taking special care to maximize student engagement through our LMS.
- The course that students will be taking is a college course taught by a college instructor - with learning facilitated on the high school campus. All assignments are developed by

college faculty and interaction in Blackboard is driven by college faculty. When students come to the college campus, they will spend several hours connecting with their college instructor.

- College faculty also have office hours to be available to students through blackboard, video chat, phone conversations and face-to-face meetings
- We also are working on coordinating synchronous online opportunities for instructional time.

How does the high school schedule adapt around the requirements of students needing to be in person on-campus 4 times a semester?

- We worked closely with the district to develop this schedule, with the understanding that any concerns about missed seat time at the high school would be akin to those associated with any field trip.
- We continue to work on scheduling and are flexible and open to planning and implementing innovative ideas. Once we identify students who will enroll in a particular class, we can schedule the class in a cohort model during the same block at Danvers High School. DHS has a waterfall schedule, which makes it possible to map out dates where the early college class meets during our long block. The long block provides an opportunity for students to have time to travel to NSCC and back, and also have face to face time on campus. NSCC and DHS will continue to coordinate and plan for scheduling models that meet the needs of both institutions as well as the students we serve. Our goal is to identify a scheduling model (most likely through our long block or after school flex time which runs from 2:00-2:40 pm for all AP classes) that allows students to have time on campus and not miss instructional time in their other high school classes.

What data supports hybrid delivery as an effective tool for Early College programs?

- Please see the attached literature review of the national landscape on use of hybrid models to support Early College access.
- To further affirm the potential for a positive influence on students via hybrid delivery, it's worth noting that our own college data show that students are successful at substantially the same rate in face-to-face, hybrid and online classes. There is no statistical difference in their performance.
- We piloted a course this Spring on "Understanding Higher Education and Career Pathways." Even with the context and challenges that COVID-19 has presented, we are proud that 14 of our scholars successfully passed the course to earn both high school and college credit. We are optimistic and excited about the potential Early College designation and are looking forward to continuing the partnership between NSCC and DHS for our students.

Kristin, please know that we join LPS in our concerns about how this will work ... this has not been tried before in this specific context. As you are fully aware, the Lynn district consists of four widely dispersed high school campuses and four different class schedules. We are working with Lynn as part of a larger

group tasked with unifying the schedule to allow designated chunks of time for students at all of the high schools to be released for Early College and internship/apprenticeship/work experience and have not yet reached closure on that. But in the interest of supporting the DESE/DHE goal of changing the Early College paradigm, we believe that this is the right thing to do. We may not achieve all of our goals immediately, but we hope to begin to influence the college-going culture in the city of Lynn and to work collaboratively with our K-12 partner to better support students who have no vision for themselves after high school. We think that this will move the needle.